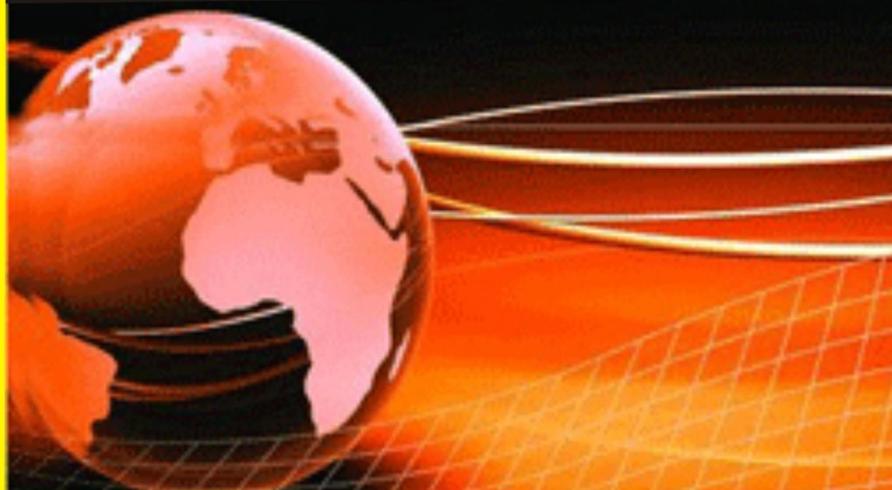


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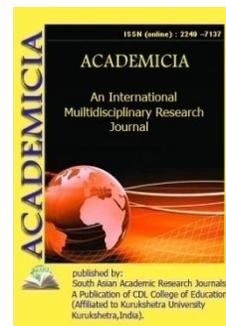
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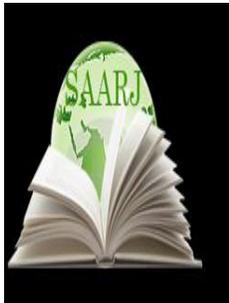
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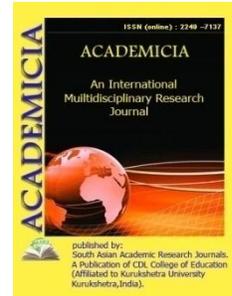
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**“PERFORMANCE APPRAISAL SYSTEM AND ITS IMPACT ON  
 MOTIVATION: A CASE OF NON-ACADEMIC STAFF IN UNIVERSITY  
 OF JAFFNA.”**

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**ABSTRACT**

*Performance appraisals are essential for the effective management and evaluation of staff. Appraisals help to develop individuals and improve organizational performance. Performance management is a continuous process. Appraisals are periodic activities Performance Appraisal (PA) as the personal activity by means of which the enterprise determines the extent to which the employee is performing the job effectively. The research problem of this study is to identify the relationship between performance appraisal systems and the motivation of non-academic staff in university of Jaffna. The objective of the study is find out the impact of performance appraisal system on motivation of non-academic staff in university of Jaffna. The results of this study Regression analysis was carried out to the test the impact of performance appraisal system on motivation of non-academic staff in university of Jaffna. Here performance appraisal system is the independent variables and motivation is dependent variable. Model summary table indicates, we can observe that performance appraisal system is influenced by motivation by 32.7%, which is significant at 0.01 levels.*

**KEYWORDS:** *Performance Appraisal System, Motivation, University Of Jaffna, Sri Lanka*

## 1.0 INTRODUCTION

The performance review or performance review meeting is only one part of an overall strategy for improving performance that we call performance management (Bacal, 2004). PA is one of the most functions of HRM and the term 'PA' is concern with identifying, measuring, influencing and developing job performance of employees in the organization in relation to the set norms and standards for a particular period of time in order to achieve various purposes (Opatha, 2002). Management is a dynamic process, while appraisals are part of performance management. Therefore, without appraisals management becomes difficult. (Rao, 2004). Effective and Timely feedback during the performance appraisals period addressing employee performance on elements and standards is an essential component of a successful performance management program (US Department of the Interior, 2004). The evaluation of organizational and employee performance permits managers to check that strategic business objectives are valid, are being successfully communicated throughout the organization and are being achieved. Performance appraisals are important for staff motivation, attitude and behavior development, communicating and aligning individual and organizational aims, and fostering positive relationships between management and staff. Organization need ever-improving performance to survive and prosper in today's competitive world: individual and organizational performance improvements are keys to competitive advantage.

### 1.1 Research Problem

Performance appraisal systems are critical among the most important Human Resource practices and also a comprehensively discussed research topic. It is an integral part of any organization. Appraisals help to develop individuals and improve organizational performance. Performance appraisal system is important for an organization, as it helps organization ensuring employees are working hard to contribute to achieving the organization's mission and objectives. Performance appraisal system sets expectations for employee performance and motivates employees to work hard in ways that is expected by the organization. Moreover, performance appraisal system provides a completed and professional management process for organizations to assess the performance results of organizations and employees. Employee motivation could be expected, assessed and encouraged. Macky and Johnson (2000),pressed that the importance of performance appraisal system is on continuously improving organizational performance, and this is achieved by improved individual employee motivation. Therefore, improving employee motivation by using performance appraisal system is away to improve organizational performance. Thus, research problem of this study is to identify the relationship between performance appraisal systems and the motivation of non-academic staff in university of Jaffna.

### 1.2 Research Objectives

- To identify what is the relationship between performance appraisal system and motivation of non-academic staff in university of Jaffna.
- To find out the impact of performance appraisal system on motivation of non-academic staff in university of Jaffna.

## 2.0 LITERATURE REVIEW

Performance Appraisals (PA) are essential for the effective management and evaluation of staff. There are two types of terms referring to performance appraisal; one type is referred to as the

academic terms while other is referred to as practical terms. Terms like performance appraisals, merit rating, employee assessment, employee evaluation and performance rating are considered as academic terms while the terms such as confidential report, annual report, increment report and company report are identified as practical terms used by industry practitioners (Opatha, 2002). Judge and Ferris (1993) mentioned that, accurate appraisal of the performance of employees has long been regarded as a key to organizational success. Appraisals help to develop individuals and improve organizational performance. Performance management is a continuous process. Appraisals are periodic activities. Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements (Armstrong, 2006).

The overall aim of performance management is to establish high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership (Armstrong, 2006). Performance appraisal can be defined as the formal assessment and rating of individuals by their managers at, usually, an annual review meeting.

Performance management is a continuous and much wider, more comprehensive and more natural process of management that clarifies mutual expectations, emphasizes the support role of managers who are expected to act as coaches rather than judges, and focuses on the future (Armstrong, 2006) According to him, Performance Appraisal tended to be backward looking, concentrating on what had gone wrong, rather than looking forward to future development needs.

The true role of the performance management is to look forward to what needs to be done by peoples to achieve the purpose of the job, to meet new challenges, to make even better use of their knowledge, skills and abilities, to develop their capabilities by establishing a self-managed learning agenda, and to reach agreement on any areas where performance management need to be improved and how that improvement should take place (Armstrong, 2006).

## **2.1 Empirical Studies**

Performance appraisal has been regarded as the most critical human resource function within organizations by which assessors or supervisors analyze and assess performance of their subordinates (Keeping and Levy, 2000). the outcomes of performance appraisal assists managers to select specific pay rates, promotional decisions, development and training needs and motivational factors for employees (Zapata-Phelan et al., 2009). In this regard, performance appraisal system has been widely researched within organizational psychology to assess employee performance. However, despite of resources applied and attention made to this particular topic, prior researchers have found continuing dissatisfaction among employers and employees about outcomes of performance appraisal systems in terms of unfair, inaccurate and political outcomes (Rao, 2004; DeNisi and Pritchard, 2006). Therefore, it is important to study the factors affecting outcomes of performance appraisal system.

Literature has identified several indicators that affect the outcomes of performance appraisal system. In this regard, one critical factor is the appraisal source. This factor suggests that employee performance can be evaluated through multiple sources such as supervisors, managers, self, peers and even customers (Wood and Marshall, 2008). Another important characteristic of

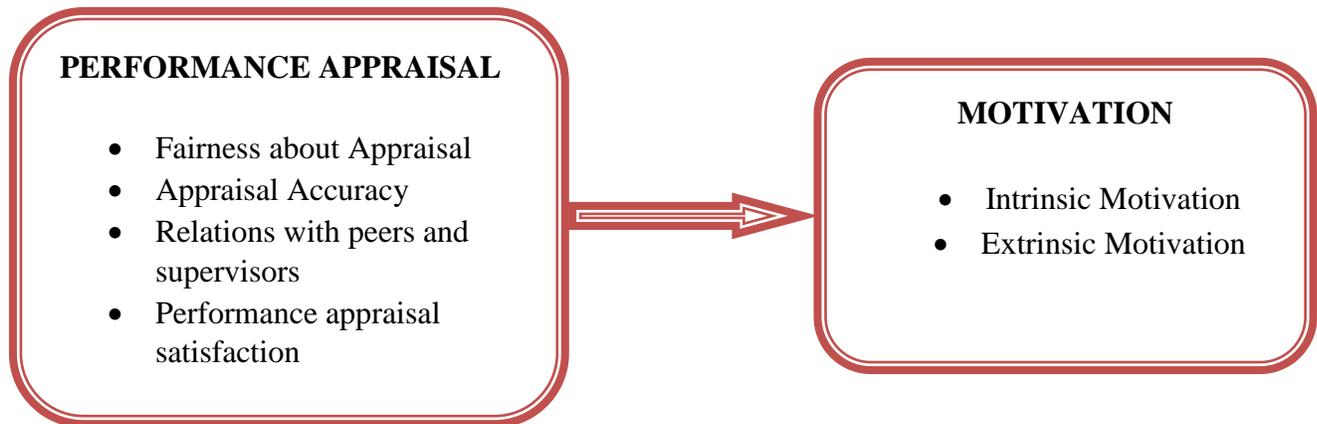
performance appraisal is the purpose for which performance has been appraised or evaluated (Thurston, 2001), and typically, performance appraisal systems are utilized for multiple purposes ranging from developmental and administrative purposes. Feedback richness is also an effective indicator that may affect the outcomes of performance appraisal. Feedback richness elaborates the specific appraisal environment by which frequent, specific and timely feedback is provided by employees to employers regarding job (Kinicki et al., 2004). Perceived accuracy of performance appraisal has been regarded as an important aspect to evaluate the satisfaction and motivation in employees in relation to performance appraisal (Wood and Marshall, 2008; and Selvarajan and Cloninger, 2009). In this regard, prior studies suggest that if employee perceive that appraisal outcomes are accurate, they are more likely to recognize these results and act on them (Roberson and Stewart, 2006).

On the other hand, employee perception of fairness also measures effectiveness of performance appraisal outcomes (Young court et al., 2007). In this respect, previous studies have suggested that justice or fairness of performance appraisal can be evaluated into three dimensions. These are distributive, interactional fairness and procedural (Colquitt et al. 2001). In this regard, distributive fairness represents the extent to which outcomes of appraisal are distributed fairly (Smither and London, 2009). In the appraisal context, the distributive context relates with the ratings of performance appraisal gained by employees. On the other hand, procedural fairness aims at the extent to which procedures deployed by organization for appraisal are fair in deriving outcomes of appraisal (Zapata- Phelan et al., 2009). Contrary to this, the concept of interactional fairness represents the extent to which employees receive treatment of peers and supervisors during the process of appraising performance (Roberson and Stewart, 2006). Prior studies about meta-analysis of performance appraisal and perceptions of justice suggest that it enhances performance and satisfaction of employees (Roberson and Stewart, 2006). On the contrary, appraisal satisfaction represents the contentment of employees with the results of appraisal system. Levy and Williams (2004) suggest that analyzing employee satisfaction is important as it determines reactions of employees towards appraisal. Contrary to this, motivation represents the degree to which employees are willing to make improvements in their performance (Roberson and Stewart, 2006). Some authors suggest that perceptions about fairness hold a critical importance within organizations because it avoids negative outcomes such as disruptive behaviors and employee turnover and also enhance positive outcomes of organizations such positive citizenship, commitment and satisfaction with the job (Selvarajan and Cloninger, 2009).

Thurston (2001) has addressed the specific aspects related with performance appraisal and also reveal that effectiveness and success of appraisal system depends on reactions and feedback of employees. This suggests that employee feedback is critical factor in assessing effectiveness of appraisal system. This feedback can be positive or negative regarding outcomes of appraisal system. Prior studies have revealed that positive feedback is more likely to be accepted whereas employees often hesitate to accept negative outcomes of appraisal system (Rao, 2004). On the other hand, Roberson and Stewart (2006) suggest that if negative feedback is delivered in an effective and persuasive manner, employees will take it seriously and will focus on eliminating the negative aspects in their performance.

### 3.0 Research Methodology

#### 3.1 Conceptual Model



Source : Develop by Researcher

#### 3.2 Research Hypotheses

- H<sub>1</sub>: There is a significant relationship between performance appraisal system and motivation of non-academic staff in university of Jaffna
- H<sub>2</sub>: There is a significant impact of performance appraisal system on motivation of non-academic staff in university of Jaffna.

#### 3.3 Population and Sample of the Study

Population of this research is all the non-academic staff in university of Jaffna. Simple random sampling method was adopted to select respondents. The 36 non-academic staff was considered for the survey to collect data to examine impact of performance appraisal system on motivation of non-academic staff in university of Jaffna.

#### 3.4 Data collection procedure

Primary data were collected using questionnaire. Questionnaires were distributed by the researcher individually. Each completed questionnaire was checked immediately, and was entered for data analysis.

#### 3.5 Data analysis

Data analysis strategy in this study consists of both descriptive statistical analysis and inferential statistical analysis in addition to test of reliability the measurement scales. The Statistical Packages for Social Science (SPSS) version 21 was used for data analysis. Firstly all variables were assigned with names and coded for computer entry. Secondly, all the responses were coded to facilitate computer data input.

## 4.0 RESULTS AND DISCUSSIONS

### Reliability

Variables	Cronbach alpha	No of items
Fairness About Appraisal	.703	04
Appraisal Accuracy	.855	03
Relations With Peers And Supervisors	.758	04
Performance Appraisal Satisfaction	.841	03
Motivation	.859	14

Cronbach alpha is most widely used method for checking the reliability of scale. 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, 2002). Present study satisfies the reliability measures requirement in this study.

### Correlations Analysis

Correlations		
		Motivation
Performance Appraisal System	Pearson Correlation	.572**
	Sig. (2-tailed)	.000
	N	36
**. Correlation is significant at the 0.01 level (2-tailed).		

Correlation analysis was carried out to find out association among the variable based on the value of correlation. The performance appraisal system and motivation are significantly correlated at 0.05 significance level. ( $r = .572^{**}$ )

### Regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.572 <sup>a</sup>	.327	.288	.41044
a. Predictors: (Constant), Performance Appraisal System				

### ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.184	3	1.395	8.278	.000 <sup>b</sup>
	Residual	8.592	51	.168		
	Total	12.775	54			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Performance Appraisal System

Regression analysis was carried out to test the impact of performance appraisal system on motivation of non-academic staff in university of Jaffna. Here performance appraisal system is the independent variables and motivation is dependent variable. Model summary table indicates, we can observe that performance appraisal system is influenced by motivation by 32.7%, which is significant at 0.01 levels.

## 5.0 Conclusions and Recommendations

### 5.1 CONCLUSIONS

The results of the study support to confirm the prediction made by the researchers regarding a significant and positive relationship between performance appraisal system and motivation. Results confirm that there is a positive relationship between those variables.

### 5.2 Recommendations

According to the conclusions researcher has found that performance appraisal system is at moderate level. In order to improve the performance appraisal system up to high level it is necessary to develop dimension relating to performance appraisal system, and also motivation should be increased further. In order to do that researcher suggests following recommendations. Appraisal process has been dealing with much of paper works it has to be reduced as possible by using computerized appraisal system through the network and also there should be online filling system for filling appraisal forms. It is necessary to develop and communicate relevant goals for the year before starting the evaluating year that is beginning of the year. Evaluators need to pay much more consideration regarding the goals to be achieved through their subordinates. At least semi annually evaluation should be done. Appraisers and Appraisees should be trained properly about how to carry out a proper evaluation without any biases that are lead to create wrong results about motivation Performance Evaluation results should be used further to take important decision like promotions, increments, training need identification etc.

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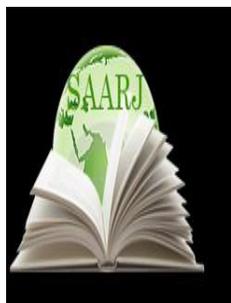
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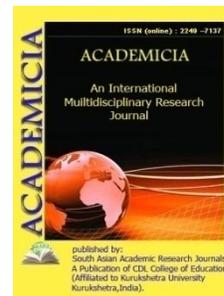
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**CURRENT STATE AND TRENDS IN THE DEVELOPMENT OF  
 POULTRY FARMING ON THE EXAMPLE OF SURKHANDARYA  
 REGION**

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**ABSTRACT**

*The article considers the current state and development of the poultry industry on the example of Surkhandarya region. The research describes the main trends in the development of poultry. Comparative and dynamic statistical methods of statistics using local statistical data were widely used in the course of the research work. In particular, feathers are used in the production of household goods, toys, fishing gear and poultry feed. Poultry manure is a valuable fertilizer in the wet state. In addition, dry poultry manure is used in the production of mixed fodder in an unconventional way.*

**KEYWORDS:** *Market Economy, Agriculture, Animal Husbandry, Food Security, Poultry, Broiler, Agricultural Enterprises, Farms, Economic Efficiency, Product Cost, Export, Import, Dynamics, Population, Living Standards, Employment.*

**INTRODUCTION**

Today, the country is taking consistent measures to further develop the poultry industry and increase the volume of production of finished products for export and expand the range of products, as well as to provide the population with quality and affordable poultry products.

We can see that the Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated November 13, 2018 "On additional measures for further development of poultry" and a number of decrees and resolutions of our government on the development of poultry pay great attention to the development of this sector. In his Address to the Parliament, the President of the Republic of Uzbekistan noted that "... we must sharply increase the volume of food production through the development of poultry."

Poultry is one of the most important branches of animal husbandry, which provides the population with dietary food products (eggs and poultry), industry with raw materials (feathers, feed). Poultry manure is also a valuable organic fertilizer for growing agricultural crops. The poultry industry is a low-cost, market-oriented, cost-effective sector, which plays an important role not only in improving the living standards of the population, but also in providing employment. Therefore, there is a need for a comprehensive economic statistical analysis of the development of the poultry industry.

## **MATERIALS AND METHODS**

The development of the poultry industry has been studied by a number of foreign and local scientists using economic statistical methods. In particular, E. Darde developed a methodology for statistical analysis of the livestock sector, which divided livestock enterprises into three categories: agricultural enterprises, farms and households, and in its analysis used the methods of statistical grouping, comparison and dynamic analysis of statistics [4].

N.Bykova widely used statistical methods in studying the role of the poultry industry in ensuring national and regional food security [3].

N.Bykova widely used statistical methods in studying the role of the poultry industry in ensuring national and regional food security [3].

L. Gulyaev used the methods of dynamic, monographic and comparative analysis of the current state and development trends of the poultry industry [5]. The author considers the widespread use of a cluster system, which covers the process from the cultivation of poultry products to its sale, as well as the deep processing of poultry products as a necessary factor in the development of this industry.

One of the scientists of our country, H.R. Rakhmankulov used typological and analytical grouping, dynamic, comparative and monographic analysis methods in the study of reducing the cost of production and increasing the profitability of farms in the livestock sector in Surkhandarya region. Livestock farms were divided into state farms, collective farms, and specialized poultry farms [7].

V.I. Nechaev analyzed the current state and main trends in the development of the poultry industry and the poultry market in the Russian Federation using the main methods of statistics. In this analysis, three categories of poultry farms: agricultural enterprises, population farms and dekhkan (farmer) farms were carried out over the years [6].

Based on the above considerations, we consider it expedient to implement comparative and dynamic analysis of three categories of poultry farms in Surkhandarya region: agricultural enterprises, farms and households, taking into account the specifics of the development of this sector in the development of the poultry sector.

It is known that poultry eggs and meat are used for food purposes. Eggs are made primarily from chicken, quail and tsesarka. Eggs contain the most important nutrients and biologically active substances for human health. According to experts, poultry eggs contain 13% protein, 11% fat, 1% mineral and vitamin complex. In terms of nutrition, 10 chicken eggs weigh 0.8 kg. corresponds to beef. Eggs contain about 85% water, the rest is pure protein, vitamins and enzymes. Poultry egg yolk contains 52% water, 32% fat and about 16% protein.

Poultry is also distinguished by its high nutritional and dietary qualities. The highest quality poultry is obtained from broilers. They are grown on specialized farms. The white meat of broilers contains 20% nutritious protein, 1-2% fat, 92% essential amino acids. Therefore, in developed countries, more attention is paid to the cultivation of broilers in conditions where the feed base is limited.

In addition, poultry by-products are also widely used in industry. In particular, feathers are used in the production of household goods, toys, fishing gear and poultry feed. Poultry manure is a valuable fertilizer in the wet state. In addition, dry poultry manure is used in the production of mixed fodder in an unconventional way. It contains many vitamins and minerals that are part of a mixed diet. Incubation and slaughter wastes are also used in the production of mixed fodder.

When there are sufficient conditions for the development of poultry, there are specific features that determine the economic efficiency of poultry development:

- Poultry farming is one of the fastest growing industries. It is characterized by high rates of reproduction of poultry, low consumption of material resources per unit of output and low labor costs;
- Due to the low level of seasonality, it is possible to evenly distribute the volume of production and sales of poultry products throughout the year, which is important in the context of inflation;
- Since poultry products are a basic necessity, the demand for them will always be stable, regardless of the economic and political situation in the country;
- Eggs and poultry go directly into the process of trade and processing, so there is no direct supply and demand for it;
- Poultry farming is a sector that is quick to adapt to sharp changes in production compared to other livestock sectors, as the number of poultries is not so dependent on the size and quality of land;
- In foreign experience, the main producers of poultry products are specialized enterprises (poultry factories), which can produce the bulk of poultry products. The production process in these enterprises covers everything from the incubation process of eggs to the feeding process;
- Poultry feeding is mainly carried out at the expense of purchased feed (mixed and vitamin-fortified feed), so the development of this industry is closely linked to the grain market and the volume of mixed feed production.

Poultry farms have four sectors, as in the Commonwealth countries: egg, meat, egg-meat and breeding.

In our country, as in other countries of the world, chickens are mainly used in poultry. They make up almost half of the total poultry in the world, providing 95% of eggs and 85% of poultry meat.

At present, Surkhandarya region produces 194 eggs per capita, compared to 221 at the national level. According to international standards, the consumption of eggs is 219, the national consumption is 112. Currently, egg production in our country is at the level of international standards, and more than 109 eggs are produced above national standards.

In 2019, the country produced 221 eggs per capita, while in Kazakhstan this figure was 236 in 2013. Today, Uzbekistan has developed a national norm of consumption of eggs and poultry: 121 eggs and 9.6 kg of poultry per capita.

The demand for eggs in our country is mainly met by domestic production. That is, 80% of the product is exported to the domestic market and 20% of the product is exported to the foreign market. The level of poultry production currently remains dependent on imports.

According to the Food and Agriculture Organization of the United Nations, the average world meat consumption is 38.7 kg.

In the ranking of world meat consumption, Uzbekistan ranks 120th out of 177 countries with a population per capita of 25.8 kg. According to medical standards, a person should consume an average of about 60 kg of meat per year (160 grams per day), while consuming 28 kg per year is equivalent to 75 grams per day.

Uzbekistan produces 43 kg of live weight meat per capita. According to medical standards, it should weigh 55-58 kg, which lags behind neighboring Kazakhstan and Kyrgyzstan.

Poultry farming is slowly transitioning to a path of rapid development. In our country, according to national traditions (meat consumption consists mainly of mutton and beef), the level of consumption of poultry meat lags behind. The average consumption of poultry meat in Kazakhstan is about 35 kg, in Turkmenistan - 12 kg, in Kyrgyzstan - 6 kg, in Uzbekistan - 5.8 kg, and in Tajikistan - 3 kg. Given the increase in the price of beef and mutton, we can also observe an increase in the consumption of poultry meat.

The main objectives of the statistical study of poultry are:

- to determine the level of development of poultry, their individual branches and the processes that take place in them;
- coverage of the status and development of poultry farming in individual agricultural enterprises, their groups and various economic categories operating in the poultry sector;
- study of the situation with the placement of poultry in the regions of the country;
- assessment of the conditions of production of poultry products and identification of reserves to increase the volume and improve the quality of poultry products;
- to determine the place and role of poultry in the agro-industrial complex, including the livestock sector.

The system of poultry statistics should always provide a reliable and comprehensive coverage of the state of the industry, reveal the laws of its development and the most important interrelationships, assess production efficiency and regulatory measures, reveal existing imbalances, eliminate them and use available resources.

This system primarily covers two specific indicators:

1. Indicators of the number of heads of agricultural poultry - indicators of quantity, composition, quality, movement and use. This is the need for constant updating (care) of farm poultry, which requires the study of specific indicators of herd reproduction.
2. In accordance with the indicators of gross output of poultry (volume, composition, quality, formation and movement), productivity of poultry, yield and productivity of grain crops.

Poultry farming is mainly concentrated on specialized poultry farms and private households. The dynamics of the number of poultry heads for all farm categories are described in Table 1 below.

**TABLE 1 DYNAMICS OF THE NUMBER OF POULTRY BIRDS IN SURKHANDARYA REGION**

Years	In all farms	Including by economic categories (in thousands)		
		In agricultural enterprises	On farms	In households
2007	1359,7	236,3	76,4	1047
2008	1640,4	286,7	195,9	1157,8
2009	1834,6	334,4	244,6	1255,6
2010	1978,8	419,8	208,5	1350,5
2011	2352,5	590,5	232,9	1529,1
2012	2673,2	654,2	237,0	1782,0
2013	2873,0	703,4	228,6	1941,0
2014	3085,9	737,9	216,5	2131,5
2015	3351,7	892,0	215,1	2244,6
2016	3985,3	1153,8	282,9	2548,6
2017	3997,3	1231,3	327,7	2438,3
<b>2017</b>	<b>4099,9</b>	<b>1320,5</b>	<b>342,8</b>	<b>2436,6</b>
2018	4554,4	1332,4	729,6	2492,4
2019	4808,5	1201,8	1099,1	2507,6
2020	4893,7	2140,7	245,0	2508,0

Source: Surkhandarya regional statistics department

In 2012, there were 2673.2 thousand heads of poultry in all categories of farms, in 2015 this figure increased by 25.4% and amounted to 3351.7 thousand heads. From 2009 to 2020, the number of birds in Surkhandarya region has been growing steadily. At the beginning of 2020, this figure reached 4,893.7 thousand (about 2.6 times more than in 2009 and 1.8 times more than in 2012).

In 2009-2020, the increase in the number of poultry in all categories of farms increased by 3059.1 thousand heads, while in agricultural enterprises in 2020 increased by 6.4 times compared to 2009, 3.2 times compared to 2012 and reached 2140.7 thousand heads. The number of poultry on farms in 2020 reached 245 thousand, which is 3 times less than in 2018 and 4.5 times less than in 2019. In 2020, this figure increased by 2 times compared to 2009 and 1.4 times compared to 2012, and the number of poultry amounted to 2508.0 thousand heads.

The share of agricultural enterprises in the total number of poultry in the region increased from 18.23% in 2009 to 32.21% in 2017, and in 2020 amounted to 43.7%.

The share of farms in Surkhandarya region in 2009 amounted to 13.33%, and a downward trend can be observed until 2017. While the number of birds will increase in 2018 and 2019, we can observe that in 2020 the number of birds will decrease. In 2020, it doubled compared to 2018, and decreased by 4.5 times compared to 2019, and in 2020 the share of farms was 5%.

The share of households has been declining from year to year. In 2007, the share of households in the total number of poultry was 77%, and from 2007 to 2018 the share of households has a

steady downward trend. In 2010, this figure was 68.4%, in 2017 it was 61%, in 2018 it was 54.7%, and in 2020 it was 51.2%.

**TABLE 2 INDICATORS OF POULTRY PRODUCTION IN SURKHANDARYA REGION**

Poultry products	2013	2014	2015	2016	2017	2018	2019
<b>Thousands of eggs</b>	<b>214992</b>	<b>239480</b>	<b>273188</b>	<b>311780</b>	<b>334002</b>	<b>463757</b>	<b>513003</b>
Including							
Farms	4266	4777	12578	13740	30500	96518	75952
In households	148724	168884	187227	212263	218004	243209	218330
In agricultural enterprises	62002	65819	73383	85777	85498	124030	218721
<b>Poultry meat (in tons)</b>	<b>2448</b>	<b>2525</b>	<b>2669</b>	<b>2707</b>	<b>2756</b>	<b>2539</b>	<b>1605</b>
Including							
Farms	48	49	58	74	12	69	64
In households	2260	2331	2496	2552	2392	2188	1253
In agricultural enterprises	140	145	115	81	352	282	288

*Source: Surkhandarya regional statistics department*

According to the table, egg production in Surkhandarya region has increased due to an increase in the number of poultry. The volume of egg production in the region in 2019 increased by 2.4 times compared to 2013 and 1.5 times compared to 2017. While the share of households in egg production was 69% in 2013, in 2019 this figure decreased to 42.6%. The share of specialized agricultural enterprises increased from 29% to 42.6%. The share of farms has also increased.

During the analyzed period, the volume of poultry production increased steadily from 2013 to 2017. In 2018 and 2019, poultry production decreased. That is, in 2019, it decreased by 33% compared to 2013, and by 52% compared to 2017.

Poultry farming in the region is mainly accounted for by households. The share of farms in this category was 92.3% in 2013, and in 2019 it was 78% due to a decrease in the volume of poultry meat. During this period, the share of farms and specialized agricultural enterprises increased.

In Surkhandarya region, egg production per capita in 2007 was 175 eggs, and from 2008 to 2014 it decreased to 77 eggs. In 2015-2016, it increased by 185-191 units. In 2017-2019, there was a decrease in egg production per capita.

Based on the economic statistical analysis of the development of poultry in Surkhandarya region, we came to the following conclusions:

- In Surkhandarya region, poultry production has changed mainly due to an increase in the number of poultry. We can observe changes in the number of birds across different farm categories. In the past, poultry products were mainly distributed to households, but now it can be seen that the share of agricultural enterprises and households has decreased, while the share of farms has increased. In many countries, poultry production is mainly performed by agricultural enterprises;

- When all the necessary conditions are in place in poultry, the impact of seasonality on its development is minimal. This situation can be observed in farms transferred to the industrial basis. It is not always possible to provide such conditions in households. Such conditions can be provided in agricultural enterprises and farms. Therefore, poultry production has increased in this category of farms;
- In recent years, the price of meat products has increased significantly. The main reason for this is the increased costs associated with growing them. Poultry production has increased mainly due to the fact that their products are fast-growing and low-cost, as well as their rapid recovery;
- The government is creating all the necessary conditions for the development of poultry farming and the promotion of export activities. This leads to an increase in poultry production and an increase in productivity.

## CONCLUSION

Based on the above, in order to further develop the poultry industry in Surkhandarya region, first of all, it is necessary to introduce modern technologies in this area, modernize production processes and expand exports of finished products:

It is necessary to promote the development of other species of birds in Surkhandarya region. Depending on the conditions of the regions, it is necessary to establish farms engaged in the cultivation of other types of poultry: ducks, geese, turkeys, quails, sparrows, hawks;

Not only increase the production of poultry products in the form of eggs and poultry, but also increase the export of products through their processing and the introduction of recycling of poultry waste;

Reducing the impact of the poultry industry on the environment, timely elimination of poultry diseases and attention to the cultivation of environmentally friendly products;

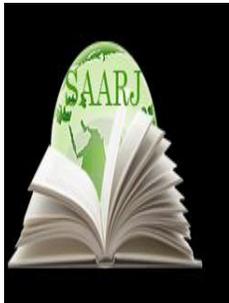
Establishment of import-substituting nutritional and vitaminized feed production in poultry farming in the region;

Training of specialists engaged in this activity in poultry farms and increase of their experience in poultry farms in the development of poultry farming.

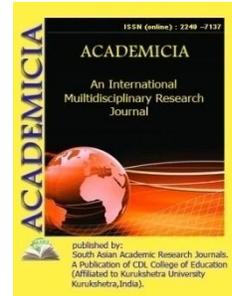
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## ESTABLISHMENT OF TURKESTAN AUTONOMY AND SUPPORT OF INDIGENOUS PEOPLE

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### ABSTRACT

*This article analyzes the support of the indigenous population for the national democratic state-Turkestan autonomy, established in November 1917, on the basis of information obtained from newspapers published at that time. Historical research during the Soviet era has shed light on the attitudes of indigenous peoples toward Turkestan Autonomy through comparative comparisons. Scientific conclusions free from objective and ideological approaches are given. The role of the study of this topic in the minds and hearts of young people during the period of independence has been shown to arouse a sense of involvement in the fate of the country.*

**KEYWORDS:** *Turkestan, Autonomy, Law, National Statehood, Soviet System, Government, Indigenous People, People, Rally, Demonstration, Newspaper, Oppression.*

### 1. INTRODUCTION

The emergence of Turkestan Autonomy and its support by indigenous peoples have been variously covered in the historical literature. In the literature based on the class approach during the Soviet era, this issue is covered one-sidedly. Despite the predominance of Soviet-era coded history and its paradigms set by the Soviet regime, there have been attempts to portray the indigenous peoples' attitudes toward the Soviet regime in a non-Soviet way. Including L. Reztsov took a similar approach to the issue in his work.

Some studies suggest that large sections of the local population were not involved in the revolutionary movement. According to F.Bozhko, "the government of autonomy was defeated not by the local people's struggle for autonomy, but by itself as a result of internal class struggles

and conflicts that eroded the counter-revolution." Due to the fact that there are conflicting approaches to the support of the indigenous population for the autonomy of Turkestan, it has become a requirement of the time to shed light on the objective truth in this matter. The extremely difficult situation in Turkestan, which became more and more complicated after the establishment of the Soviet power, mobilized the patriotic and progressive forces of the country. They took the initiative and set out to establish a democratic, state-based, nation-state that could stand up to Soviet rule, led by the Bolsheviks. Serious preparations have been made in this regard. On November 26, 1917, the IV Extraordinary Congress of Muslims of the region was convened in Kokand. As a result of the three-day uninterrupted activity of the Congress, the Autonomy of Turkestan was established. Indigenous people sincerely welcomed the establishment of the Turkestan Autonomy and supported its activities on the path of national statehood. The article provides detailed information about these processes.

## **2. METHODS**

Although the Soviet government sought to use the science of history effectively to implement the new system and assimilate its ideology into the local population after the October 1917 coup, we tried to state that Turkestan's autonomy was supported by indigenous peoples through scientifically based analysis and comparisons.

## **3. Results**

An important event in the history of the statehood of indigenous peoples was the formation of the so-called "Autonomy of Turkestan" on November 28, 1917. After the end of the IV Extraordinary Congress of Muslims of the All-Turkestan region on November 26-28, 1917 in Kokand, on December 1, a special Address signed by members of the Provisional Government of the Turkestan Autonomy (8 people) was published. The petition called for unity and solidarity among all the people of Turkestan: regardless of race, nationality, religion, gender, age and political beliefs. The Turkestan Autonomous Region, a national government of the country's noble and nationalist elites, has been established and has been entrusted with glorious tasks. Most importantly, the realization of Turkestan, whose dignity and pride were humiliated by others, the gradual restoration of its freedom and independence, and its elevation was the main task and goal of the people's government. For this reason, millions of citizens of the country welcomed the declaration of Turkestan Autonomy with great satisfaction and enthusiasm. In early December 1917, in the cities of Tashkent, Namangan, Jalal-Abad, Kokand, Samarkand and other regions, thousands of people organized rallies and demonstrations in support of the Autonomy.

Historical data show that the Autonomous Government was strongly supported by the people of Turkestan. The rally held on December 6, 1917 at the Jome 'Mosque in Tashkent is a clear proof of this. The rally was attended by 60,000 people. According to the Great Turkistan newspaper, "The interior of the mosque and the roof are full of people". The rally was chaired by Saidghani Mahmud and was attended by Munavvarqori, Mulla Odil, Sherali Lapin and others. The participants of the rally unanimously approved the Autonomy and decided not to recognize any government in Turkestan other than this Provisional Government. At the end of the rally, a decision was made to support the Turkestan Autonomy. It read: "We, the Muslims, applaud the

Turkestan Autonomy, regardless of class and rank, and wholeheartedly support the decision to establish the Turkestan People's Government announced by the Extraordinary Congress in Kokand ... and unite all Muslims around the Autonomous Turkestan Government. We urge you to refrain from any hostile dealings with the interim organizations which are at the head of the present provincial administration. We must maintain peace and harmony so that the Turkestan Autonomy can be established in practice as soon as possible. Long live Autonomous Turkestan!"

The support of the Autonomous Government by the people of Turkestan can also be seen in the fact that thousands of people applauded the Autonomy in various cities and villages of the country. For example, on December 1, a demonstration was held in Namangan district with the participation of about 100,000 people. "Long live autonomous Turkestan and its government!" this words were swaying.

On December 6, a demonstration was held in the village of Khanabad in the Jalal-Abad volost on the occasion of the declaration of autonomy. More than a few thousand people gathered from the tomb of Fozilkhan to the market. Abdullah Eshan and Hussein Validi spoke at the demonstration and explained to the people the establishment of the Autonomy and its goals. On December 7, in Kokand, and in December in Samarkand, meetings of indigenous peoples in support of the Autonomy were held. At a meeting of the regional council convened in the Caspian region, a decision was made to join the Turkestan Autonomy. In the national press, prominent Turkestan enlighteners, politicians and public figures congratulated the Autonomy in their articles.

In particular, Abdurauf Fitrat in his article "Autonomy" expresses his views on the Autonomy of Turkestan as follows: "Autonomy of Turkestan..... I do not believe that there is a more prosperous, more sacred, more joyful word among the true children of Timur Hakan, among the Turks of Turkestan. Turkestan has a power that boils the blood of Turks and raises their faith, and there is only one word: Turkestan Autonomy!" .

For fifty years we have been oppressed, humiliated, our hands tied, our tongues cut off, our mouths shut, our lands oppressed, our property plundered, our honor lost, our honor usurped, our rights violated, our humanity trampled underfoot - we stood up and persevered. We obeyed every command that relied on power, we lost our whole being. We did not give a single thought, we enlightened, we kept our faith alive: Turkestan Autonomy!

When we returned from the courthouse crying, when we lay in lightless prisons, when we fell under the blows of a predatory gendarme, when our lands were burned, when our believers were hanged, we lost consciousness, our brains were corrupted, our eyes were left without light, we could not see anything. At that moment, a bright star shone in a distant part of that dark world to lift our fallen spirits. Our eyes, which hadn't moved on to anything, could see that. What was he? Autonomy of Turkestan!

The pages of newspapers and magazines were widely used to inform the local population about Turkestan Autonomy. Began publishing in government newspapers in Uzbek, Kazakh, and Russian. In particular, the previously published newspaper "Great Turkestan" began to pay special attention to the activities of the autonomous government. In order to improve the publishing work, O.Mahmudov's printing house was transferred to the government.

The petition, signed by members of the Turkestan Autonomous Government, contained information about the congress's decisions and the government's immediate work plans, as well as an appeal to the people of Turkestan. All citizens of Turkestan - Muslims, Russians, Jews, workers, soldiers and peasants, all peoples and nations living in the country, city and administrations, political, social and trade unions, all state, public and private institutions unite around the Turkestan People's Government was called upon to assist in the implementation of the tasks entrusted to it.

In the early days of the proclamation of Turkestan Autonomy, rallies and demonstrations by indigenous peoples in support of the autonomy government intensified. In those days, the Tashkent Soviet received an application for a rally and demonstration on behalf of the residents of the Old City.

According to the decision of the Soviet, it was approved to hold the rally and demonstration in the Old City of Tashkent, but not in the New City. According to "Hama razera", a publication of the Turkestan Bolsheviks, "The Soviet Union prevented the Muslim masses from falling prey to Russian counter-revolutionary gangs and becoming victims". "Early in the morning on December 13, the Old City looked like a holiday," the Great Turkestan newspaper said. Crowds of people began to pour in from all directions, from the streets and alleys to the Shaykhantahur Mosque. At 12 o'clock a crowd of many thousands gathered. Leaders of the ruling parties and members of the Council of People's Commissars (Sovnarkom) joined the rally. In addition to Muslims, Russians, Jews, Armenians, as well as representatives of various socio-political organizations other than the Bolsheviks took part in the demonstration. Demonstrators gathered in front of the Shaykhantahur Mosque. About 100 red-blue and green flags fluttered over the heads of those gathered. The rally will be opened by Munavvarqori. Representatives of various organizations and associations spoke at the rally. The participants of this rally unanimously approved the government of Autonomous Turkestan and announced that they have now decided in Turkestan not to recognize any government other than this interim government.

The autonomous government began to form a national army. During an inspection in early 1918 with the participation of Minister of War Ubaydulla Khodjaev, there were 2,000 soldiers. The government has launched a domestic loan of 30 million soums in the economic sphere. Members of the government also took practical steps to solve the problem of bringing grain from the Caucasus through Orenburg to the starving people of Turkestan.

#### **4. DISCUSSION**

The question of the emergence of Turkestan Autonomy and its support by the indigenous population was covered in some Soviet-era literature on the basis of one-sided, class approaches, and was adapted to the content of the Communist Party's and the Soviet government's documents on national issues. Soviet history also made extensive use of newspapers and magazines covering the political, social, and cultural processes of Turkestan in order to achieve its goals. These publications were tasked with protecting the new government from internal and external enemies, destroying the old ones and encouraging them to build a new marriage. They published an article on their pages based on the Marxist-Leninist approach to the construction of the Soviet state. In the example of autonomists, the creation of the image of "enemy" in the minds of society, the spread of false facts and views began to become widespread. Those who finished the

struggle for national statehood more objectively, as well as those who exposed the mistakes of the Bolshevik national policy in Turkestan, were politically branded and criticized.

In order to present the history in an objective and ideological way, the newspapers published during the Turkestan Autonomy were widely used, the information in them was compared with each other, and real information about the formation of the Turkestan Autonomy and its support by the indigenous people was given.

The data show that progressive forces in the Bukhara Emirate also supported the Turkestan Autonomy. The attitude of Fayzullo Khodjaev, Abdurauf Fitrat, Muinjon Aminov, Mukammil Burhanov, Said Akhrori, Usmonkhodja Pulatkhodjaev, Atoulo Khodjaev, Musa Saidjanov and the population of the emirate to the Turkestan Autonomy is not fully covered in the historical literature. There is no doubt that the Turkestan Autonomy, supported by all Muslims, has also attracted the attention of the progressive forces in the Bukhara Emirate.

The defeat of the Kokand Autonomy in February 1918, first of all, shocked the clergy, who had close ties with Fergana. "Refugees" from Kokand gathered in Bukhara. The Kokand incident woke up and angered all Muslims. The Emir sent ambassadors to Afghanistan and elsewhere, urging Muslims to act together. The information presented in this article confirms our opinion.

In particular, the love and devotion of the indigenous people to the foundations of their national statehood serves as a model school for the present generation.

## CONCLUSION

One of the brightest pages of our history is the establishment of the National Democratic State-Turkestan Autonomy, established in November 1917, and its support by the local population. Muravevsky's pamphlet reflected the fact that the local people allegedly supported the Soviet struggle against the autonomous government. It describes Turkestan's autonomy as "a counter-revolutionary government organized by the bourgeoisie and the intelligentsia against Soviet rule." However, the author contradicts his conclusion in this pamphlet, that is, referring to the Third Regional Congress of Soviets, held in Tashkent on November 15-25, 1917, which states that the European stratum treats the Soviet government as a "government from Russia" and writes that it has not yet been able to quickly involve the unbelieving native people in the formation of the government.

Another young Marxist historian, who worked in various educational institutions in Turkestan. In E. Fedorov's article, supporters of the Turkestan Autonomous Government also "relied on the help of Russian officials and the Ural Cossacks returning from the Caucasus front". The article provides a wealth of information in response to the Soviet-era controversy. There was no doubt that autonomy was supported by indigenous peoples.

The government of the Turkestan Autonomy soon gained great attention among the people. Fiery poets of the Uzbek people, such as Fitrat, Cholpon, Hamza, wrote poems praising the Autonomous Government. No matter how much the Turkestan workers support the formation of their national government and increase their confidence and hopes in it, the Turkestan Soviet government and its local authorities, which are based in the country and hold the reins of the main administration, will not allow this to happen. made his way with all the precautions. The violent dispersal of a large rally in Tashkent on December 13, 1917, and the mass casualties of

Soviet guns and machine guns were the first assassinations of the Turkestan Autonomy. The ruling Center and its authorized rulers in Turkestan vowed to forcibly overthrow the legitimate Autonomy government, which was formed as a result of the will of the people of the region. Everything necessary and means at the disposal of the Soviet government were used to achieve this vile goal. Necessary military units and weapons were directed to it. Eventually, the Turkestan Autonomy was drenched in blood. The most horrible thing is that during this bloodshed, thousands of innocent, helpless citizens of Kokand, who had no guilt, suffered unprecedented losses.

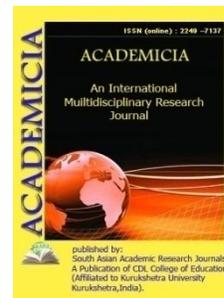
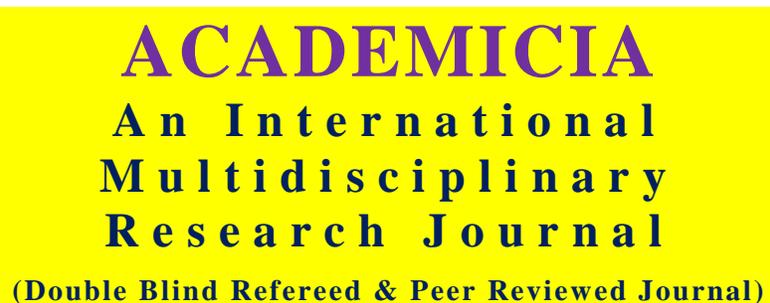
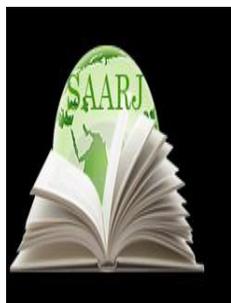
Although the Turkestan Autonomous Government lasted only 72 days, it called on our liberal people to fight for national independence and sovereignty. Although more than 100 years have passed since the establishment of the Turkestan Autonomous Government, it is important to provide the younger generation with a brief analysis of the history of our national statehood, the measures taken by the Turkestan Autonomous Government and the support of indigenous peoples.

An objective and non-ideological approach to the issues of the emergence of Turkestan Autonomy and its support by the local population strengthens the sense of involvement in the fate of the country in the minds and hearts of the younger generation. As the President of the Republic of Uzbekistan Shavkat Mirziyoev noted, "We have set as our main goal the creation of a new period of awakening in Uzbekistan, the foundation of the Third Renaissance." In order to successfully fulfill this task, it is important to know the glorious history of Uzbekistan, including the history of the struggle for national statehood. From this point of view, the study of the history of Turkestan's autonomy and its support by the local population is also an important source in this regard.

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## VOCAL AND CHORUS VALUE IN THE EDUCATION OF A DEVELOPED GENERATION

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### ABSTRACT

*Singing is one of the most delicate and demanding artwork types. This article provides some suggestions for this field representatives and methodical guides for vocal education for students of "Musical theater acting". In 1982, the Uzbek television and radio choir was awarded the title of "Honored choir of the Republic of Uzbekistan" for active concert programs and choral music promotion. It is currently a choir under the Culture and sports ministry. In various religious ceremonies, such as children gathering and singing during the Ramadan month, or adults singing zikr (oblige) and marsiya (ode) songs, it is also a community performance form.*

**KEYWORDS:** *Singer, Vocals, Singing, Breathing, Song, Skill, Art.*

### INTRODUCTION

The singing art, which is an integral part of Uzbek national musical culture, has been developing for a long time and for centuries. Singing alone and in groups has been associated with the whole life of almost all peoples since ancient times. It is known that traditional ceremonial folk songs were performed as songs group woven by the people on this or that ceremony occasion, and they have survived to the present day.

### Main part

The singing art has a special place in the life of our people today. The voices are heard on radio and television, in theaters and concert halls, in schools and stadiums. It is hard to imagine any event or celebration in our country without songs.

All the events of our lives are closely connected with the song. It enriches people's inner world and invites their lives towards beauty.

In order to develop a harmoniously developed generation, to form a national ideology, to educate young singers and musicians in the spirit of our rich cultural heritage, centuries-old traditions and universal values, love for the motherland, devotion to the independence ideas, to discover young talented singers the Republican singers contest named after People's artists of Uzbekistan Hoji Abdulaziz Abdurasulov, Komiljon Otaniyozov, as well as Mamurjon Uzokov and Jurahon Sultanov has been announced. All this is aimed at Uzbek musical culture development.

Also, the announcement of 2010 as the "Year of harmoniously developed generation" is an important factor in ensuring a comprehensively developed and mature generation development, the future of the country. It is our responsibility to bring up harmonious, intelligent, educated young people, to use the art of music in the national and universal values formation. That is why in the past, the peoples of Central Asia, including the Uzbek people, have a long singing tradition as a group, although they do not have a professional choral art. In various religious ceremonies, such as children gathering and singing during the Ramadan month, or adults singing zikr (oblige) and marsiya (ode) songs, it is also a community performance form. Also, during the traditional "Navruz" and "Lola Sayli" holidays, boys and girls sang and had fun as a group.

From time immemorial, yor-yor (hymeneal), yalla (song), and lapars (ditty), performed at weddings, have been performed as a group. These traditional ceremonial songs were performed unison by men and women. Such traditional folk songs of Uzbek people and their collective performance have laid the foundation for the further development of choral amateurism, as well as choral art among Uzbek people.

Polyphonic choral art began to enter our republic in the 20-30s of the XX century. Choral art was originally used in musical dramas and comedies, as well as in operas. For example, Tolibjon Sodikov's operas "Layli and Majnun", S.Vasilenko and M.Ashrafi's "Buron", "Dilorom" are among them. These have greatly contributed to Uzbek polyphonic choir performance development.

The choir led by B. Umidjanov, founded in 1961 under the Republican television and radio, made an important contribution to the national professional choral art emergence in Uzbekistan. People's artist of Uzbekistan, composer B.Umidjanov is not only the choir leader, but also made a huge contribution to its creative wealth with more than 70 original and reworked songs of the peoples of Central Asia. This choir actively promoted choral art on television and radio. In 1982, the Uzbek television and radio choir was awarded the title of "Honored choir of the Republic of Uzbekistan" for active concert programs and choral music promotion. It is currently a choir under the Culture and sports ministry.

In recent years, the children's choir has also developed in the country. The traditional annual "Art Festival" competition attracted many choirs from music and secondary schools.

One of the leading children's choirs in Uzbekistan is the national children's choir "Bulbulcha" of Uzbek television and radio, led by People's artist of Uzbekistan Sh. Yormatov. This choir has successfully demonstrated its performance skills in Moscow, Azerbaijan, Turkey, Finland and a number of other foreign countries. Today, the ensemble is also a choir under the Culture and sports ministry.

Currently, there are vocal and choral ensembles in many secondary schools, music and art schools, music, art and pedagogical colleges, pedagogical universities, Uzbek state art and culture institute, Uzbek state conservatory.

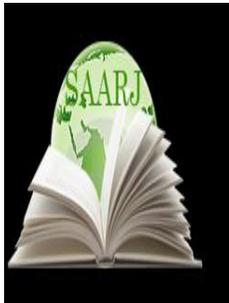
Children and adults are eager to sing, to go to concerts, to show their talents to the people. Music helps to awaken the younger generation minds, to cultivate aesthetic feelings, to bring them into the world of beauty. Singing in a choir can be a serious basis for popular music education for singers, especially children.

### **CONCLUSION**

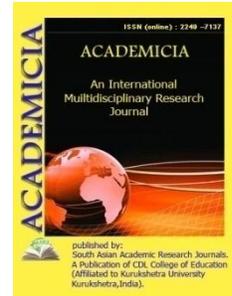
In our free and prosperous land, every child, no matter what profession he chooses later, must learn the art of music and be thoroughly acquainted with it. The sounds of music not only decorate our lives, but also give it a festive mood. There are also works of music that serve to make life more solemn, joyful, beautifying, enriching, and improving.

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## FACTORS THAT SHOULD BE CONSIDERED IN MUSICAL THEATER ACTORS EDUCATION

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### ABSTRACT

*This article discusses the cultural, vocal, speech, and voice capabilities of future actors in a musical theater. The article also discusses how to improve your singing and speaking skills. When I saw the performances of all regional and republican theaters, our theater critics, directors, professors and scientists tried to highlight their problems and shortcomings. They're just talking about directing, dramaturgy, acting skills, scenery, music, lighting, but there's no any word about the language of the character or the language of the scene. . It is not in vain that we dwell on this subject. It is today that the majority of young people who choose theatrical and directing arts are interested in these areas. However, we cannot say that not all of these young people have the talent in these areas. In general, the most important thing in this regard is not how the educational process is conducted, but the acting skills formation in students as deeply as possible and effective results achievement in this way.*

**KEYWORDS:** *mastery, speech, orthoepy, vocals, performance.*

*"Initially, it is necessary good works to turn a theater into a real spiritual hearth. Therefore, it is needed to create a creative environment by organizing meetings with well-known artists and playwrights".*

## INTRODUCTION

Theatrical art has always been and will remain the nation mirror, national and universal values' promoter. Times change, one generation is replaced by another. However, the duty, trust, the artist responsibility to the audience and the people does not change. Encouraging people to do good through the performing arts always remains an important task.

### Main part

It is known that musical drama has always had a special place on Uzbek theater stage. It is no exaggeration to say that the musical drama workshop, its formation, maternity hospital are the current Uzbek state art and culture institute and its Nukus and Fergana regional branches, the Uzbekistan state conservatory. Today, many professors, teachers, well-known and respected artists teach students in these higher education institutions, which strive to form qualified personnel with higher education, mature actors and performers in the republican and regional theaters, private theater studios. Of course, every creative process taught by the masters of their profession, the education and upbringing of qualified professionals, will be useful in the future activities of young and active students.

It is well known that the Uzbek state musical theater named after Mukimi, which is the main workshop for presenting musical dramas to the general public, has created many artistic masterpieces written in golden letters in Uzbek culture history of twentieth-century. It is not in vain that we dwell on this subject. It is today that the majority of young people who choose theatrical and directing arts are interested in these areas. However, we cannot say that not all of these young people have the talent in these areas. The thirst for interest, aspiration and popularity that is driving young people's passion for such fields. Maybe their choices are right, but not all of them can be leaders in this profession. What is the problem? The problem is in that student. This may be true in some sense. Did you know that in the above-mentioned higher education institutions, the real leaders are teaching young people. However, as a result of some students being a little indifferent and careless in their Acting skills, Stage speech and Vocal lessons, a number of problems will arise in their future skills, speech and singing process.

Speaking of this topic, I decided to dwell on it while I am still a student, and to mention some achievements as well as some shortcomings. During my short observations, I read a number of scientific and professional literature, as well as during classes, to what extent what we have learned and are learning from our professors has a positive impact on the creative activities of student actors entering the field. If we think about something like that. Acting skills, stage speech, vocals, plastics, rhythmic, pantomime, dance and a number of other creative lessons nurture an entire "actor". That's true. If a student actor is indifferent to any of the above lessons or misses a regular lesson, what kind of actor will he be in the future? This is also a pertinent question. Why am I saying or writing this? Times have changed today, and demand must be accordingly. Therefore, if it is expedient for the student actors to listen to every lesson given by the teachers, to listen to it regularly, to apply it in practice and to repeat it regularly, it will be a good result. If the given tasks are not fulfilled, in the future in cinema, theater and television there will be images with many flaws in voice and speech. This in itself leads to the sphere collapse, not its development. Do you think that there are no people working in the above-mentioned areas with such shortcomings now? We have written them with the aim of sharing

their experiences with our professors and teachers, as well as with ourselves, through this article, free from the idea of pointing out their shortcomings or saying who they are.

One of the technical part functions of speech, which is one of the main theatrical art components, is sound. The speech of every theatrical artist should be resonant in nature, sound, healthy, rich in nuances, pleasant. But is that the speech of all our actors? One of the main tasks of stage speech science is to ensure that the pronunciation of each sound, word, and sentence can meet clear, fluent, effective, orthoepic rules.

Sometimes word performers understand literary pronunciation to mean full adherence to the speech spelling rules, that is, to pronounce it exactly as it is written in the book. This communication is a mistake because in transferring process written speech to the live speech ground, one must not only fully form all speech sounds, but also be able to creatively apply in practice a number of phonetic phenomena such as weakening, assimilation, desimilation, metothesis, prothesis. But this does not mean using a dialect in a word pronunciation. Rhetorical speech not only violates this orthoepic rule norms, but also impairs the speech intonation, its stage line movement. Therefore, the artist who deals with the speech art, the speech culture, must know perfectly orthoepic rules. One of the most valuable stage speech qualities was its aesthetic reflection in the figurative manifestations of its objective reality. Therefore, stage speech, a deep study of vitality basics in speech, it is necessary to strictly adhere to them in practice. These are the rules that define the literary pronunciation norms, including orthoepic. However, this does not mean that it is enough for the speakers to master the literary pronunciation norms. Because in stage creativity, character language, stage speech, and musical theater actors have singing arias and songs processes in pure pronunciation.

In an interview with Karim Yuldashev, honored artist of Uzbekistan, honorary professor of Fergana regional branch of Uzbek state art and culture institute, director, our teacher, he expressed such views as a producer-teacher. “-2018 “Debut 2018” theater festival. When I saw the performances of all regional and republican theaters, our theater critics, directors, professors and scientists tried to highlight their problems and shortcomings. They’re just talking about directing, dramaturgy, acting skills, scenery, music, lighting, but there’s no any word about the language of the character or the language of the scene. However, our actors do not know how to speak. We teach speech techniques to actors, that is, our students, from stage speech, but we cannot find the tone and speech sound in performances. It is very difficult to understand the actors words in our staged performances, but I think that in the dramaturgy, drama, tragedy, comedy and musical drama also have their own language, and we need to teach our students this language essence today. Because in the future you will not feel such shortcomings.”

From the above, it is clear that we have some shortcomings today. Therefore, we think that it is necessary to apply and find new methods in teaching student actors speech (stage speech). Understanding the life realities on stage depends on the initial words and actions. Because all action is born from words, sentences, thoughts. The sound is primary in musical performances. What sound melodious, of course musical sound. Above we have touched on detailed ideas and considerations about speech defects and speech art. If there are no flaws in the actor’s speech, I don’t think there will be any problems with his speech on stage and his singing voice.

What is sound and performance?

Sound is the human higher nervous system product, the source which is the vocal cords located in the throat. These fibers are composed of a very sensitive and mobile mucous membrane. With a certain higher nervous system signal, the vocal cords vibrate, lengthen, contract, perform a very delicate movements complex, resulting in sound. It hits various resonators before it goes out. This is called a sound.

Speech, singing is an art, a field that requires a delicate approach to the creative task. For the actor and the singer, his body and voice are important tools of specialization, on which it is possible to improve and express the voice as a result of long-term work, training. It is important to practice regularly so that your vocal cords are constantly in a "fighting position". It is well known that surgeons practice on a variety musical instruments to ensure the constant mobility of their fingers. Such exercises are necessary for the voice members. Exactly such exercises are given in the "alphabet". The activity of an actor, a musician and even an educator is a psyche work. It is said that "even of a teacher", because if the actor and musician interact only with emotions, the teacher works mainly with the mind, intelligence. In order to leave a deep imprint in the hearts of the listeners and to give warmth to their souls, it is necessary to master a weapon as important as sound. Those who say that they will have such a weapon in the short term are mistaken, it will take many years of hard work, patience and perseverance. Because it seems like a mistake to ask a child who still doesn't know how to walk to perform a dance move. Man first learns to walk and stand, and then to dance, and thus begins with the simplest movements. Therefore, the student must first pronounce some sounds correctly, perform the simplest vocal exercises, and then enrich and complicate their skills and repertoire. Exercise is the most important exercise! Going on stage, realizing one's creative intentions, and gaining the audience's attention requires a great deal of skill. Schools for the actor's work were created by such great artists as Delsart, Stanislavsky, M. Chekhov. An educator, a lawyer, a speaker, a conductor, may not have acting skills, but I think it is expedient for a 'person on stage' to know the basic laws of behavior. In K.S. Stanislavsky words, work is the first condition of working on oneself. This work should turn hardship into habit, habit into light, lightness into beauty. "Studying the creation laws can extinguish the inspiration spark in the average actor, and in a real artist, the spark becomes a flame".

It is clear that in order to sing and speak, it is important for the actor and the student actor to work tirelessly on themselves. Even if it is naturally voted for, it needs to be developed and perfected. Speech also requires attention. That is why K.S. Stanislavsky writes: "The pronunciation art on stage is not easier than singing, it is the great preparation and technical practice result to achieve perfection."<sup>[1]</sup>

That is why all the time students are given technical exercises to try to overcome their organic and inorganic deficiencies. However, at the same time we forget to find the voice tone and sound. What we mean by this is that it would be appropriate if our actors practiced a bit of speech technique, breathing, warming up and vocal sounds pronunciation before rehearsals in theaters. Speech disadvantages in musical performances are that some actors sing out of position when moving from word to aria or duet. However, actors sometimes forget that they have to sing because of the situation, because of what is happening, and this is a condition.

In general, the most important thing in this regard is not how the educational process is conducted, but the acting skills formation in students as deeply as possible and effective results

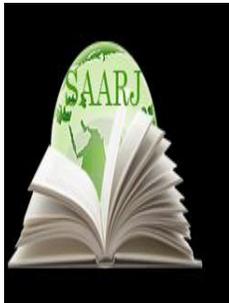
achievement in this way. The stage is a sacred place. Every student entering the art school must have a love for this scene, at least a deep sense of respect.

### CONCLUSION

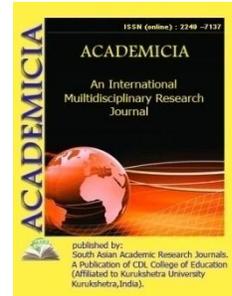
Those who work in the theater are actively involved in raising the cultural level of people. The actor's contribution to the play successful performance is enormous. Because the actors are always in touch with the people, through language they convey the essence and the stage work content, its essence to the audience. Therefore, actors need deeply master stage speech skills. The stage speech fluency and clarity helps to quickly understand the stage works content, to deeply understand their essence. This shows that the actor must constantly work on his speech and work tirelessly to improve it. It has become a habit to discuss the speech and voice of a skilled actor, to criticize them in the same way. This criticism is sometimes neither liked nor accepted by the actors. The lack of speech on stage is audible to everyone, both aesthetically and grammatically. The word is an important means of expressing a single vital role.

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## MECHANISM FOR MANAGING INNOVATIVE DEVELOPMENT IN THE REGION

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### ABSTRACT

*The article discusses regional innovation processes for realizing the competitive advantages of the region, increasing the economic efficiency of regional strategic management, bringing the regional economy to a new innovative path of development.*

**KEYWORDS:** *Competitive Products, Innovation Processes, Innovative Development, Innovative Technologies, Intellectual Potential, The Intensity Of Modernization, Investment, Strategic Management.*

### INTRODUCTION

In modern conditions, the rates of economic development of regional socio-ecological and economic systems are increasingly dependent on the main trends in the development of science and technology. Research is being carried out to improve the organizational and economic mechanisms for managing the infrastructure of innovations in the world, including in the following priority areas: macroeconomic models of the innovative structure of economic growth, development of the theory of innovation and technological paradigms, improvement of technological platforms, and attraction of investment companies. The experience of innovation policy in developed countries characterizes the need to create a favourable environment for the development of innovation at the regional level. The impact of scientific and technological progress on the development of regional systems in the context of growth trends and modern economic conditions demonstrates the relevance and importance of strategic innovation management, including at the regional level [1].

In international practice, various aspects of management and organization of innovative processes can be found in the works of D. Arzhibuji, D. Bell, P. Drucker, B. Lundvall, N. Mazur, V. Ivanov, I. V. Milkina, E. Popova, A. V. Tebekin, J. Schumpeter, R. Fatkhuddinov, S. Radosevic, N. Rosenberg and other scientists [2-15].

Strategic management of regional innovations includes consideration of planning and implementation of innovative processes, projects, programs of the socio-ecological and economic system. Regional strategic management based on innovative changes is focused on significant changes in the economic, social and ecological subsystem of the region.

## **MATERIALS AND METHODS**

The socio-economic modernization of the region is the modernization of the entire reproduction process, the entire system of economic relations in the process of production, distribution, exchange and consumption that occurs in the regions. Socio-economic modernization of regions should be aimed at achieving a reduction in the cost of production based on local production, scientific and technical, labour force, full and effective use of natural potential and high competitiveness of the region's economy in foreign markets. An urgent problem in the management of the region's innovative development is the methodological substantiation of the features that predetermine the current state of the economy:

- a system for increasing, distributing and redistributing intellectual potential;
- Model of reproduction of social perception in society of innovative changes;
- regional development of an innovative management mechanism;
- regional innovation model;
- The mechanism of using the intellectual potential of the region, including scientific and technical, innovation, educational and cultural potential.

The mechanism for managing the innovative development of a region should be considered as an ordered set of institutional conditions that ensure that economic entities achieve strategic guidelines for the development of the region. An effective mechanism for the innovative development of the region is needed to ensure sustainable socio-ecological and economic development based on expanded reproduction and effective use of scientific, technical, economic, natural, and social potential. Important defining indicators of the socio-economic modernization of regions are:

- The orientation of the region's industry towards modern science-intensive technologies, elimination of high material, energy and commodity production capacity;
- Active involvement of natural and agricultural raw materials in deep industrial processing to eliminate the industry's focus on raw materials, to obtain high-quality, competitive products;
- improving the structure of the region's industry based on the elimination of internal imbalances in the industry due to the orientation of industrial production on raw materials;
- strengthening the position of the region's industry in the external and internal markets based on the expansion of industrial production in accordance with international standards, the

organization of high-tech and science-intensive industrial production, which makes it possible to produce high-quality, competitive products;

- effective foreign economic activity and strengthening its influence on stimulating the development of industry in the region; active attraction of foreign investment, development of joint activities for the production of competitive industrial products; expansion of sales markets for products based on the provision of goods for export; development of forms and structure of market relations, mutually beneficial economic cooperation;
- Improving the territorial structure of the industry is an important task for the industrialization of regions. The solution to this problem will make it possible to more fully use the existing local natural, industrial, scientific and technical, labour potential in the economic turnover, to increase the level and quality of life of the population.

The level of socio-economic modernization of the region is characterized by the share of new products produced in the region in the total volume of shipped products. It is proposed to determine the intensity of socio-economic modernization of the region according to the ratio of the share of new products in the total volume of exports to the structural restructuring of the economy and innovation reforms, the growth rate of gross costs for innovation. The effectiveness of the socio-economic modernization of the region is determined based on the ratio of the new product to the total costs of innovation, institutional reforms and structural restructuring of the economy in the region (3).

In general, the study of the characteristics of the socio-economic development of the republic, especially in the regions, plays an important role in improving the quality of life of the population in an unstable economy, creating conditions for the development of economic entities. It should be borne in mind that each region of Uzbekistan has conditions for socio-economic development and the ability to effectively use limited resources within the existing set of various types of labour activities that provide general conditions for the production of material goods and general living conditions in the region.

## CONCLUSION

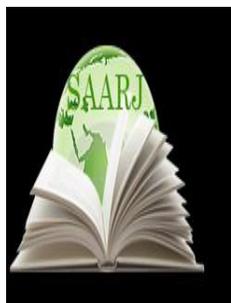
Thus, with a systematic solution of strategic tasks of modernizing the economic development of the region, it is necessary to ensure:

- formation of an effective regional innovation system that ensures the introduction of innovations as a leading factor in economic and social growth;
- implementation of long-term projects based on public-private partnership, which will ensure the leading position of the region in the markets of high-tech goods and services;
- expanding innovative activity in traditional sectors of the economy, ensuring their technological modernization and increasing competitiveness, as well as developing a new economy - the knowledge economy;
- Improving the use of land and other natural resources used in agricultural production;
- Creation of institutions that integrate strategic planning into the management of regional development, reduce administrative barriers and improve the quality of public services and the development of public-private partnerships (16).

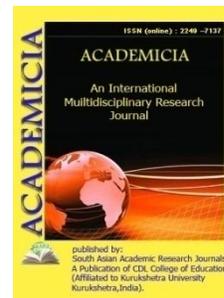
The socio-economic modernization of the regions includes the improvement and renewal of the economy through the introduction of new scientific and technical achievements and advanced technologies, advanced structural changes and institutional reforms aimed at increasing the efficiency of the economy, ensuring its competitiveness in the interregional and international division of labour.

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## THE ROLE OF MAKOM ARTIN THE SPIRITUAL UPBRINGING OF YOUTH

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### ABSTRACT

*Due to the stability of the peaceful social and spiritual environment in our homeland, art occupies a special place in the content of our spiritual heritage, which is inextricably linked with science, culture, literature and art. National music is the heart of the nation. The arrival of the sounds of history that our people have been listening to for a long time, and their design in different styles, the art of classical music served as spiritual food for our people. Since ancient times, the art of classical maqom has been closely connected not only with the spiritual life of the Uzbek people but also with their daily life. Uzbek classical music differs from the art of the peoples of the world in its attractiveness, cognitive value, philosophical content and unique melodic systems.*

**KEYWORDS:** *Maqom, Classical Music, Art, Khorezmmaqom, Shashmakom*

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### INTRODUCTION

Melodies of makoms have existed since ancient times on the basis of the unique musical wealth of each of the peoples of the East, embodied in the process of long historical and socio-cultural development by historical musicians, singers and composers who embody historical events and customs. From The word, makom is an Arabic word meaning a place of residence, and in musical practice, it means a place where today the sounds that makeup melodies and songs are placed on musical instruments, that is, on curtains. The term makom has been used in the musical practice of the peoples of the East since about the 9th century.

Resolution of the President of the Republic of Uzbekistan ShavkatMirziyoyev dated November 17, 2017 “On measures to further develop the art of the Uzbek national maqom” and on April 6,

2018 “On holding an International conference of maqom” for the first time in the history of Uzbek musical culture. was a universal guide to the preservation, development and prosperity of classical traditional professional music.

## **MATERIALS AND METHODS**

In 1882 Khan of Khorezm Muhammad RakhimkhanSoni (Feruz) wrote in a special “Decree of the Almighty”: “Let the power of Khorezm be declared the inviolable property of the people who challenged and insulted this“ Decree ”and violated it (s).May our punishment be severely punished!”We entered the history of Uzbek musical culture. In many historical and theoretical works and sources of historical and literary content on the musical culture of the East, special attention is paid to the issues of status performance, which form the basis of folk music. It is known that in the development of oriental musical culture, especially in Central Asia, the ancient and eternally young art form of maqom was passed down over the centuries by teachers, musicians and singers.

This is both the theoretical and practical basis of maqom art and an example of the unique classical style of music of the peoples of the East. At the same time, the world intelligentsia recognizes that the works of maqom, which have preserved these samples in the musical culture of the peoples of Central Asia and passed them on to future generations, have become the best and priceless treasures of oriental and world music in the world of spirituality and sophistication....The songs and instruments of the maqoms are a complex of musical works created in a certain order, a kind of musical form of our people. Maqom's works are an encyclopedic product of the art of a generation of musicians, singers and composers, arising from the historical development of the traditions of classical music.

Today in Uzbekistan three types of maqom art are being introduced in musical practice - Bukhara maqom (or shashmakom), Khorezmmaqom and Fergana-Tashkentmaqom techniques. The classic traditional poppy seed, which has been firmly rooted in the hearts of our people for centuries, is one of the priceless spiritual values of our national ideology in shaping the consciousness and thinking of our people today. Spiritual and artistic beauty embodied in makoms, unique styles of singing and instrumental performance, embodying the past of our ancestors, their dreams and hopes, will not leave any music lover indifferent.

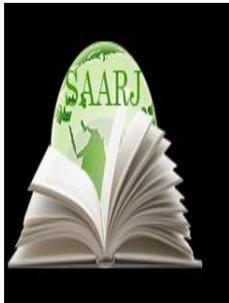
On August 5, 2017, the President of the Republic of Uzbekistan ShavkatMirziyoyev, at a meeting with representatives of the creative intelligentsia of Uzbekistan, made a report “Development of literature, art and culture - a solid foundation for the elevation of the spiritual world of our people”.

## **CONCLUSION**

“Shashmakom” is the result of centuries-old scientific and creative searches and high spiritual thinking of our peoples.The masterpieces of musicians and singers have preserved and passed on to future generations the works of maqom, which are now on the path of further development of the spiritual art of oriental and world music, educating the younger generation in the field of art.Art schools of maqom, focusing on the development of children's music and art schools, are the main basis for the further prosperity and development of maqom art, Uzbek music and culture, the cultural heritage of our ancestors, which is the treasure of our people. We think it will serve.

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## CHARACTERISTICS AND FEATURES OF BOBURNOMA

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### ABSTRACT

*The article compares Amir Temur's "Statues of Temur" and Zahiriddin Muhammad Babur's "Boburnoma" and analyzes the aspects of public administration, succession social relations. For example, the name of Nizamulmulk, a political and writer, public figure and scholar who played a major in the socio-political, cultural and enlightenment life of the East is mentioned in several places. "If a corrupt, black-hearted, inferior man is in charge, the state and the kingdom will soon collapse", he said. Malikshah Seljuk, for example, demoted his minister, Nizam-ul-Mulk. In particular, many stories and legends about Amir Temur, Mirzo Ulug'bek, Alisher Navoi and Hussein Boykaro, folk tales and tales about Babur can serve as evidence of our opinion.*

**KEYWORDS:** *Inheritance, Succession, Political Views, Social Relations, Public Administration, Author's Position, Criteria Of Justice;*

### INTRODUCTION

Works of different genres and acquire universal significance If they are studied in syncretic harmony with new aspects of life and reality, the development of time and society, the density of man and humanity, and this poetic research on the basis of new ideological, aesthetic and philosophical generalizations. "Temur's Statues and "Boburnoma", which we are talking about, have been in the center of attention of their readers for many centuries with such features.

### Main part

Man's relationship with the environment to which he belongs has long been an important part of our social life. Examples of folklore that have come down to us, especially. In fairy tales and proverbs, anecdotes, the image of particular hero has helped to reflect the wisdom and ingenuity of the people. It can be said that the relationship with the environment played a certain role in the demonstration of the potential of the people's heroes, in the public outcry. In particular, many stories and legends about Amir Temur, Mirzo Ulug'bek, Alisher Navoi and Hussein Boykaro, folk tales and tales about Babur can serve as evidence of our opinion.

For centuries, our great ancestors have sought to understand the inner logic of historical development and on this basis, to positively address the problems of economic, political and spiritual development of mankind and introduce the most optimal, just ways of governing society.

If Amir Temur had not built his state on the basis of laws and procedures in accordance with requirements of the time, the prestige, potential and such a state would have damaged, and its ruler would not have been recognized at this level.

Zahiriddin Muhammad Babur founded a great empire that included both India and Afghanistan, determined to adapt to the conditions. At the same time, he inherited the system of government of the Timurid Kingdom and acted on the basis of the political and legal traditions of his time.

As early as the tenth and twelfth centuries, science flourished in Movarounnahr, the observance of Islamic law became a social necessity for the development of society, and many jurists created a set of just laws. In particular, Burhaniddin Marginoni gained a great reputation not only among rules, scholars, but also among the common people as a "soldier of the path of guidance". His work "Hidoya" became very popular among Muslim jurists.

Amir Temur and Babur, who were well acquainted with such works of jurisprudence, also carefully studied the documents of state importance, such as Yaso(yasak). That's why, as honorable rulers, they gave their state a set of just laws and rules, a set of judgments-"Rules", a memoir, such as "Boburnoma", a generalization of life experiences.

Ibn Arabshah writes in his book "History of Amir Temur". He went so far to say that if the reader made a mistake, Temur would correct him and ask a question. The following opinions of the famous historian sharaffuddin Ali Yazdi can be used as a basis for concluding that the rules were written in the Turkic language in the office of Amir Temur: "... In this order it was composed in the form of a Turkish poem and Persian work, separately containing poetry and (prose), containing the great events and experiences of the life of Hazrat (ie Amir Temur). In the recently published "Qissai Temur" in full, "I ordered that a copy of the letter be recorded in many diary,"- the source of Temur's own handwritten words leads to the same conclusion.

"While this work was being written ", says I.Muminov's pamphlet, "Temur read its chapters many times, corrected and edited some of them, and when additional evidence was needed, he sent people to the scene to find out. He demanded that it be covered in accordance with the truth."

Zahiriddin Muhammad Babur was also forced to write "val uhdatu alar ravi"(if the lie is on the neck of the person who said the sin) only if he did not binclude it in the "Boburnoma" until he

saw and investigated everything he heard. This is one of the main factors determining the position of the author's of "Tuzuklar" and "Boburnoma".

Society has its own necessary laws. Without these necessary laws, various inequalities in society will inevitably arise and thus undermine the development of the state. For this reason, the great centralized empire Amir Temur, uniting 27 states, was, of course, created on the basis of a set of laws and had to be strictly enforced.

In this sense, it can be said that Zahiriddin Muhammad Babur, in addition to the "Boburnoma", also described the laws of Islamic law, tax and zakat system in a poetic way and left a legacy under the name "Mubayyin" was a continuation of the traditions of Amir Temur.

Amir Temur had a set of rules developed on the basis of life experience and raised to the level of law by his successors as a system of laws, as well as, life experience and advice. This collection includes historical works and translations in different languages: "Temur's Statues", "Tuzukotiy Temuriy", "Temur's Sayings" and "Temur's Events"- "Temur's Experiences", "Temur's Story", "Malfuzoti Temur's" is known by their names.

It is known that "Boburnoma" was also called "Voqeoti" by its author, and after Babur's death he became famous as "Voqeoti Boburi", sometimes as "Tuzukoti Boburiy", and later as "Boburnoma" consistently continued the traditions of Timur. The concise expression, firm conclusions, and logically sound decisions in both works also define the commonality in the position of the authors.

In his "Statues" Amir Temur gives a narration, a story or historical information about his contemporaries who lived in the past and left a significant mark on social development. For example, the name of Nizamulmulk, a political and writer, public figure and scholar who played a major in the socio-political, cultural and enlightenment life of the East is mentioned in several places. "If a corrupt, black-hearted, inferior man is in charge, the state and the kingdom will soon collapse", he said. Malikshah Seljuk, for example, demoted his minister, Nizam-ul-Mulk. The minister was wrapped in good qualities from head to toe. Instead, he appointed a lowly, a bad man as his minister. As a result of the vile deeds, oppression and depravity of his selfish minister, the kingdom building began to be demolished...[3.18]

These notes of Amir Temur are reminiscent of the information about Hussein Boykaro's ministers in "Boburnoma". It is known from history that a minister named Majiddin exaggerated oppression and tyranny in the palace of Hussein Boykaro, and also went into conflict with Alisher Navoiy. Eventually he fell into disrepair and left the world in disgrace. The "Boburnoma" describes the activities and actions of this minister as follows: They tried and persuaded him, arrested Majiddin and acquainted him.[5.159]

Another interesting example: In Timur's Statues we read: "I have heard that Nizamulmulk had fewer bad deeds and more good deeds. When he was about to go on Hajj, one of the saints said to him: "The goods deeds you do in the palace and the help you give to the servants of God are equal to performing Hajj."[3.77]

These notes of Amir Temur remind us that a similar event took place in the life of Alisher Navoiy, when people told him that the work of the poet and man for the peace and prosperity of the country was no less than the reward of hajj. Zahiriddin Muhammad Babur also equated many aspects of navoiy with Nizamimulk and wrote: " let it never appear... Muncha binoyi khayrkim,

ul did, few people fit the world. What did Mirzodin not get, but he used to give mizogin all the money a year ...”[5.154].

Mazhar Shihab’s research on the creation of rules and language provides information. It contains the following notes on behalf of Amir Temur. “I wrote these memoirs in the Turkic Chigatay language by order of my ancestors. This (good) deed was completed with the help of Allah, the protection of our Prophet Muhammad (peace and blessings of Allah be upon him) and his followers. By the grace of God, I was lucky enough to sit on the throne and reach the judgment of the country. These achievements have been instilled in me through my courage, tenacious struggle, and fighting . . .I have definitely adhered to these basis rules and procedures. I am sure that some of my grandchildren will sit on the throne in the future. That’s why **I have compiled these provebs for them**, so that they may follow these laws and regulations and act on them.” [3.15]

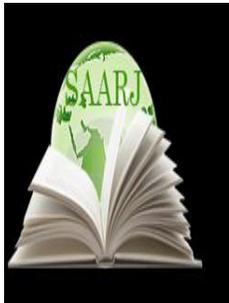
Similar historical notes of the work are also available in “Boburnoma”. Zahiriddin Muhammad Babur clearly shows the date of his accession to throne of Andijan. This leaves no room for doubt as to the creation, language, style, and authenticity of the book: I became the king in the province at the age of twelve”.[5.5]

## CONCLUSION

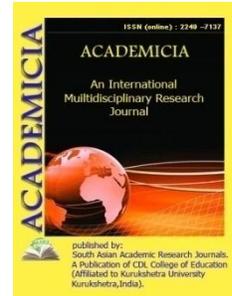
It seems that both Amir Temur and his descendants, the great king and poet Babur, based on the requirements of their time, the requirements of the historical environment, managed to manage the socio-political life on the basis of certain procedures, to update the rules. In this regard, their board outlook, consistent position, impartial and fair attitude to events in society, and their ability to see far were important.

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## CONTEXTUALIZING THE STATEHOOD FOR VIDARBHA

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### ABSTRACT

*There are new trends of asymmetrical development and rising regional disparities which have paved the way for political disenchantment and economic frustrations of the people. However, in response to the socio-economic and political background of the country, economic frustrations may transform into political formation culminating into regional movements for statehood demands. As a result of intrastate disparities, uneven development occurred and demands like Vidarbha emerged quite early. In response, new states kept being formed and the process goes on even today. This article attempts to address the issue of statehood for Vidarbha in the growing political development in the state of Maharashtra in the post-polls period. This study is also proposed to demonstrate the hurdles in achieving the statehood for Vidarbha.*

**KEYWORDS:** *Statehood For Vidarbha, Smaller States, Maharashtra Assembly Polls, India.*

### INTRODUCTION

In recent times in the month of July-August, the issue of separate statehood for Vidarbha led to a ruckus in the Maharashtra Assembly with both the houses being adjourned for some time. Notably, once again the long-standing demand for the separate state of Vidarbha has gained fresh momentum in the wake of Maharashtra post-polls politics. With the creation of “Telangana” as India’s 29<sup>th</sup> state recently, the shout for a separate state in the Vidarbha also got political dressing in more or less way. Nevertheless, there have been more demands for separate states from all four regions of the country such as a proposition to divide UP into four parts- Bundelkhand, Awadh Pradesh, Purvanchal and Western UP, Gorkhaland in West Bengal, Bodoland in Assam, Coorg in Karnataka. But here, it will make a special study on statehood for Vidarbha in the context of changing electoral consequences in pre and post-poll Maharashtra politics; this article

intends to analyze the possibility of achieving statehood for Vidarbha which is backed by the popular movement for a long time.

### **Vidarbha in the Background**

Vidarbha is positioned in the eastern region of Maharashtra and made up of the Nagpur Division and the Amravati Division. <sup>1</sup>It occupies 31.6 percent of the total area and holds 21.3% of total population of Maharashtra. The people of this region often feel that the political class has over time neglected the issues facing such as its backwardness, farmers suicides, and situation of severe agrarian distress. These serious concerns have never occupied adequate attention in Maharashtra policies in order to eradicate the regional imbalances. Thus, the demand for Vidarbha rose mainly on the ground of regional economic inequality.

In the initial period of 1955 itself, the <sup>2</sup>State Reorganization Commission recommended the creation of Vidarbha as a separate state. Dr. B.R. Ambedkar also welcomed this move as his view is based on the socio-economic status of the deprived sections of the society which could be better served in the separate state of Vidarbha in a holistic manner. Later in 1996, the demand for statehood occupied a prominent role in the BJP's electoral manifesto and subsequently it was disappeared due to its alliance with Shiv Sena, which devoted for a Marathi chauvinistic regional identity opposing the idea of curving the state. Hence, the separation with Shiv Sena appears in a fresh light that the people of the region hope present BJP leadership would positively respond to bifurcation since having a full majority at the Centre as well as forming its government at the state level in absenteeism of substantial resistance from regional parties in the region.

### **Post-Poll Political Development Scenario**

As a part of Maharashtra, the Vidarbha region is representing by 62 seats at the state level. According to the 2014 assembly elections, BJP has emerged as a single largest party by winning 46 of its 62 that gives hopes for statehood in the Vidarbha. In terms of percentage, BJP managed to get 75% seats, whereas Shiv Sena permitted to only four seats in the Vidarbha region. In this case, the electoral success of BJP, of course, based on the factor of Narendra Mody popularity, there was also a noteworthy support to the party in this election that the people of the region marked it as their choice in order to fulfill their aspiration of statehood.

There are two reasons for positive thinking of the people pertaining to the statehood. One is that BJP's victory in the elections without Shiv Sena alliance and no longer BJP's substantial reliance on small parties at the state level. In this game of politics if they pursue statehood, BJP would benefit more in the future as it dominates in the Vidarbha region that they will expand their distinctive regional base to become politically strong in the future, and for that matter BJP had experience in getting political benefits in the case of creation of new states in 2000 such as Chhattisgarh and Jharkhand and Uttarakhand. Second reason is the inclusion of Vidarbha's leaders in the mainstream of government such as Devendra Fadnavis and Nitin Gadkari and others who actively participated for statehood, hails from Nagpur part of Vidarbha. Very recently Chief Minister of Maharashtra Mr.Devendra Fadnavis made a clear comment that a separate state of Vidarbha will be formed at an appropriate time. Therefore, it is believed that the "will of the people" will be carried by this strong political leadership and could influence the party in the favorable stand at very quietly.

Here we need to talk about the Sharad Pawar's NCP<sup>3</sup> that won merely one seat in the Vidarbha region after broke up with the Congress, which gained ten seats, both are also struggling to take up a clear stand on this contentious issue. While responding to a bifurcation in pre-poll time, Pawar says that "let the people and not the politicians take a decision on Vidarbha state". Interestingly it means to say that let all the people should support the demand, then he would not have any problems. Thus, he made himself flexible to join with any party and it seems there won't be that much resistance from the NCP and Congress.

In a brief, in order to materialize the statehood, there are two difficulties which seem to be more complex for BJP: One is the fear of losing its strength in other parts of Maharashtra thus the BJP feels this electoral triumph should not be seen so much as a referendum in supporting the statehood for Vidarbha. Moreover, still, there is a possibility that Shiv Sena would be joining into coalition government which may bargain its best to stop the bifurcation. Some of the leaders may also argue that in order to hijack the statehood issue they may suggest for framing and implementing 'the regionally relevant plan' very effectively under good leadership. The second one is 'the absence of strong mass mobilization and losing its relevance in the present political scenario'. Anyhow if they really determine to statehood such level of the allegation does not matter, for example in the case of a separate state of Chhattisgarh, it was created where at that time it did not have any mass mobilization despite it took born as a separate state. Thus, these are the issues in front of the BJP which need to tackle and hold up progress in the context of changing political calculations in a post-poll scenario in granting the statehood for Vidarbha.

## CONCLUSION

Finally to conclude, in any case of creation of the new state, the phenomenon of political regionalism always get associated with the local issues such as sons of the soil tensions and the claims for an internal self-determination. But in this context, one should keep in mind that the state creation not to be in the interest of few people to become powerful elites in the region at the cost of majority people as Ambedkar warned. In fact, the statehood for Vidarbha may also remain like ongoing demand and it makes probable to see how politicians frequently support the idea of statehood for political expediency without necessarily expecting a new state to see the light of day, and that they can shift their position over time. And it has become a useful tool to keep alive in a bid. Therefore, this can be seen as another replication of statehood issue that is drawn into short-term political maneuvers. As Lous Tillin made amply clear that "the demand for statehood arises as conciliation between interest groups competing for position rather than reproducing a radical break in the dispersal of power that raises questions about the representative quality of democracy as well as political economy of development" which are sharp end of the job in the creation of new states in Indian context.

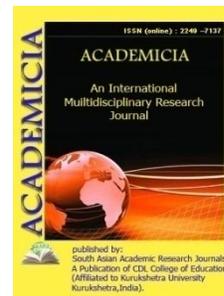
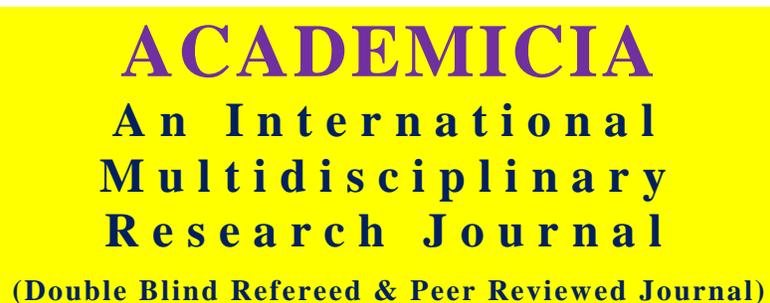
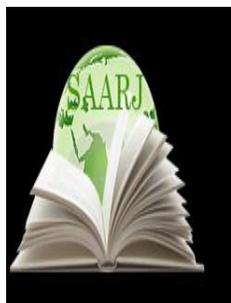
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## VOCAL PERFORMANCE ROLE IN PERFORMING ART

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### ABSTRACT

*Singing is one of the most delicate and demanding artworks types, the article provides some suggestions for this field representatives and methodical guides for vocal education for students of "Musical theater performance". Hold the breath for a moment before recreating the sound - the breathing position, the fixation moment of the breathing position, the breathing set should be maintained during the whole singing, the whole fixation exhalation, which forms the breathing basis. The singer's breathing and exhalation are separated by holding the breath for a moment and then exhaling begins. Hold the breath for a moment before recreating the sound - the breathing position, the fixation moment of the breathing position, the breathing set should be maintained during the whole singing, the whole fixation exhalation, which forms the breathing basis. Our compatriots are actively participating in various international competitions and festivals, gaining the recognition of the prestigious jury and public applause.*

**KEYWORDS:** *Singer, Vocals, Singing, Breathing, Song, Skill, Art.*

### INTRODUCTION

Allah, who created eighteen thousand universes and all beings, has bestowed the thinking and speaking blessing only on man among these creatures. It is in these respects that man differs from the animal kingdom. In the words of our great ancestor Alisher Navoi:

Сўздурки, нишон берур ўликка жондин,  
Сўздурки, берур жонга хабар жонондин.  
Инсонни сўз айлади жудо хайвондин,  
Билким, гуҳари шарифроқ йўқ ондин.

*(It is said that the target is the dead soul,  
That is to say, it is a message to the soul  
The human can speak unlike the animal  
I know, there is no more honorable than guhari.)*

There is someone who has the ability to speak, who expresses his thoughts through his words, expresses his feelings, and of course sings.

### **Main part**

It is no exaggeration to say that art is the field that reveals the human soul pearl secrets that excites the soul emotions. This kind of art is an art variety, which has a special place among them, it is distinguished by its sincerity, peace of mind.

Singing traits must first and foremost be congenitally transmitted to the performer by Allah. If the performer character traits and vocal abilities are shaped in accordance with singing field, it will be much easier for him to grow into a great singer in the future. Otherwise, that is, if the voice opportunity and the talent bestowed by Allah are less, it is necessary to work more with the person. But in this case, the desired result is not always achieved.

If an artist doesn't practice one day, only he knows. If an artist doesn't practice for two days, those around him will know. If he doesn't practice for three days, the whole nation will know" said a master artist Fakhriddin Umarov [2, 103].

A musical theater actor must meet not only the stage movement but also the singing performance requirements, to be able to move freely, listen to the orchestra and be in constant contact with the conductor, perform dynamic tones in the ensemble [3, 32].

The work of an actor, musician and educator is the psyche work. To leave a deep imprint in the hearts of the listeners and to give warmth to their souls is required to master an important weapon such as sound.

Enrico Caruso forced the voice of his only student to be like his own, and the student voice who could not bear such a burden with his naturally normal voice was damaged [5, 4].

Singer-actor creativity is defined by the combination of two artistic elements, such as music (song) and drama (a high level of stage skill), which come together as a whole during the creative process.

Hearing perception is formed through the vocal organs activity. When we hear a song or two of music, we repeat them with a few sounds inside us, and only then do we perceive them.

Further improvement of the sound possibilities inherent in it and the development of its natural qualities are achieved through a very close perception of the vocal by the teacher and the student.

Well-known opera singer F.I. Chaliapin once said: "I must say with regret that I have rarely seen real vocalists - artists. There are good and even great singers, but there are no vocalists, no full-fledged artists"[6, 349].

It is no secret that the vocals, which played a major role in the singing direction, are now quite popular. Vocal is a unique type of musical art, based primarily on a singing art high mastery level.

In the formation and development of vocal skills, the members work involved in it develops. Excessive effort is reduced, what is needed is strengthened and improved.

The singing breathing development as a basis for singing takes place in the working process on the singing sound and is gradually, systematically nurtured. It should promote the natural coordination of all the systems involved in a rhythmic, free, sound formation. Conditions are created for an organized, calm breathing "resting" sound associated only with singing. Such a sound sounds complete and beautiful.

Breathe in before making a sound. This breathing phase can be controlled. During the singing breath, the lungs fill with air and the vocal apparatus is prepared to produce sound. The singing breath is taken with a much deeper, semi-yawning tone without noise.

It is not good to take in large amounts of air while breathing, because the sound making and producing process itself is also difficult. The singer's breathing and exhalation are separated by holding the breath for a moment and then exhaling begins. Hold the breath for a moment before recreating the sound - the breathing position, the fixation moment of the breathing position, the breathing set should be maintained during the whole singing, the whole fixation exhalation, which forms the breathing basis. The main function of proper exhalation is to exhale it slowly, sparingly, creating the pressure in the subcutaneous space that is necessary for the normal functioning of the vocal cords. The ability to spend the breath turning it into a sound to the end defines mastering skill the singing breath.

Forming the right vocal tone requires the peculiarities knowledge of Uzbek language. Features of Uzbek folk singing, phonetic features, lip tuning, rhythmic features, one-voice perception and thinking make it difficult to equip Uzbek students with academic singing skills, the ability to maximize their voice in a solo singing class.

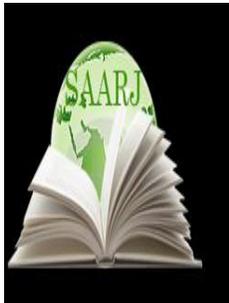
The tradition of dividing vocal into traditional, classical and pop genres has come to our country from highly developed countries. The physiological nature of vocals, based on human physiology, which is common to all ethnic groups and cultures, produces methods of sound development, which allows Uzbek songs to become popular beyond our great homeland. Our compatriots are actively participating in various international competitions and festivals, gaining the recognition of the prestigious jury and public applause.

## **CONCLUSION**

In conclusion, it can be said that the little talent bestowed by Allah and the tireless work done with the help of teachers will not fail to bear fruit. Just as a person digs a well with a needle, so it is required to master the secrets of singing step by step with perseverance and endurance.

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## PROBLEMS OF LEARNING GRAMMATICAL TERMS IN SECONDARY SCHOOLS AND WAYS TO SOLVE THEM POSITIVELY

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### ABSTRACT

*In the Uzbek and Karakalpak languages, the use of an explanatory translation method in the interpretation of grammatical terms naming the same concepts differently is necessary to avoid the negative impact of the native language on the use of the term. "In order to correct and adjust his speech, the student must learn to use grammatical terms as a bridge in the application of rules." "... in order to be able to find all the rules in a book, he must have mastered the grammatical terms and be able to use them as a means of finding the appropriate rule." Work on such terms begins with explaining and repeating the term to students by comparing it. After all, a person who is learning another language will refrain from speaking if he does not see the ability to put the pronunciation of a word in place. From this it can be concluded that in Uzbek and Karakalpak languages it is possible to identify terms that are the same or close to each other and have the same meaning, or even terms that are expressed in different words, as familiar words without resorting to ready-made definitions.*

**KEYWORDS:** *Explanatory, Interpretation, Identification*

### INRODUCTION

Development of methodological problems of teaching the younger generation in the world, including the identification of similarities and differences between sister languages, the study of existing features of the two languages, the search for different ways to improve the speech of young people, grammar based on comparative knowledge of foreign scholars The issues of mastering the elements are a priority. Accordingly, one of the urgent tasks is to identify the

linguistic and methodological bases of teaching grammar materials of the Uzbek language in schools with Karakalpak language of instruction, to develop their speech, to expand their worldview.

There is some research done on teaching terms. For example, M. Mirmakhsudova's dissertation on the method of developing students' speech using grammatical terms in the lessons of mother tongue in grades 5-7 of schools with Uzbek language of instruction and a methodical manual based on this work, T. Yusupova's monograph on repeating morphology in 8th grade syntax takes place. However, the teaching of grammatical terms in the Uzbek language in Karakalpak-language schools requires specific methodological solutions. The main problem is explained by the expressive features of grammatical terms in both languages.

In the process of working on grammatical terms, it is natural for the teacher to ask the following questions:

- 1) Why terms should be taught;
- 2) Which terms need to be taught theoretically;
- 3) How to teach.

The purpose of developing oral competence is clear: to teach young people to speak correctly and express their ideas in writing, following the norms of the Uzbek literary language. But the limit of linguistic competence has not yet been defined: knowledge of language levels or taking a normative grammar course? The linguistic concepts presented in the Uzbek language textbooks for grades 5-7 may meet the requirements of a little knowledge of the language levels. But they are not enough for a normative grammar course. Some of the knowledge selected from the language levels addresses the needs of speech development. This means that while some of them (e.g., semantic types of nouns, semantic types of adjectives, etc.) lead from such needs to linguistic competence, what this knowledge should actually be has not been scientifically researched and substantiated. In this regard, the following statement of the Methodist scholar M. Mirmakhsudova's dissertation is important: "In order to correct and adjust his speech, the student must learn to use grammatical terms as a bridge in the application of rules." "... in order to be able to find all the rules in a book, he must have mastered the grammatical terms and be able to use them as a means of finding the appropriate rule." It is clear from these thoughts of M. Mirmakhsudova that it is necessary to know the rules for correct speech and writing, to find the necessary rule in the textbook or other textbooks based on the terms, and to fully master the terms. We think that the word "complete" used by the author is used to mean a school mother tongue course. In order to remember the terms, in our opinion, it is necessary to be able to distinguish language levels. L.A. Trostentsova also interpreted this idea differently: "... without mastering morphological concepts, mastering morphological terminology, the reader can not apply a number of spelling rules, analyze the use of word forms in the text, compose phrases and sentences, correct various errors he feels difficulties "[105,25].

The study of linguistic concepts is a prelude to theoretical knowledge. A modular approach plays an important role in the proper organization of this work. In adapting the modules (4 modules) developed by V.E. Gladchenko in relation to the study of the text in the research work to the work on the terms, we identified them as follows:

Module 1 - to involve the student's knowledge of the native language in the process of defining terms in the Uzbek language (I got acquainted with a new term - I learned).

Module 2 (theoretical-educational-cognitive module) - mastering the term-concept in the context of theoretical information (I learned - where I plan to use); work on theoretical knowledge based on a new concept.

Module 3 (practical module) - application in speech, application in the example of exercise materials: the purpose of which is to create an associative connection in the mind of the student between the term and the phenomenon of language.

Module 4 (control-reflexive module) - introduction to one of the language levels, exercises, tests; games, sinkway, essay, oral and written analysis.

It was considered expedient not to reflect in the content of education, as it is easy to express in lexical terms the similarity or partial difference in pronunciation and spelling of words that are close to each other in Uzbek and Karakalpak languages. But it was thought that they could be used as familiar vocabulary in the name of a topic, in theoretical information, in the context of an exercise or assignment. Work on such terms begins with explaining and repeating the term to students by comparing it. After all, a person who is learning another language will refrain from speaking if he does not see the ability to put the pronunciation of a word in place.

Terms (three to four terms) may also be recommended for reading: Read the given words. Note that grammatical terms in Uzbek are expressed in Karakalpak.

ot - atlyq

last - digital

Introduce students to the difference between the two languages in terms of partially different terms (keyword - bass word, productive - productive, question - question, etc.), show pronunciation and spelling, at the end of this work aimed at mastering the difference between the two languages it is enough to do exercises.

Education in Karakalpak-language schools can be used to bring the Uzbek language closer to the methodology of the native language, taking into account the level of knowledge of students in grammatical terms, the peculiarities of their mistakes. In other words, the use of some grammatical terms in the context of theoretical observations directly within the topic, the comparative explanation of some as concepts, ie the introduction of more lexical through translation, the use of information technology can be an optimal solution to existing problems. Such an approach, that is, teaching lexical terms that are relevant and close to each other in the Uzbek and Karakalpak languages, avoids grammar, while at the same time requiring teachers to go beyond the textbook format. It is expedient to use the Karakalpak variant to mean the Uzbek term. Speaking about the study of words in another language, Methodist scholar R. Yuldashev writes: It can be said that the Uzbek word is "equivalent" to the task performed by the word in the native language. This kind of behavior in teaching speech is called functional concurrence. Accordingly, mastering a word means understanding its meaning, concretely imagining its functional aspects and scope of application. " We think that this idea also applies to grammatical terms that can be learned in the lexical aseno: when linguistic phenomena in both languages (the language being studied and the mother tongue) are common, the reader does not re-learn

linguistic definitions and rules, but transfers the concept from one language to another. It will be possible to theoretically approximate the terms available for such transfer by means of comparative data.

In some of the lessons they observed, teachers were able to interpret all of the independent word groups as above. From this it can be concluded that in Uzbek and Karakalpak languages it is possible to identify terms that are the same or close to each other and have the same meaning, or even terms that are expressed in different words, as familiar words without resorting to ready-made definitions. But if the term is not learned in native language classes, it cannot be done as above. If there is a need to use Uzbek alternatives to terms not studied in the native language, the Uzbek term as a new linguistic phenomenon will have to go through processes that serve to create understanding using the same types of work as in native language lessons. Thus, in the study of grammatical terms in the Uzbek language, it is necessary to follow the principle of taking into account whether the Karakalpak alternatives have been studied in the native language classes.

It is good that the Uzbek term was introduced after learning the Karakalpak alternative. To do this, it is necessary to improve the content of education on the basis of integration, to encourage Uzbek language teachers to consider the topics covered in the program and textbooks of grades 5-7 of Karakalpak schools, to be aware of innovations in teaching methods and techniques used in mother tongue lessons. Taking into account the topics covered in the native language classes facilitates the work on the term in the Uzbek language classes.

Grammatical terms introduced in the lexical plan by specifying the equivalent are reinforced using the following types of work:

1. An appropriate grammatical term is used in the exercise context. The teacher uses the term in her speech as she explains how to do the exercise. He then asks the children about the condition of the exercise.
2. Grammatical terms are worked with a table that reflects. In this case, more classification information is assimilated.

In the exercise, which is organized on the basis of a table that reflects the classification of independent word groups, students use grammatical terms in speech as if they were reading, that is, ask questions, answer questions, and so on. The ability to read terms from a table makes the exercise receptive-reproductive, as students are not in a position to memorize the terms.

3. Students are given a list of terms belonging to a particular group and practice on the pronunciation and spelling of these terms.
4. Work on a bilingual dictionary of grammatical terms.
5. Dictionary dictation is conducted.
6. Spelling exercises are performed.
7. Words, word forms are recited and a competition is organized for students to quickly name grammatical terms.

Grammatical terms serve as a noun in the classification of linguistic phenomena, serve as a basis for recalling the rule on the use of grammatical means, finding them from external carriers. To

do this, it is necessary to ensure that grammatical terms are remembered by students. Educational activities aimed at reinforcement and repetition help to trigger this mental activity. For this purpose, the methods of analysis of the phenomenon of language, the types of analysis recommended in the methodology of teaching the native language are used. Ms. Mirmaxsudova presents the process of activating grammatical terms in the following stages:

- 1) Grammatical concept and definition of the term on the basis of linguistic phenomenon;
- 2) Remember the grammatical term;
- 3) Development of skills and competencies in grammatical terminology;
- 4) Teaching to use the grammatical term as a bridge to remember rules;
- 5) To achieve full activation of grammatical terms in the process of improving written speech.

When M. Mirmaxsudova says "building skills and competencies in grammatical terminology", she means more analysis. He writes on the basis of practical lessons: "Our conclusion is that without a thorough analysis of every second or third of the mother tongue lessons, the necessary knowledge, skills and competencies in this area will not be formed. When the types of partial and full analysis are exchanged, it becomes clear that there will be no classes where this type of work will not be conducted."

The author distinguishes the following types of grammatical analysis in order to achieve consistency, from easy to difficult, from simple to complex, from familiar to unfamiliar:

- 1) Partial analysis within a small topic;
- 2) Partial analysis within two to three sub-topics;
- 3) Partial analysis within a larger topic;
- 4) Detailed analysis within the thematic group (independent words, auxiliary words, etc.);
- 5) A comprehensive analysis of major topics (such as morphology, lexicology, syntax);
- 6) Partial analysis of inter-departmental, inter-level mixed type;
- 7) Complete analysis of inter-departmental, inter-level mixed type [8; p. 91].

Types of analysis play an important role in memorizing grammatical terms and encouraging their use in speech. The following exercise conditions are met:

Say which word group the given words belong to.

Tailor, forty, called, all, ...

Analyze the given sentences morphologically.

Example: Uzbekistan is a country with a great future. Uzbekistan - horse; future - at, the consonant k at the end of the word -i became g due to the addition of the possessive suffix...

Say the names of the agreement. Say independent word groups.

Say which word group the words separated from the text belong to.

The ability to memorize grammatical terms quickly in the process of analysis provides the basis for activating them. There is an emphasis in the methodological literature that it is useful and

effective to require students to tell a story. For example, you could ask them to talk about independent word groups. In this case, the reader first classifies, then says each word group and gives an example.

The grammatical term is a means of understanding the content of theoretical information, and then finding the appropriate rule in the textbook when necessary. But it is difficult to find a rule that has already been covered in the textbook based on the term. Ms. Mirmaxsudova also found that "... to find and read a rule, you need to turn the pages of the textbook for about 5 minutes." This situation, he said, "... indicates the lack of appropriate qualifications, the lack of special work on the formation of such skills" [8; 110-b.].

The following opinion of the methodologist T.Yusupova can clarify what should be the results of strengthening and repetition of grammatical terms: must be able to distinguish "[10; 71-b.].

There is absolutely no need to give a definition of grammatical terms when it is clear that all students understand them. For example, in the 7th grade textbook "Uzbek language" [9] after Exercise 39 on the topic "Chama numbers" the following description is given: "Know. Approximate numbers represent an approximate amount." [9] The term chama should not be defined if the term is approached as 'familiar'.

It is of great benefit to start using many terms in the text analysis process. This work is organized in connection with the following cases:

1. When conducting types of grammatical analysis.
2. In the organization of grammar games.
3. When working on tests.
4. In organizing a "mental attack".
5. "Who remembers fast?" in the game.
6. In terms of question or assignment: "Read the numbers separately from the text", "Which noun in the first sentence is used instead of the diamond in the second sentence?"

Mastering a word means using it knowing its function in a sentence. The function of the word in speech cannot be memorized, it can only be mastered in the process of speech activity. Terms-based questions and answers, narratives provide such an opportunity.

When a grammatical term is also a word, the translation from Karakalpak into Uzbek, that is, when the meaning of the term in both languages is the same, allows it to be used directly in linguistic observations. In this case, the Uzbek term assumes the function of the Karakalpak term.

In the Uzbek and Karakalpak languages, the use of an explanatory translation method in the interpretation of grammatical terms naming the same concepts differently is necessary to avoid the negative impact of the native language on the use of the term. Because the Karakalpak alternative is a word used in the Uzbek language (for example, there is a word equivalent to the Uzbek member in the term of speech), students sometimes go the way of translating the Karakalpak term with the alternative itself (member). As a result, they make mistakes, such as using the Karakalpak term instead of the Uzbek term. In our opinion, in cases of such expression

it is not enough to show the grammatical term in both languages, that is, to give it as a dictionary. It is worth noting that different terms are used in Uzbek and Karakalpak languages.

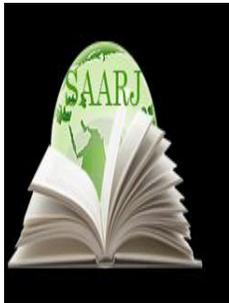
In the form of various grammar games, competitions on grammatical terms, it is possible to organize strengthening exercises as follows:

- Translation of Uzbek grammatical terms into Karakalpak, Karakalpak grammatical terms into Uzbek;
- Morphological analysis of given words (sentences) on the basis of the sample;
- mutual question and answer using grammatical terms;

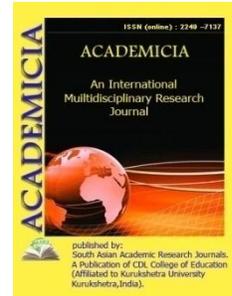
Terms translated from Uzbek into Karakalpak with unfamiliar words do not create confusing situations. Accordingly, we believe that it is sufficient to give students such terms in the form of a dictionary and to carry out exercises to strengthen their bilingual expression.

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## PIANO PERFORMANCE AND CONCERT GENRES IN THE WORKS OF UZBEK COMPOSERS

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### ABSTRACT

*This article discusses the genres of piano and concert genres in the works of Uzbek composers. There is information about the concert life in Uzbekistan in the XX century, then the development of concert genres, the opening of professional music schools in the capital and regions of the country, the great pianists.*

**KEYWORDS:** *Piano, Concert, Stage, Musical Lectures, Instrumental, National Dance, Creativity, Art.*

### INTRODUCTION

It is devoted to the analysis of the concert life of Uzbekistan in the period of the adaptation of European traditions in the XIX-XX centuries, when the active influx of foreign musicians brought new forms of concert activity to the region. It will feature colorful ensembles such as wind and symphony orchestras, choirs, and instrumental ensembles, as well as the creation of specially constructed stage areas that can accommodate a large number of listeners. Regular concert rallies, music lectures and music evenings in various places played an important role in familiarizing the general public with classical music and promoting it among the local population. The creators of the first musical community V.Leysek, V.Mikhalek, as well as talented performers such as V.Buyukli, L.Shvarts, K.Koren, S.Vonsovskaya, musicologist M.Kulyabo-Koretsky and others made a significant contribution to this work. Literary appeals of Uzbek enlightened poets Furkat, Ahmad Donish, Muqimi and Fitrat strengthened the involvement of the public as listeners, and talented young people as participants of concert events.

**Main part.** No matter how active foreign musicians are in the development of European forms of concert performance in our country, if the concert basis of Uzbek music was not related to the

traditional method of professional expression (T. Gafurbekov) - concert performance, their adaptation to the new conditions of monodial traditions would not have developed. First of all, it is necessary to distinguish such genres as lapar, yalla, big game, which are widespread in the territory of Uzbekistan, they have all the elements of competitive performance and are a prototype of a unique modern theatrical musical dialogue recreated in concert opus of XX-XXI centuries. Some connections are observed in the musical-poetic competitions of the past, which are popular in the East - in didaishma and mushaira, literary and musical gatherings - during which participants demonstrate their virtuoso poetic and musical talents. Valuable information about this is available in various literatures, in particular, in "Selected Works" by A. Navoi and "Nightmare" by U. Kaikovus.

Concert life in Uzbekistan in the XX century, then the development of concert genres, the opening of professional music schools in the capital and regions of the country, great pianists (K.Igumnov, L.Oborin, G.Ginzburg, E.Dolinga), violinists (K.Dumchev, M.Erdenko, B.Fishman, M.Goldstein), cellists (R.Felitsiant, D.Shafran, M. Rastropovich) and academic singers (I.Golyanda, E.Orleneva, E.Obraztsova) are closely connected with the emergence of concert halls where they performed.

The role of the creative tandem of composer-performer highlights the problems of cooperation between composer and performer, the harmonious tandem of which allows to create the best examples of concert genres. The joint creative activity of G. Mushel and R. Kerer is a vivid example of this, the composer dedicated to him his famous Second Piano Concerto; as well as S.Boboev and A.Odilov, I.Khamroev and S.Takhalov, now - M.Bafoev and A.Sharipova, R.Abdullaev and S.Gafurova, as well as with the whole ensemble or orchestra of the composer (symphonic, or « Sogdiyona »(Uzbek Folk Instruments Orchestra), which also led to the creation of a number of concert pieces for Uzbek folk instruments.

The growth of the performing culture was largely driven by the training of highly qualified personnel, which had a direct impact on the creation of new concert works, as composers often target a specific musician who was able to fully recreate the ideas and images expressed in the music they created.

As composers and performers work in a creative tandem with each other, it is important to consider the role of each, while demonstrating that they are knowledgeable about each other. It is expressed in different forms: as a "zone of knowledgeable composer" and "zone of knowledgeable performance" (the term N. Mityaeva). This is the "creative space" reserved by the composer for the performer. The performer, in turn, should not violate the idea of authorship, but complement it with an individual style, reading the artistic idea of the work with his own eyes.

Types of solo concert works are analyzed: piano, string and wind instruments, as well as concert works created for sound and orchestra. Research has shown that piano concerts are more popular, which is largely due to the presence of performers, as well as the fact that the composer himself knows how to play the instrument. The piano concerto has undergone a significant development and evolution: the founder of the genre, G. Mushel, has moved away from imitating the classical three-part series to classical samples, relying on the intonation-rhythmic structure of traditional music culture, enriched with new content and new means of expression. is the path to sound

compositions. This type of stickThe authors are N.Zokirov, R.Abdullaev, H.Rakhimov, M.Bafoev, M.Otajonov and many other composers.

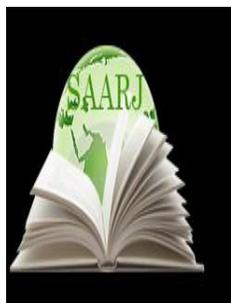
### CONCLUSION

The reasons for the renewal of the semantics of concert genres are highlighted, in which the expansion of the figurative range of opus to be created, enriched with colorful themes and ideas, plays an important role. The central theme is the image of the people, its life and way of life, holidays and musical traditions. The appeal to the events of the historical past filled the content of the concert compositions with poetry, as well as the depth of expression and philosophical direction. In this regard, the traditions of Sufism, which are the basis of the ideological concept of concert works, as well as the appeal to ancient genres such as mavrigi, bench, which enriched the musical palette of concerts with serjilo jargon, also play an important role.

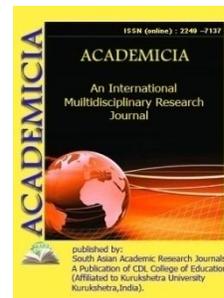
The programmatic idea of many works related to the revival of traditional holidays and images of folk heroes strengthens the theatrical basis in them and turns the concert into a "musical theater". The second concert of B.Gienko "Clowns", R.Abdullaev "Navruz melodies", M.Bafoev's concert-ballet "KhojaNasriddin and Carmensita in Bukhara", H.Rakhimov's "Shum bola" and piano based on G.Gulam Concertino for orchestra is one of such works.

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## RELIEF FORMS OF MIRZACHUL OASIS

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### ABSTRACT

*The article explores the forms of relief in the Mirzachul oasis, the stages of formation of relief forms, the role of the relief component in the formation of oasis landscapes. In the operation of irrigated lands and hydraulic structures, the development of new protected lands should be monitored and all natural processes occurring in the area should be taken into account. Each of its components plays a unique role in landscape development. In landscape development, the study of their role plays an important role in the assessment of landscape development because their components are interconnected and interact together. At the end of the epoch, it rose epherogenically, but as early as the Paleogene, the southeastern part of the Central Asian region began to fill up again below sea level due to subsequent bending, and included a shallow coastal basin or lagoon-type basin. Marine transgression lasted until the Lower Oligocene.*

**KEYWORDS:** *Anticline, Bending, Depression, Erosion, Eolian, Accumulative Structures Of Relief.*

### INTRODUCTION

Today, when the impact of human economic activity on nature is growing, there is a growing interest in studying, analyzing and classifying changes in nature and some of its components. In determining the general trends in the development of the nature of the Mirzachul oasis under study, it is necessary to determine the current natural components and the time of formation of natural complexes, to reveal their aspects in modern landscapes. The study of the development and dynamics of the formation of landscapes of Mirzachul oasis, their division into morphological units, genetic sequencing, the study of factors of composition of natural and anthropogenic landscapes is of particular importance today in the development of an important sector of the economy.

Climate, relief, and surface water flows serve as the three main geographical factors in landscape formation. Climate plays an important role in the formation and development of the landscape and its components across latitudes. But the role of relief in the formation of the landscape of certain small areas is incomparable. The direction of surface water flow is closely related to the relief structure [4, 35-38]. Each of its components plays a unique role in landscape development. In landscape development, the study of their role plays an important role in the assessment of landscape development because their components are interconnected and interact together. The study of the relief component in the study of landscapes of the Mirzachul area makes it more convenient to divide the area into landscape morphological units. Lithogenic factors - relief, lithological composition of the rock that forms it play a key role in the separation of landscape types in the Mirzachul region. It is relatively stable among landscape-forming factors, is the foundation of the landscape, and determines the rock and soil conditions of the landscape.

### **The main part**

The landscapes of the Mirzachul oasis have been formed since ancient times in the conical deposits formed by the ancient rugged terraces of the Syrdarya, the deposits brought by permanent and temporary runoff from the Turkestan and Nurata ridges. One of the factors involved in the formation of the landscapes of the Mirzachul oasis is its relief. The relief of the area is peculiar, orographically open on the north side, and bordered on the south by mountain ranges. Such orographic structure of the earth's surface, in turn, plays an important role in the formation of the climate of the region. Due to the obstruction of the mountains in the south by air masses coming from the north, several permanent and temporary streams - rivers and streams - formed. The proluvial plains, which have long been formed and formed in the part of the outflow of rivers and streams, have also formed oases such as Zaamin and Jizzakh in the conical distributions [3, C 131-134].

The analysis of the geological-relief component in the study of landscapes of the Mirzachul area makes it easier to divide the area into landscape morphological units. It is necessary to pay attention to the stages of development of the relief component in the composition of the landscapes of the Mirzachul region. The Mirzachul region is structurally part of the boundary zone between the Turan plate and the Western Tianshan mobile orogenic zone, and occupies the western half of the Tashkent-Mirzachul basin. In the Meso-Cenozoic rocks of the basin there are large structural elements, the largest of which is Chirchik-Mirzachul. Its direction is close to the latitudinal direction, and the bottom is complicated by dense Paleozoic rocks, mainly limestone and shale.

The southern part of the Chirchik-Mirzachul fold is bordered by the Mehnatkash-Pistalitog anticline zone and consists of eastern (Mehnatkash) and western (Pistalitog) uplifts. The outer surface of the former is somewhat bare, with the Neogene strata exposed in the bedrock of the eastern uplift, and the Paleozoic strata in the west. The anticline zone is represented by the Pistalitog, Baliklitog and Khanbanditog, and in the east by the Mogultog remnant mountains. Between the Mehnatkash-Pistalitog anticline and the Turkestan ridge branches is the Lomakin (Zarbdor) fold, bordered on the west by the Koytash intermittent basin and on the east by the Fergana Depression. The bedrock of Paleozoic shale and limestone, granitoid intrusions in the fold area reaches a depth of 1400 m. The fold is filled with thin deposits of Cretaceous and Paleogene periods and relatively thick Neogene-Quaternary rocks.

The tectonic development of the Tashkent-Mirzachul basin is divided into two stages: platform (Upper Paleozoic - Middle Oligocene) and postplatform (Upper Oligocene - Anthropogenic). During the Triassic and Jurassic periods, the subsurface probably covered a flattened area, and the Paleozoic period formed a surface erosion crust. Paleogeographic evidence testifies that the first significant bending and transgression of the Tashkent-Mirzachul basin took place at the beginning of the Upper Cretaceous. At the end of the epoch, it rose epherogenically, but as early as the Paleogene, the southeastern part of the Central Asian region began to fill up again below sea level due to subsequent bending, and included a shallow coastal basin or lagoon-type basin. Marine transgression lasted until the Lower Oligocene.

The Mirzachul region is usually divided into two parts: the ancient valley of the Syrdarya in the north and northeast, and the plain part of the foothills - in the south. The foothill plain is bounded on the south by the Turkestan and Nurata ridges, and the part of the plain consisting mainly of deluvial-proluvial plumes and spreading cones of rivers includes the accumulative terrace of the Syrdarya. AA Rafikov (1974) as a result of large-scale mapping and analysis of Mirzachul relief shows the division of the following types of relief according to genetic and hypsometric features:

I Structural-erosion relief - low mountains and residual heights;

II Sculptural-erosion relief - sculptural plains (Koshkent ridge);

III Erosion-accumulative relief: 1) foothill deluvial-proluvial sloping plains; 2) less proluvial plain with mountain slope (conical spreads of rivers and streams); 3) deluvial-proluvial plane of flatness; 4) oblique deluvial-proluvial plane in the depressions between the diffusion cones; 5) Lomakin (Zarbdor) plateau - ascending wavy proluvial plane; 6) flat low proluvial plane at the pouring edges of the diffusion cones; 7) proluvial-alluvial plane in the central part; 8) flat-bottomed lowland; 9) wavy alluvial plain in the northern and northeastern parts; 10) undulating terraced plain on the lower terraces (Syrdarya valley); 11) Boyovut erosion massif; 12) The plain at the site of Lake Tuzkon

VI. Eolian-accumulative relief is a wavy plain of sandy sandstone.

The structural-erosion relief type includes the Molguzar Mountains, the northern branches of the Nurata Mountains, in particular, the Pistalitog, Baliklitog, Etimtog and Khanbanditov lowlands. In the sculptural-erosion relief type, the Koshkent ridge includes a raised surface with a general slope in the north-west and is branched in the meridional direction by many ravines - rivers, in particular, Shurbuloksay, Koshkentsay, Kattasay, Donasay, Altikotonsay. The erosion-accumulative relief type is occupied by steep deluvial-proluvial plains, Turkestan ridge, Koytash Mountains, Baliklitog, Pistalitog mountains. The proluvial plains of the foothills are located at the foot of the northern slopes of the Turkestan and Nurata ridges. The deluvial-proluvial plains of the flat plateau are located between the northern slopes of the Koytash Mountains and the southern foothills of the Pistalitog, Baliklitog, and Etimtog. The sloping deluvial-proluvial plane in the basin of the range of distribution cones occupies the area between the Zominsuv cone distribution in the west, Khojamushkentsoy and the foothills of the Turkestan ridge in the west. The ascending-wave-proluvial plane - the Lomakin (Zarbdor) plateau - ends between the Sangzor and Zominsuv conical distributions.

The confluence of the conical formations is a flat lower proluvial plane at the edge, the third part of the Sangzor, Ravotsay, Pshagarsay, Zominsuv, Khovosoy cones. The flat proluvial-alluvial

plain in the central part of Mirzachul is located between the margins of the cones in the south and the streamless basin in the north. , small hills and lowlands. The flat-bottomed, streamless basins are located in the central part of Mirzachul and extend from south-east to north-west. These are Ettisoy, Sardoba, Karakaray, Arnasay basins.

The small wavy proluvial-alluvial plains in the northern and north-eastern part of Mirzachul are part of Terrace III and are lithologically and geomorphologically related to the activity of the Syrdarya, Ahangaron and Chirchik rivers. The small wavy terraced plain of the lower terraces occupies the present valley of the Syrdarya. The terrace I rises 2.5 m above the river crossing. Terrace II rises 2.5-5.0 m above the river. The stream-shaped streamless Shurozak basin occupies the western part of the terrace. The Boyovut erosion massif stretches along the southeast of the Mirzachul Plain, including several elevated low-sloping plains, sloping to the northwest, and is the terrace III of the Syrdarya. The Tuzkon Lake Plain is located in the southwestern part of the Mirzachul Plain and has the shape of a streamless plateau, at the center of which is present-day Tuzkon Lake. The Arnasay basin is partially flooded due to discharge water from the Chordara Reservoir and the Central Mirzachul Canal drainage stream. Eolli-accumulative relief. The Kyzylkumoldi sandy wave plateau is located in the western part of Mirzachul and serves as a border zone between Kyzylkum and Mirzachul. The relief is fragmented: sandy-sandy gryada and ridges, clayey-suglinka basins with no flowing clay height and depth of 2-5 m and above.

In connection with the development of the Mirzachul region since the middle of the last century, various anthropogenic landforms have emerged. The area of irrigated lands in the area, soil composition, groundwater level and mineral composition were studied. Here, vertical and horizontal drainage networks have been constructed, taking into account the rising groundwater level and soil salinity during irrigation. Horizontal drainage networks were excavated in the form of ditches, and the soil excavated during excavation formed anthropogenic relief forms in the series of hills along the edge of the ditch. In the developed areas, flat landforms suitable for irrigation have been created [1, pp. 25-30].

The various forms of natural and anthropogenic landforms in the Mirzachul region are an important component in the formation of landscapes, each of which reflects its own latitudinal zoning and altitude regional laws. In the plains, the difference in climate, groundwater, soil and biocomponents varies in latitude, while in the foothills and mountainous areas, the elevation varies regionally and the landscapes change. This, in turn, in the study of landscapes in the Mirzachul area requires their division into different landscape morphological units - landscape type, types of tracts and facies [2, pp. 96-98].

## CONCLUSION

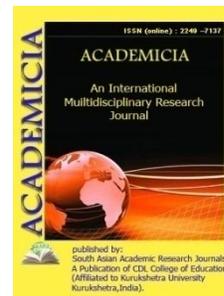
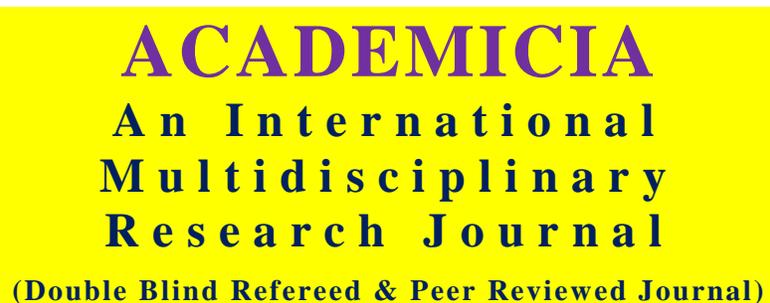
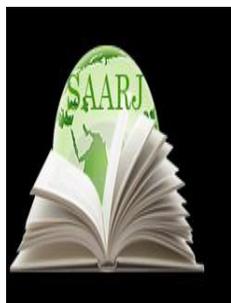
In the study of landscapes of the Mirzachul area are important natural processes of reclamation significance that may occur in connection with the relief. In the operation of irrigated lands and hydraulic structures, the development of new protected lands should be monitored and all natural processes occurring in the area should be taken into account. Depending on the dynamics and nature of the formation, these processes depend on the coefficient of land use (EFC), water resources, construction and placement of engineering structures, the volume and cost of work.

The processes occurring in nature in the Mirzachul region in the following periods are associated with the following activities of reclamation significance: wind - eolli, evaporation; surface water

- soil leaching, irrigation and deepening erosion, cliff formation, suffocation and karst formation, coastal leaching, floods, turbidity of irrigation facilities, landslides, vegetation cover, groundwater - intensive salinization, trace the slope of irrigation facilities exit, their lateral deflection; groundwater and surface water - swamps, landslides, rising groundwater levels.

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## PERIPHRASES WITH THE MEANING OF A CERTAIN PERSON

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### ABSTRACT

*The article tells about paraphrase - a descriptive turnover, which is a combination of a noun with a consistent or inconsistent definition. The main, pivotal word can be the name of a well-known, famous person, in a row with whom, according to some common features for them, the person designated by this paraphrase is placed.*

**KEYWORDS:** *Paraphrase, Descriptive Turnover, Periphrastic Formations, Key Word, Expressive Means, Evaluative Function, Proper Name.*

### INTRODUCTION

In fiction and journalism, proper names can fulfill a certain stylistic task, serve as an expressive means. So in works of art, names-characteristics are used (Skotinin, Judushka), sometimes the common noun meaning of a proper name is deliberately emphasized (Karamazov - Chernomazov, from the Turkic kara-black). Personal names are often replaced with descriptive phrases. This turnover emphasizes any feature that belongs only to this person. Periphrases can be so vivid and precise that they become widespread, and are used alongside their own names.

### MATERIALS AND METHODS

Periphrases (Greek περι - "around, around" and φράζο - "I say") are substitutes for proper names, represented by phrases or sentences, descriptively or allegorically characterizing the object. Periphrase - an indirect reference to an object by not naming, but by description (for example, "night star" = "moon" or "I love you, Peter's creation!" = "I love you, St. Petersburg!").

In paraphrases, the names of objects and people are replaced by indications of their signs, for example, “writing these lines” instead of “I” in the author's speech, “falling asleep” instead of “falling asleep”, “king of beasts” instead of “lion”.

Despite the fact that periphrastic combinations have been known since biblical times, were noted by the ancient theorists of language and style (Aristotle), for a long time they were on the periphery of research attention in Russian and East Slavic linguistics.

Since the beginning of the 70s, interest in periphrasis has noticeably increased. For the first time, the term periphrase was used by A.G. Mogilevsky. The periphery is a complex formation that has always interested scientists, from ancient times to the present day. The periphery has a variety of functions and properties, which are closely interconnected in speech, interact. At the same time, the variety of functions and properties gives the capacity and variety of peripheral expressions.

- The term "paraphrase" in philology denotes a fairly wide range of linguistic (speech) phenomena, that is, this term does not have a clear and uniform subject matter. Scientists have always been interested in peripheral formations in spoken and literary language.
- The paraphrase phenomenon has a rather long history. However, the nature and essence of this phenomenon have not yet been clarified, and the definition of periphrases is not clear and unambiguous. The polysemy of the term is associated with its wide use in various fields of scientific knowledge (literary criticism, logic, stylistics, rhetoric, sociolinguistics, morphology, music), which allows us to consider the periphery not only within the framework of linguistic analysis.

Some of these expressions are owned by specific authors. For example, the famous dictum sun of Russian poetry (about A.S. Pushkin) was first used by V.F.Odoevsky on January 30, 1837. Here is how A. A. Surkov writes about it: "... In one of the poor noble houses of Moscow, a man was born, to whom history has given the honorable place of the founder of new Russian literature, whom his younger contemporary and friend of the poet called the sun of Russian poetry ..." ("Pravda", July 5, 1974); "The sun of Russian poetry" - this is how I. Andronikov's interview to the Literaturnaya Gazeta was titled (May 28, 1975).

M. Gorky owns the expression Homer of the twentieth century, which he called the Dagestani poet Suleiman Stalsky: “Wonderfully named A. M. Gorky ashug Suleiman. "Homer of the twentieth century," he said in his closing speech ... "(Literaturnaya Gazeta, August 14, 1974).

According to the method of formation, syntactic structure, the considered descriptive turns are a combination of a noun with an agreed or inconsistent definition. The main, pivotal word can be the name of a well-known, famous person, in a row with whom, according to some common feature for them, the person denoted by this paraphrase is put: Homer of the 20th century - S. Stalsky, Polish Pushkin - Adam Mitskevich. “I know Berg’s translations, but I don’t know Mickiewicz's poems. Once I thought I knew this "Polish Pushkin": I read Berg's translations "(V. Doroshevich. Influents).

## RESULTS AND DISCUSSIONS

The basic word is a common noun. In this function, the word “father” is used in some groups of revolutions. With the help of this word, descriptive phrases are formed, which designate the founders, ancestors of directions in science, technology, literature, etc. Here are some examples.

The father of Russian science – M.V. Lomonosov: “Further searches finally determined all the stages of the unusual fate of the library of the father of Russian science” (Izvestia, November 2, 1972); the father of Russian aviation - N. Ye. Zhukovsky: “On the Vladimir land, in the village of Orekhovo, N. Ye. Zhukovsky, the father of Russian aviation, lived and worked” (Pravda, November 26, 1973); the father of history is Herodotus; the father of medicine is Hippocrates; father of tragedy - Aeschylus; the father of comedy is Aristophanes.

This should also include formations that have not yet become widespread, but are used to designate only these persons. The father of Russian agrochemistry – D.N. Pryanishnikov: “The monument to the father of Russian agrochemistry was opened” (Pravda, August 15, 1973); the father of cybernetics - Norbert Wiener: "The" Father of Cybernetics "Norbert Wiener once expressed the idea that people play chess only because they do not know exactly how to play them correctly" (Literaturnaya Gazeta, August 6, 1975).

Descriptive names express the attitude towards people known for their activities in a particular area - state, public, scientific, literary, etc. Therefore, such means of expression give the designated person a positive assessment: the sun of Russian poetry.

From the considered periphrases, one should distinguish combinations consisting of a person's own name and an officially or unofficially assigned definition - an epithet. There is a similarity between them: both have an evaluative function in the sphere of personal proper names. For example: Peter the Great - Peter 1, Alexei Mikhailovich the Quietest - Russian Tsar Alexei Mikhailovich, Alexander the Great - Alexander the Great, Philip the Handsome - the French king Philip IV, Augustus the Strong - the Polish king and the Elector of Saxon August III. The above formations are still not descriptive turns in the full sense of the word; in them, the definition - an epithet can become, as it were, a surname with a given name (or it may not become, for example: the frantic Vissarion - VG Belinsky), but unlike real surnames it does not pass by inheritance.

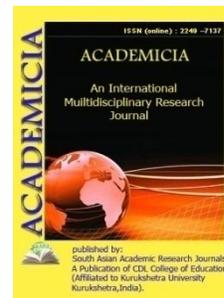
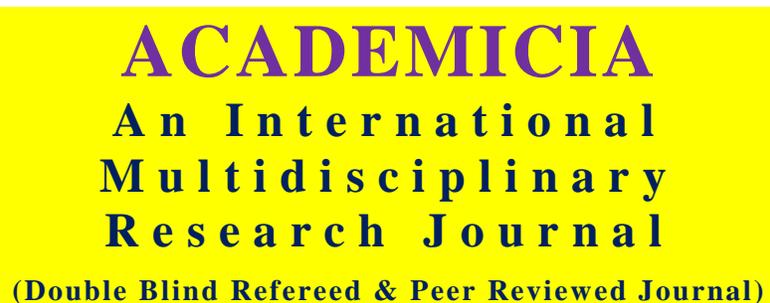
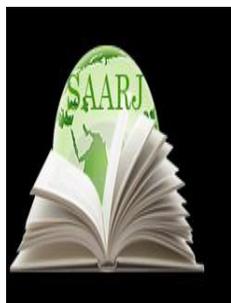
## CONCLUSION

Periphrases with the meaning of a certain person are most often used in journalism. The demands of newspaper genres also give rise to individual-author's combinations, which are created on the basis of the descriptive turns that have developed in the Russian language.

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## THE USE OF COMMUNICATIVE APPROACH IN TEACHING ENGLISH

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### ABSTRACT

*This article discusses the problem of the formation of communicative competence; the use of the methodology of the formation of communicative competence to increase the effectiveness of teaching a foreign language to non-linguistic students in socio-cultural situations.*

**KEYWORDS:** *Communicative Competence, Methodology, Socio-Cultural Situations, Teaching A Foreign Language, Non-Linguistic Students*

### INTRODUCTION

Today, the modern demand of learning foreign languages has increased as the labor market and socio-cultural situation requires the emergence of specialists who can speak a foreign (English) language at the proper level. The professional demand for specialists is to become fluent in a foreign language (usually English, one of the languages of international communication) among modern employers, on the one hand and their own interest in expanding their opportunities in the labor market and in cultural interactions among specialists themselves, on the other hand motivates the modern student not to formal study of the language. Increasing the effectiveness of teaching a foreign (English) language, implementing a communicative approach with the final result (whether a graduate has a developed communicative competence) remains one of the most important tasks in a higher educational institution and one of the urgent problems in training a specialist in our country as well.

## MATERIALS AND METHODS

We can define communicative competence as followings:

- 1) Meaningful speech as a result of the realized knowledge of a number of rules (systematic knowledge obtained in the course of studying the following disciplines: "Foreign language", "Business negotiations in a foreign language", "Foreign language in the field of professional activity"), grammatical, lexical and phonetic rules;
- 2) The ability to adequately build a communication strategy in the business and interpersonal sphere of communication, to determine their own functions in a specific language situation and the means of communication necessary in this situation;
- 3) The ability, if necessary, to correct the situation; the ability to build coherent statements (spontaneously and with preparation);
- 4) The ability to transmit and receive the necessary information in a specific linguistic situation in conditions of a shortage of means of expression (primarily grammatical, lexical);
- 5) The ability to interact with representatives of another culture, to take into account the specifics of etiquette, ethical, social, cultural aspects of communication while maintaining their own "face" - the appearance of a representative of Uzbek culture and society. Concentration of attention on the communicative aspect within the framework of the communicative approach is not new in the study of a foreign language and teaching it. However, the inability to speak and think freely in a foreign language is an urgent problem in the field of education at all levels (including at the university).

The need for the implementation of new techniques in teaching speaking requires special trainings. One of them is implementing cognitive activity in the classroom in the process of live interaction. Each student take the opportunity to regularly express their thoughts about various phenomena, processes, events, cultural realities, abstract categories, participants in communication, etc. Regular participation in such communicative acts gradually relieves the state of psychological tension associated with the lack of experience of participation in situations of live speaking and the fear of getting an unexpected question, with inadequate perception of something other than one's own opinion, with rejection of positive and negative criticism from outside. There are also barriers associated with the interaction of the "teacher - student" sides are gradually disappearing: the teacher in most conversational situations becomes a direct participant in such situations, the student disappears a sense of some subordination and fear of "incorrectly" speaking, making a linguistic, meaningful or other mistake. The absence of negative emotions associated with a subordinate position in the interaction "teacher - student" has a positive effect on the student's motivation, in the process of a natural conversation with the teacher, mistakes are corrected without focusing on the situation of failure of a particular student, making mistakes is gradually minimized (the experience of speaking of other participants and taking into account the mistakes already made allows the listener to correct his speech already in the course of the conversation) [2, p.276].

In any language classroom, cognitive activity is planned such a presentation of the material involves the use of the following techniques:

- 1) The formulation of main and secondary questions to the text, various answers (from short, monosyllabic, colloquial answers to full and detailed presentation of the point of view on the question);
- 2) Reproduction of monologue texts in the form of dialogue, dialogical text in the form of a monologue;
- 3) Drawing up a dialogue, polylogue, monologue on a topic, situation;
- 4) A change in the dialogical situation in connection with a change in the topic, in connection with the spontaneous inclusion of other participants in the situation;
- 5) An explanation of your own answer and the answer of another participant in the dialogue;
- 6) Combining several dialogues into one;
- 7) Drawing up a polylogue, dialogue, monologue based on keywords, unfinished statements, a complex plan, drawing up a dialogue on an arbitrary topic, comments on the statements of the participants in the conversation, reproduction of the original statements with their change depending on the situation (modeling);
- 8) Denial and confirmation of the thesis within the framework of the statements of one participant in the conversation, highlighting cliches, stable colloquial phrases in the speech of native speakers (in the process of listening to texts and dialogues reproduced by native speakers and specialists), etc.

It is extremely important to determine the ratio of dialogical and monologic statements: dialogical form of communication prevails over monologue, monologue speech (depending on the purpose of communication) is included in the dialogue, polylogue is widely used. As a rule, students' language skills related to understanding and reproducing a monologue are formed to a greater extent than skills related to understanding and reproducing dialogic speech.

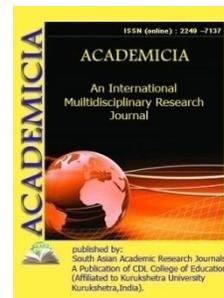
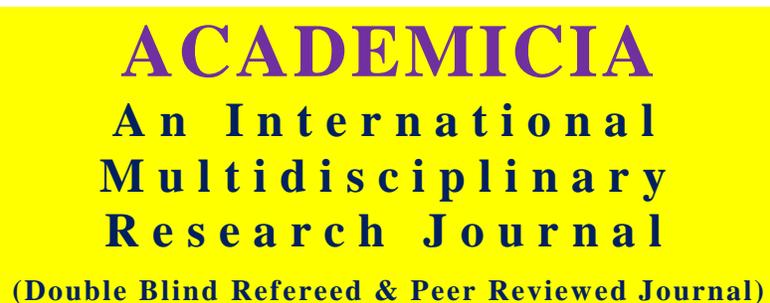
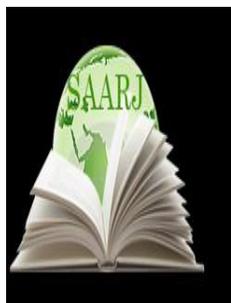
In cognitive activity while forming communicative competence, we differentiate the learning process: the use of such a technique can be implemented at all stages of training (from initial to final), but with the obligatory phased introduction of new knowledge in groups with different levels of training (from basic to advanced) ... The specificity of the primary, initial stage of mastering the material lies in the fact that the teacher takes into account the lack of lexical means of students, ignorance of grammatical material, realities associated with the culture and specificity of the society of the country of the target language.

## **CONCLUSION**

As conclusion we can say that the main goal of speech interaction is the implementation of competent, motivated speaking with a simultaneous understanding of the problem situation, the perception of which is reflected in speech at the linguistic and cultural level. In the process of forming communicative competence in the implementation of a communicative approach in teaching, constant modeling of an educational, but "live" conversational situation is a rational and optimal solution to the problem of increasing the effectiveness of teaching a foreign (English) language in modern conditions.

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## THE USE OF INNOVATIVE TECHNOLOGIES IN TEACHING GERMAN LANGUAGE

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### ABSTRACT

*This article discusses the use of innovative technologies in teaching German at a non-language faculty and the desire to effectively build the learning process in a short time and achieve certain results with the formation of foreign language communicative competence, the development of key competencies necessary in the field of professional activity.*

**KEYWORDS:** *Competence-Based Approach, Competence, Communication, Teaching German At A Non-Linguistic Faculty, Authentic Material*

### INTRODUCTION

In modern conditions of globalization, the real participation of our country in preparing the specialists who can speak in foreign languages in order to enter the world market is increasing every year. A modern specialist should not only master the ever-increasing flow of information on his/her native language, but also be able to obtain information available to the world community. Ability to speak in a foreign language is a prerequisite for professionalism. It is the knowledge of a foreign language that makes it possible to search for the necessary information in foreign language sources, to actually communicate with colleagues in different countries, and to publish one's scientific developments in foreign scientific journals. Scientific and personal development prospects of Uzbek specialist depends on the level of training in German language at non-language faculties.

### MATERIALS AND METHODS

The modern requirements for the goals of teaching German language in the context of a two-level education in a non-linguistic university, the status of both the student and the teacher is changing, moving from the teacher-student scheme to innovative technologies.

Teachers of a foreign language in a non-linguistic university need to fulfill the social order of the society - to prepare in a short time a specialist who is fluent in a foreign language. It is possible to achieve the set task - to teach the student to speak, understand, and extract information of a different nature from original sources within a limited educational framework - by combining traditional and innovative teaching methods, based on the principles of communicative communication. Innovative technologies for teaching foreign languages in a non-linguistic university consist in a combination of traditional and intensive teaching methods based on the functional and communicative linguodidactic model of the language, and the development of an integral system of teaching speech communication on professional topics. Knowledge of the German language at a level at least sufficient for professional communication in the professional field is one of the requirements of modern society for young professionals and an obligatory component of the professional training of a modern specialist. The course of a foreign language in higher educational institutions is of a communication-oriented and professionally oriented nature, and its tasks are determined by the communicative and cognitive needs of specialists of the corresponding profile. However, at present, a foreign language course is characterized by a decrease in the total number of classroom hours, and teaching a foreign language in many higher educational institutions is carried out, as a rule, in the initial courses, when students are just beginning to get acquainted with their future specialty and acquire only initial knowledge of the specialty. For this reason, many teachers note that in the classroom they are forced to engage not in the development of students' language and speech skills or communication skills in a foreign language, but to explain specific terms that are not within their competence, and thereby limit themselves to reading popular science texts in their specialty and memorizing general terms. All this hinders the successful implementation of the educational process and does not contribute to the development of cognitive activity of students within the framework of the educational program being implemented. In addition, as practice shows, most students of higher educational institutions stop practicing a foreign language at the end of the course of teaching foreign languages and lose their previously developed language and speech skills and abilities.

As a result, having entered the magistracy or postgraduate study, where the study of a foreign language is carried out at a higher linguistic and professional level, students are forced to practically start over the study of a foreign language. They experience considerable difficulties, since proficiency in a foreign language becomes necessary not only for passing exams, but also for familiarization and detailed study of foreign literature on a specific object of scientific research, which is necessary for writing a scientific work, as well as for successful performances at international conferences of young specialists.

The purpose is to obtain and exchange information necessary for further their scientific activities. In the case of insufficient formation of language skills and speech skills within the framework of the secondary school program, this stage includes an appropriate introductory-corrective course. At the second stage (during the third and fourth semesters), the ultimate goal of training is to acquire the communicative competence necessary for the study and creative reflection of foreign experience in the mainstream and related fields of science, as well as for business professional communication. In turn, the final requirements at the final stage are the availability of communicative competence necessary for qualified information and creative activities in various areas and situations of business partnership, joint production and scientific work. However, the proposed continuous course of teaching a foreign language is designed only for students who

successfully passed the exam at the end of the first stage of training, which does not correspond to the main task of training young specialists.

## **RESULTS AND DISCUSSIONS**

In the organization of the educational process, it is possible to identify a number of contradictions associated with teaching foreign languages: - between the need to know a foreign language at a sufficiently high level and insufficiently developed technologies for teaching it; - the absence of close interdisciplinary links between the disciplines of the professional cycle and a foreign language as the language of professional communication; - between the initially weak knowledge of a foreign language among students of non-linguistic universities and the high requirements for professional competencies that a graduate must possess upon graduation from the university; - limited time is often reflected in the content side of education, its forms and methods. From the above contradictions, it follows that it is necessary to effectively build the process of teaching a foreign language, taking into account professional competencies, that is, to turn to the competence-modular approach in teaching a foreign language.

According to the pedagogical content, the concept of "competence" refers to the central concepts and includes learning outcomes: knowledge, abilities, skills, and value orientation. Professional competence should be considered as the readiness and ability to act in accordance with the requirements of the case, methodically and independently to decide tasks and problems, as well as independently assess the results of their activities. The purpose of teaching a foreign language at a non-language faculty is the ability to use the knowledge gained in relation to your profession. Ideally, it is assumed that the specialist can read articles from newspapers and professional magazines in a foreign language, participate in work international conferences, make presentations, answer questions, lead professional discussions. Achieving this goal at a non-language faculty is possible with a good level possession of the school curriculum, that is, in the event that first-year students already have a basic set of knowledge and skills: a certain vocabulary, knowledge of grammar, and have communication skills. The higher the initial level, the greater success in learning a professional foreign language can be achieved.

One of the main conditions for successfully mastering a professionally oriented foreign language is the authenticity of the materials studied.

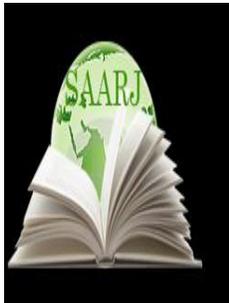
By authentic material, we mean samples of monologue and dialogical speech created by native speakers for non-educational purposes. It is such materials collected from various sources: journalistic, scientific and legal literature and documents in German language can be used in the selection of texts for reading, listening, most grammatical, lexical and other types of exercises and assignments. Authentic texts have a number of advantages over educational texts, which makes it possible to pose the question about the greater expediency of their use in the educational process than just educational texts.

## **CONCLUSION**

In conclusion, we should say that the use of innovative technologies in teaching German transforms the modern way of teaching and learning. The integration of innovative technologies has a great benefit for learners and teachers to master the language in the process of preparing specialists who are fluent in a foreign language in a short time.

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## DEVELOPMENT OF SMALL SCALE HANDMADE PAPER INDUSTRY IN INDIA

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### ABSTRACT

*This paper is concerned with examining the growth performing small-scale industries in paper making in under developing countries with reference to India. The analysis based on data published in the economic review government of India. This information provides on the possibility of developing small scale paper making industries with uses of regional available other than wood and pulp resources. This research article is the study of utilization of regional resources for Paper making in rural areas which helps to analyses growth of income and employment in small scale industry. How the rural people can use resources and cater for local markets with low capital investment? This is especially in countries like India and other developing countries. The study is concerned that for papermaking, there are many factors are taken into account in deciding on the scale, the type of product, the raw materials, the investment and the required skill levels. In addition, there are equally as many non-technical considerations as environmental issues, marketing competition, consumer expectations and economic development. All these concepts will decide viability of the small scale industry in paper making with the existing regional resources.*

**KEYWORDS:** *Paper Making, Local Resources, Market, Technology*

### INTRODUCTION

Paper is used for writing and printing, for wrapping and packaging, and for a variety of other applications ranging from kitchen towels to the manufacture of building materials. In modern times, paper has become a basic material, commonly found in almost all parts of the world. The

development of machinery for its production in large quantities has been a significant factor in the increase in literacy and the raising of educational levels of people throughout the world.

Paper industry in India is the 15th largest paper industry in the world. It provides employment to nearly 1.5 million people and contributes Rs 25 billion to the government's kitty. The government regards the paper industry as one of the 35 high priority industries of the country. Paper industry is primarily dependent upon forest-based raw materials. The first paper mill in India was set up at Sreerampur, West Bengal, in the year 1812. It was based on grasses and jute as raw material. Large scale mechanized technology of papermaking was introduced in India in early 1905. Since then the raw material for the paper industry underwent a number of changes and over a period of time, besides wood and bamboo, other non-conventional raw materials have been developed for use in the papermaking. The Indian pulp and paper industry at present is very well developed and established. Now, the paper industry is categorized as forest-based, agro-based and others (waste paper, secondary fiber, bust fibers and market pulp).

In 1951, there were 17 paper mills, and today there are about 515 units engaged in the manufacture of paper and paperboards and newsprint in India. The pulp & paper industries in India have been categorized into large-scale and small-scale. Those paper industries, which have capacity above 24,000 tonnes per annum are designated as large-scale paper industries. India is self-sufficient in manufacture of most varieties of paper and paperboards. Import is confined only to certain specialty papers. To meet part of its raw material needs the industry has to rely on imported wood pulp and waste paper.

Indian paper industry has been de-licensed under the Industries (Development & Regulation) Act, 1951 with effect from 17th July, 1997. The interested entrepreneurs are now required to file an Industrial Entrepreneurs' Memorandum (IEM) with the Secretariat for Industrial Assistance (SIA) for setting up a new paper unit or substantial expansion of the existing unit in permissible locations. Foreign Direct Investment (FDI) up to 100% is allowed on automatic route on all activities except those requiring industrial licenses where prior governmental approval is required.

**Methodology:** This paper is a review of article, data used in the paper is mainly collected from secondary sources like research papers, books, articles, project reports, annual reports of government, economic survey of paper industry of India census report, to give a comparison of the utilization of raw materials in large scale industries and small scale industries, use of waste paper in recycling.

**Objectives of the study:** 1. To analyse the paper making in small scale handmade paper industry India.

2. To analyse the facilities and resources available for developing small scale handmade paper industries in rural areas.

**Characteristics of hand-made paper production:** Handmade paper units are defined essentially by the fact that their operations are carried out manually with pure cellulosic (or raw) materials to be pulped, mechanical rather than chemical pulping methods would be used. In fact, the existing handmade paper industry relies wholly on secondary resources. There is no theoretical limit to the size of handmade paper units, though in India they are often limited in practice to a production capacity of 300 tonnes per year. According to the Khadi & Village

Industries commission, the combined production of 310 working handmade paper production units in India amounts to some 7000 tonnes per year. This sector produces goods valued at \$2.5 million with a work force of 5300 persons.

The handmade paper industry uses exclusively non-forest raw materials. At present, it uses only cellulose-rich materials such as cotton rags, waste paper and waste kraft. This could easily be extended to the use of biomass materials and agricultural residues, some of which can be grown specifically for handmade paper production. Non-wood biomass resources have the additional advantage of being amendable to conversion by environment friendly processes. Some steps have already been initiated in this direction for the utilization of straws, rice husk and grasses. Handmade paper production also offers extensive possibilities for in-plant recycling. The paper waste emanating from industries incorporating intensive use of paper can very conveniently be recycled for reuse in the parent industry, often saving costs. Moreover, opportunities exist for interfacing paper recycling systems with a host of industries involved in, for example, packaging, printing, and industrial filter manufacture.

In its effort to develop effective systems for small-scale paper production, a development alternative has analysed the performance of the Indian paper industry on all scales. This analysis has drawn on industry publications and information concerning technology, trade and production obtained directly from operating units.

The Indian paper industry can be divided into four categories:

- i. Large –scale (integrated) units – 50,000 tonnes up per year.
- ii. Medium-scale units – 10,000 to 50,000 tonnes per year.
- iii. Small-scale agro based units –up to 10,000 tonnes per year.
- iv. Handmade paper units – 60 to 300 tonnes per year.

Our analysis indicates that specific consumption of resources is lowest in handmade paper units. Water consumption per tonne of paper is 150 cubic meters for handmade paper, compared with some 250 cubic meters for paper from large-scale integrated units. Large-scale integrated units also consume large quantities of electricity and chemicals, and are polluting. Small-scale agro-based units are severely polluting, as they are usually unable to afford pollution control equipment.

Large-scale units consume an average of 2.5 tonnes of forest-based raw materials per tonne of paper; small-scale units consume an average of 3.5 tonnes of raw materials, mostly agro-based, per tonne of paper. In contrast, a handmade paper unit uses only 1.1 tonne of paper produced. One important reason for this is that waste generated in the manufacturing process is internally recycled without loss of quantity.

**Growth of handmade paper industry:** Growth of paper industry in India has been constrained due to high cost of production caused by inadequate availability and high cost of raw materials, power cost and concentration of mills in one particular area. Government has taken several policy measures to remove the bottlenecks of availability of raw materials and infrastructure development. For example, to overcome short supply of raw materials, duty on pulp and waste paper and wood logs, chips has been reduced. Outlook for paper industry in India looks extremely positive as the demand for upstream market of paper products, like, tissue paper, tea

bags, filter paper, light weight online coated paper, medical grade coated paper, etc., is growing up. More recently, TARA (Technology and Action for Rural Advancement) has developed over 100 varieties of handmade paper using a wide choice of waste paper, rags, natural biomass mixtures, and agro-residues.

Handmade papermaking has enjoyed a major revival over the past 30 years, using new and innovative approaches to this ancient craft. Handmade paper has a unique texture and an individual quality that makes it not only a surface to write, paint, or print on, but an object of beauty in its own right. In addition, the versatility of paper in its wet form has led artists to experiment with paper-making as an art medium, creating two- and three-dimensional images of textural richness and diversity, some on a vast scale.

**Facilities, limitations for handmade paper making:** In order to understand what might or might not be possible in papermaking it is first necessary to have knowledge of the technicalities of the process. The basic process of making paper involves two stages: the breaking up of raw material (which contains cellulose fiber) in water to form a pulp (i.e. a suspension of fibers), and the formation of sheet paper by spreading this suspension on a porous surface, and drying, often under pressure. Typically, a hand-made paper producer will manufacture only a few tonnes of paper per year often for a highly specialised market. Mechanised plants, on the other hand, only become economically viable when dealing with an output above several tonnes per day. In India, where paper making machinery is manufactured indigenously, and hence costs are kept lower, mechanised paper making on a small scale is very common. These mills provide higher levels of employment, not only in the mill, but amongst associated industries, such as waste paper collection and machinery manufacture. Smaller mills are more flexible in their acceptance of raw materials.

The product range is also more flexible in small paper making plants, with the ability to cater for a variety of demands, but, sometimes, with a slightly lower quality than that of the larger plants. Paper comes in an enormous variety of shapes, sizes, qualities, grades, colours and finishes. Some of the typical characteristics used to determine paper quality are given here. The types of tests that will be carried out on a batch of new paper depend upon the use for the paper.

**TABLE 2. SHOWS TYPES AND QUALITY OF PAPER**

<b>Weight in grams per square metre (referred to as GSM or GRAMMAGE)</b>	<b>Brightness / shade</b>
Thickness or calliper (measured in microns)	<b>Porosity</b>
Density or bulk (a function of the previous two qualities)	Smoothness / gloss
Tensile strength	Oil-resistance
Burst	Moisture absorption
Folding	Moisture content
	Optical properties
	Adjustable using mineral fillers

**Raw materials required for the paper making:** The raw material for all papers is cellulose fiber which comes from a wide range of natural materials. The large scale producers rely almost entirely on fiber from timber although, especially in India, other materials such as bamboo, eucalyptus, straws and grasses are also used. The cellulose fiber can also be extracted from such

things as waste cotton rags, banana pseudo stem, and bugassee, in fact almost anything which has grown naturally.

**TABLE 3: RAW MATERIALS COMMONLY USED FOR PAPER PRODUCTION**

Raw Material	Source	Suitability
Straw (e.g. from wheat, barley or rice)	Between 5 and 10% of all straw which is produced is burned.	Short fibred (1.5mm), it is often mixed with other pulp to provide a suitable pulp stock for a variety of uses.
Bagasse*	From sugar cane after the sugar has been extracted.	Slightly longer fibre than straw. Suitable for high quality writing and printing paper.
Maize stalks	Remaining after maize harvest.	The high moisture content and need for collection make maize stalks suitable only for very small-scale production. Properties similar to straw.
Bamboo	Grown for use.	Fibre length of 2.7mm, suitable for all types of paper making without addition of other fibre. Supply is often limited.
Cotton	Cuttings, lint and fluff from cotton mills.	Cotton is a high value fabric and is therefore only used for specialist papers. Has a fibre length of 25 32mm.
Rags (from cotton material)	Collected	Often require sorting and bleaching. Common writing paper.
Flax	A residue from the manufacture of linen.	Long fibres make this material suitable for high quality paper.
Hemp and sisal	From old ropes and tow from rope making factories.	6mm fibre length, processing similar to that of cotton.
Jute	From old sacks and hessian.	Jute does not bleach well and is therefore used for its strength rather than for high quality grades
Water Hyacinth	Weed	Paper not having adequate strength
Jute and Water Hyacinth		Unique textured paper
Mulberry Bark		Excellent, silky, transparent papers of different kinds
Jute and Hemp		A reasonable good quality paper.

However, the quality of fibers varies a great deal depending on the natural material from which it is collected. The quality, usually assessed according to the length of the individual fibers, is extremely important to the quality of the paper which can be made. A high proportion of long fibers are essential for reasonable paper quality, regardless of scale or method of production.

**Recycling waste paper:** Using waste paper is the easiest way into papermaking as all the difficult first stages have been done. There is no need for chemical digestion, bleaching and complex screening operations. The waste may only require re-pulping before being reformed as new paper. Compared with producing a tonne of paper from virgin wood pulp, the production of one tonne of paper from discarded paper may use half as much energy and water. The clay originally added to the paper to make it glossy will help to separate the ink from the paper during recycling.

There are limitations to recycling that need to be considered. Paper can be recycled only 5 to 8 times before the fibers become too short and weak to be reused. It is therefore essential to use as high a grade of waste as possible as the starting point. From both pulp quality and ink points of view, computer waste is a very useful raw material for the recycler. Old newspapers are commonly used to make tissue and cardboard, while magazines are often recycled into newsprint. Waste paper will carry some form of printing which, if not removed, will cause the product to be discolored. The process of removing the print, called de-inking, is often, not worthwhile for the small-scale operator, involving as it does, even more, expensive equipment. It is a better policy to concentrate on unprinted materials if these can be obtained.

## CONCLUSIONS

Hand-made paper producer will manufacture only a few tonnes of paper per year (depending on the number of employees) often for a highly specialised market. In India, where paper making machinery is manufactured indigenously, and hence costs are kept lower, mechanised paper making on a small scale is very common, with plants operating at outputs of 5 tonnes per day and upwards. De-inking, is often, not worthwhile for the small-scale operator, involving as it does, even more, expensive equipment. One of the major parts of recycling is the collection, sorting, baling, and transportation of waste paper. The variety of equipment is needed for a small handmade paper making industry in India. Much of the machinery required for a mechanised production facility is sophisticated and expensive.

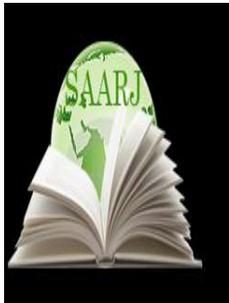
### Measures need to be taken for Indian paper industry:

1. Import duty on Machinery and waste paper should be reduced.
2. Duty free imports of new & second hand machinery, equipment should be allowed for technology up gradation.
3. Training and financial support should provide for small Entrepreneurs for the establishment of handmade paper industries in the local regions.
4. Capital and machinery should provide with subsidized rates.
5. Revision of forest policy is required for wood based paper industry so that plantation can be raised by industry, cooperatives of farmers, and state government. Degraded forest land should be made available to the industry for raising plantations.

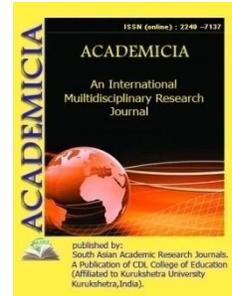
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## MISSIONARY IN THE FORM OF IDEOLOGICAL THREATS AND THEIR FORM OF MANIFESTATION

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### ABSTRACT

*We know that each period has its own characteristics, principles of development, the XXI century was the century of the peak of cultural, spiritual, scientific, technical integration. Along with this, we had to face certain difficulties and unsolved tasks in these areas, and this has its objective, subjective reason. It should be noted that today it has become mandatory to be on the alert to possible threats, the separation of true religious values from fake and directly scientifically justify the educational and religious culture and worldview of human from a philosophical point of view. The article analyzes the the history of missionary activity, its ideological foundations and modern forms. The purpose of the study is to reveal with examples extensive information about the goals, the methods and tools used by the centers and organizations involved in these activities. The article also explains the legal basis for preventing missionary movements, the role and importance of religious education and tolerance in ensuring stability and prosperity of society.*

**KEYWORDS:** Religion, Mission, Religious Mission, Missionary Activity, Proselytism, Globalization, Method, Mean, Ideological Immunity, Religious Education.

### INTRODUCTION

As a result of major socio-political changes, the imbalance as a result of the establishment of the two polar world radically changed the ideological picture of the world. Countries of the world are divided into developed and developing countries. It is these developed countries that have gained their national independence and are trying to ideologically take possession of developed countries, world arenas [1, 100].

Poverty, environmental problems, lack of reserves, mass diseases, religious fundamentalism and terrorism were inherited from the twentieth century to the twenty-first. Moreover, having come to the twenty-first century, the list of risks expanded due to the efforts of some forces. Such risks as demographic crises, missionary work, and export of democracy, “mass culture” and the introduction of the Western lifestyle appeared. A superficial glance at these threats, which challenge the sovereignty of states and do not recognize them as a source of threats, will bring even more problems to humanity. Therefore, the primary task is to identify the destructive ideas that form the ideological foundations of such events that threaten the development of our country.

Among the social factors that have a significant impact on the development of society, the role and importance of the religious factor are incomparable. Religion has always prompted people to do good deeds and good deeds, to help them grow spiritually. For example, the use of religions of the past for various purposes, the interpretation of ideas in the spirit of destructiveness, proved that it brought innumerable suffering to humanity. Attempts to use religion for various destructive purposes are currently considered in very serious aspects. Missionary efforts that carry out their activities in colorful forms are also clear evidence of this.

### **Socio-historical analysis of missionary activity**

What is missionary work? What is its threat to national life today? We will try to find answers to questions.

Missionary (in Latin “mission” – “appointment”) is an activity of a certain religion, faith or sect, aimed at spreading its religious doctrine [2, 25]. A missionary is a person who spreads a religious doctrine that he / she spreads in other religious communities [3, 108].

Proselytism is part of missionary service (the Greek “proseh / tos”) – this is the theoretical and practical activity of a certain religion, confession, nomination or sect of other religions or atheists directly related to religion [4, 27]. Therefore, proselytism is a theoretical and practical activity aimed at rejecting religion and adopting another religion as a direct result of missionary activity. That is, proselytism is the highest point of missionary activity.

Missionary activity can be divided into several groups. In particular, it is important to emphasize missionary activity as follows:

- ❖ *political missionary;*
- ❖ *ideological missionary;*
- ❖ *economic missionary;*
- ❖ *religious missionary.*

We also encountered the following points in our resource analysis. Some of the people who are recognized today by famous religious scholars are in fact the first Christian missionaries, and the fact that some of those recognized as “famous religious scholars” have no idea who they really are and in what circumstances they become “world-renowned experts” can lead to self-esteem. A historical fact is that William Jones (1746-1794) first learned Sanskrit, and Franz Bopp (1791-1867) compiled a Sanskrit dictionary. Joseph Lafito (1681-1746), the famous religious scholar Charles De Bros (1709-1777) in North America, has accumulated unique information about Western languages, religion, traditions, and the primitive life of people in West Africa. Matteo Riki (1552-1610) participated in similar events in China and wrote several papers on religious

views in his regions of activity. The works of J. Lafito “Comparison of the Traditions of the Wild American Traditions with the Early Periodic Traditions” (1723) and S. Drouss “Tactics of Fetish Gods” (1760) are proof of our reasoning. But for what purpose did they carry out this work? Why did they deal with the historical, geographical and ethnographic aspects of the occupied territories of Asia, Africa and America, creation of records, dictionaries and textbooks for indigenous peoples? How can it be that the religious beliefs, customs and rituals that they analyzed are now completely abolished? If we answer these questions accurately and honestly, then we can say that they effectively participated in their missionary work, and regardless of the value they have today, they can be viewed as missionaries who have made significant progress in promoting religion, and not as a religious scholar, historian of the country.

Therefore, the scientific, social, and philosophical study of the missionary movement is of great importance today.

It is clear to us that religion is a permanent place in a person’s life and in the consciousness, attitudes and activities of a person. But the problem is that religious propaganda is focused on positive or negative goals, and missionaries can play a special role in spreading a certain religion and educating people.

Therefore, it is important to understand the true meaning of this concept, focusing primarily on the linguistic, scientific and philosophical essence of missionary work and how it works.

The word Missionary comes from the Latin verb “mission”, which means “sending”, “appointment” and “missionary” as “mission”, and “missionary” as a set of theoretical and practical tasks.

In addition, missionary concepts were given different definitions in different sources, almost all of which describe its specific features. In particular, in the National Encyclopedia of Uzbekistan, the missionary mission is to worship and promote another religion among the nations of the world [5, 26]. Missionary (LAT, Missions) - 1) Representatives sent to another country for a specific mission; 2) a permanent diplomatic mission of a state in another country (as opposed to an embassy) [5, 27]. In the World Book encyclopedia (reissued every year), a missionary is a person sent to propagandize and propagandize other religious groups, in the Moscow Encyclopedia of Cyril and Mifody 2005: “Missionism is a religious association an attempt to spread its faith among other religions” [6].

Nowadays, missionaries are also called “tabsir” (prophecy), “tinsirm” (Christianization), and they use many beautiful names to disguise their true work and say, “You are one who is different from others,” “Spiritual spirits” who impart various divine qualities and thereby keep them in their ranks.

The term “proselytism” is directly related to missionary work, and proselyte - from the Greek (“newcomer” [7, 73]), who entered a new sect, proselytism means trying to convince a believer from another faith [8, 411], to give up his own religion and force others to accept religion” [9, 36].

Based on the foregoing, the definitions can be concluded that the data in various sources and publications are very close and similar to each other. Based on these descriptions, we concluded that “missionary activity is a dangerous political activity aimed at spreading and promoting religion among various religious communities, nations and nations through various social means

and factors,” because it showed that its hidden activities is a dangerous political activity, we are witnessing that it caused many years of political instability in the lives of many countries.

Looking at missionary history as a separate social activity, we see that it has a long history. The implementation of such activities may be associated with the emergence of religions. Because in all religions, special attention is paid to the spread of their religious doctrine, an increase in the number of followers.

According to sources in the field of religious studies, this activity was first recognized in the III century BC in India by King Ashoka in the work of monks sent to neighboring countries for the propaganda of Buddhism and in Christianity since the fourth century AD.

In the early years of our era, missionary work began to spread rapidly in western countries, where the Roman Catholic Church dominated. It should be noted that missionary activity was primarily aimed at promoting church doctrine and the spread of the Catholic religion, but this activity was widely used for political purposes - colonization and development. In particular, the missionaries of the Catholic Church played an important role in the formation of colonies in Latin America and Africa in the 15th and 16th centuries in Spain and Portugal.

In 1622, Pope Gregory XV founded the Congregation for Religion for Democracy (since 1967 the Congregation for the Biblarization of Peoples) to expand the Catholic missionary movement. Missionaries studied the religions and traditions of the peoples of the countries in which they are located in order to work effectively. For example, the works of G. Lubia “Meeting with Buddhists in the East” by M. Rykki (1552–1610) and J. F. Lafitto (1670–1740) “Primitive nature of America’s primitive character” [10, 108] can be shown. During the colonization of Latin America by Spain, the missionaries of the Catholic Church developed a special alphabet for the study of the languages of American indigenous peoples and the promotion of their work.

In the 17th and 18th centuries, Dutch and British colonial policies became widespread, and missionaries began to develop in Protestantism. In the 19th century, missionary societies also appeared in the United States. During this period, the attention of Christian missionaries was given to the more African continent. The activity was mainly carried out in educational institutions, medical institutions, as well as in public organizations in the field of culture, sports and other fields.

In 1910, a Scottish missionary conference was organized in Edinburgh at the initiative of the volunteer movement activist John Mott. The conference discussed the strategy of Christianization of all the peoples of the world and an agreement was reached on cooperation between various Christian unions in teaching missionaries, translating the Bible into different languages. This conference contributed to the formation of modern missionary work”[11, 18].

After the collapse of colonial power after World War II, missionaries sought to preserve the position of churches in the former colonial states. In 1969, 16,000 men and 30,000 women from various Christian missions in Africa were members of the Church.

To adapt to new conditions, missionary society activists used such methods as instructing local church leaders to use local music and dance, use appropriate religious rituals, promote the local language, and make extensive use of television and radio programs [12, 1].

Today, Protestant Christianity is a leader in missionary activity. In 1970, more than 220,000 professional missionaries worked in 2,200 Christian missions, and 420,000 missionaries in 4,800 foreign missions in 2000 conducted outreach activities to the local population. In 1970, \$ 3 billion was spent on overseas missions, and in 2000 it reached \$ 12 billion. Among the largest missionary centers are the Mission and the World Christian School (Birmingham), the Henry Martin Center (Cambridge, UK), the Universities of Gregorian and Urbani (Vatican), the Center for the Study of Foreign Missions (New York, USA) [13, 39].

Missionaries are working to identify areas that are important for their implementation in a particular area. Global mission projects take into account a particular country or region. Christian missionaries, mostly Christian Protestants, are concentrated in an area called “from 10 to 40 mirrors”. The region stretches from the coast of Africa west of the Atlantic Ocean to the Minor and Central Asia, the Arabian Peninsula and the Pacific coast of South Asia, between the 10th and 40th parallel of northern latitude.

The majority of the population in this region preach the Islamic, Buddhist, Confucian and Hindu religions. It should be noted that the world's largest reserves of gas, oil, uranium, intercontinental strategic importance of transcommunication routes are concentrated in these regions, and in the XIX century already prominent political figure A. Mechen called this area “Conflict Zone” [14, 12]. Viewed from a modern point of view, social and political tensions, armed conflict takes place in most countries in the “10-40 window”.

In the 1990s, due to the collapse of the former socialist camp in the countries of Eastern Europe and the independent states that emerged in the former Soviet Union, there was a noticeable increase in the number of Protestant groups in Western countries. Local non-traditional religious propagandists were busy expanding their ranks, not taking any responsibility for social harmony to society and the state. For example, in Russia alone, 4,5 thousand (at the end of 2000) of Protestant churches and denominations are officially registered.

The desire to divide on a religious basis citizens speaking the language of nationality, which has a common history and a unique state, can be considered as a threat to society. Attempts to expand the ranks of non-traditional religious communities without taking into account interfaith conflicts have serious consequences. This can be illustrated by the ongoing conflicts between religions in different parts of Africa and Asia as a result of missionary and proselytism as a result of the violation of the religious element of the indigenous population.

In particular, in the southern regions of the Sudan Republic, located in northeastern Africa where the main oil reserves were located, were active Christianized Catholic and Protestant missionaries during the past century. According to some estimates, about 1.5 million people were killed in an attack on the central government in the region. In 2011, Africa, the largest Muslim country, is divided into Sudan in which the majority of the Muslim population and the Republic of South Sudan in which mainly Christians [15, 12].

In the Christian regions of Indonesia, Sumatra, Sulawesi and Molucca there are clashes, murders and terrorist acts in which Muslims and Christians are involved in religious conflicts. It is reported that in Indonesia there are 27324 Christian missionaries, 44 European and 20 missionary centers of the United States, which currently ranks first in the Muslim population [16, 23].

From the first days of independence, various non-Muslim religious denominations made active efforts to spread their religious beliefs among the local population in Central Asia. Organizations from non-traditional religious denominations have also been officially registered and operate in the countries of the region. As of October 2012, 3088 religious organizations were registered in Kazakhstan, of which 2,229 were Islamic, 280 were Orthodox, 2 were Buddhist, 4 were Jewish, 6 were Bahá'í, 8 were Krishnayans, 79 were Roman Catholic churches 480 are Protestant communities [17, 11].

In August 2011, there were 2,299 religious organizations in Kyrgyzstan, of which 1,913 were Islamic, 51 were Orthodox, 4 were Catholic, 1 was Buddhism, 1 was Jewish, 12 were Bahá'ís, 1 was sultology, and 316 were Protestant groups [18, 13, 23, 24].

It should be noted that the number of new non-traditional religious communities, especially Protestant ones, is increasing, mainly due to the indigenous population of predominantly Muslim Orthodox Christians. Missionary work in neighboring Kazakhstan and Kyrgyzstan has not been banned, and missionaries have the opportunity to promote the ideas of new religious communities.

Missionaries focus on educating the local population. Proselite activists have the opportunity to benefit from the management of local communities, financial and other forms of non-transparent activities of foreign missionaries.

In the region, missionary centers of foreign protestants, who are more active than other denominations, operate as follows:

I. Education. The South Baptist International Service Corps (ISC, USA) has sent volunteers to Central Asia to work in the education system since 1990. Open Doors International offers short-term leadership and bible study courses. The Central Asian Association of Christian Schools is a primary school and summer camps, and the Christian organization of international camps organizes summer camps for children.

Some missionary centers began their work in the region with language training centers. In 2000, the Christian Educational Institution of the International Educational Service took an active part in teaching missionaries and teachers English, management and law in Hungary, Russia, China and Central Asia [19, 8].

II. Economic factor. Missionary centers in the United States and Great Britain, such as Fronties, People International and Interserve, send their missionaries to the staff of large western companies operating in the region.

III. Christian mass media. In October 2002, the Finnish International Religious Radio and Television (MRR / TV), the Evangelical Association Billy Graham (Russia) and the Campus Crusade for Christ created the Central Asian Christian Television and Radio Broadcasting Union. Similarly, missionary propaganda was promoted in the languages of the peoples of Central Asia through FEBC (Far Eastern Broadcasting Company), Voice of America (World Radio HCJB).

IV. Distribution of Christian publications. Organizations such as Slaviska Missionen (Sweden), People International (UK), International Bible Society (USA, Sweden) translate the Bible into local languages and distribute it in various ways.

V. Short-term missions. Folk Internationals, Open Door International (Whitney, Oxon), England, Youth Mission (Amsterdam, Netherlands) and Southern Baptists (USA) are engaged in sending missionaries for short periods to conduct evangelism through social projects on the continent.

VI. Establish intercultural communication. Some missionary centers in Central Asia are engaged in the development of cooperation between Protestant churches in the region and Western churches [20, 14-16].

The missionary activity is financed by financial assistance from overseas centers through donations from local production, service and sales departments, community members and community donations.

## CONCLUSION

By taking into account the growing role of the missionary movement in society in the context of globalization, it is necessary to use scientific, logical and proven methods to solve problems, eliminate problems and limit people's ability to believe in lies.

Therefore, in-depth study of the teachings of world religions and analysis of their teachings with the help of scientific, philosophical reasoning and raising their level of thinking about religion and faith have become an urgent need of today, and the enlightenment of ignorance belongs only to those who are highly conscious.

As you can see, protection of the country's security, especially young people, from religious envelopes is today a requirement. For this purpose, propaganda and the media in everyday life should be practiced by radically accurate, accurate, well-known intellectuals, religious figures and conscientious people in radio, television, newspapers and magazines.

If this is so, then national nihilism ("nihilism" is Latin - "nothing" - lack of trust in oneself and one's country, low assessment, tomorrow's mistrust, disappointment) leads to the fact that representatives of certain nationalities are discriminated by nationality, ignoring their country and not understanding the scale of the changes taking place in the country.

Ideologically, the immune system of young people who have been diagnosed with national nihilism is weak and they become "vulnerable to despair" [21, 4], who quickly adopt a frank ideology who cannot protect the interests of their country, are indifferent to any achievements of their country and are disappointed in them [21, 6].

The lack of religious education among young people and the lack of necessary literature in the field of religious studies force the younger generation to be exposed to such dangerous societies. In addition, the impartiality of knowledge given in the religious sphere should contribute to the growth of human spirituality and the development of society. Knowledge gained in the field of spiritual enlightenment should be closely related to the interests of the Motherland, the nation and humanity. At the same time, the fact that young people have a good and adequate knowledge of religions is one of the basic conditions for immunization against various ideological risks.

## SUGGESTIONS AND RECOMMENDATIONS.

– **Based on the above, the following suggestions can be made:**

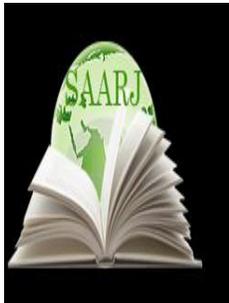
- Effective use of the potential of intellectuals in the fight against missionary work, the methods and tools they use;
- encouraging the activities of think tanks capable of opposing the ideas of modern missionary organizations and centers;
- development of priority areas for a positive orientation of the factors of the language, region and ethno-cultural unity;
- creation and promotion of constructive ideas reflecting high human qualities, values and culture that fit into the roots and interests of the development of the nation in the context of globalization, provided by missionary activities;
- formation of innovation and development programs related to the education system, media activities and other similar institutions, in order to achieve positive results in combating missionary work;
- enhancing the role of state institutions and civil society institutions in protecting the spiritual worldview of the younger generation from missionary work;
- development of strong creative ideas against psychological and psychological attacks that threaten interethnic relations and their introduction into the life of society;
- studying the dynamics of legislative policy in multinational countries and making the necessary proposals;
- encouragement of the idea of solidarity with the consciousness of every citizen, the content of his life and his daily lifestyle in strengthening inter-ethnic relations.
- Indeed, the formation and development of a spiritual world outlook in educational institutions and in general is one of the most pressing issues of our time. Accordingly, in our opinion, it is necessary to carry out the following tasks:
  - Teaching the history of world religions and their true meanings in accordance with age and the wishes of students-students of secondary schools, academic lyceums and colleges, the evolutionary growth of topics, learning based on non-repeating principles;
  - explain to the youth the importance of religion in human and public life, in particular, that the faith of a representative of religion increases even more at the expense of respect for someone else's faith;
  - coverage of the essence of all world religions, in particular the religion of Islam, with specific examples in the media, on the most popular youth web sites on the Internet based on clear examples;
  - explaining to the population that extremism, violence, sabotage is alien to religion based on reliable and convincing, proven materials sources;
  - achieving a clear and comprehensive understanding of knowledge in order to develop the ability to distinguish between secular and religious issues, especially among young people.

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## THE TRUTH BEHIND THE METAPHOR

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### ABSTRACT

*Alisher Navoi's epic "Lison-uttayr" has a special place in the author's work as a work that summarizes and concludes the advanced philosophical and mystical views put forward throughout the creative career of the great thinker-poet. In this article, we try to reveal the truth behind the metaphor in the works of the poet Alisher Navoi.*

**KEYWORDS:** *Alisher Navoi, Lison-Uttayr, Farididdin Attar, Mantiq-Uttayr, Metaphor, Use Of Bird Language*

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### INTRODUCTION

The main purpose of the great poet and thinker Alisher Navoi's epic "Lison-uttayr" is to systematize and introduce his many years of views in the field of the doctrine of unity through the use of bird language in Farididdin Attar's epic "Mantiq-uttayr" (the poet himself calls this work a translation of Attar's epic). This can be seen in the words of the author about his work as Attar's epic had an early effect on Navoi, and the poet dreamed of writing this type of work all his life.

### MATERIALS AND METHODS

The poet's creative intention and dream came true, and "Lison-uttayr" was written in 904 AH (melody 1498-99) as the sixth epic after Navoi's "Khamsa" epics. The above instructions of the poet in many respects have something in common with the factors that led to the writing of epics, which were part of his famous "Khamsa". It was known that Navoi's "Khamsa" first of all

satisfies the demand of the Uzbek people for such deeply meaningful and artistically epic epics as Persian-Tajik works, raises Uzbek literature to the level of the most developed literatures of the East, and, most importantly, proves in practice that Uzbek language is not inferior to Persian-Tajik and was created in the way of such lofty goals. Thus, the writer seeks to create a unique philosophy of human life through the image of a particular bird, to reveal its essence and meaning, to determine the causes of marital disasters, personal tragedies.

In addition to embodying such familiar realistic scenes in front of our eyes, the author captures the current problems of the image of the person, even the sharp contradictions. In particular, the play raises issues of time and space, environment and reality, which directly affect the psyche of the individual as one of the most pressing problems. According to the poet's interpretation, the difficulty of living in harmony with his time is determined by the terrible flaws in him. As one of such defects, the play depicts the defects and shortcomings of a particular society and individual.

At the climax of the saga, only thirty of the many birds that set out in search of Simurg, with great difficulty, reached their final destination and saw Simurg in their image there. According to the poet's interpretation, birds, which are the figurative image of man, experience certain stages of perfection (seven valleys) and realize that they co-exist with Simurg.

## **RESULTS AND DISCUSSIONS**

The author reveals the "pharaoh" in man, that is, the flaws in the questions and discussions between birds and Hudhud. The remarkable aspect of these debates is that here Navoi uses the images of birds to criticize various moral and behavioral flaws that hinder spiritual maturity. The birds refuse to travel to Simurg, which is the epitome of supreme beauty and perfection, and make all sorts of excuses and excuses. In these excuses, the characteristic feature of each of them is reflected. The point is, this trait is consistent with a particular moral trait or defect in a person. In this sense, the Parrot is a symbol of selfishness and selfishness, the Peacock and Tazarv are the figurative images of vices such as pride in external beauty, Kabki Dari (sparrow) and Kuf (owl) are obsessed with amassing personal wealth and possessions, Qarchigai is ignorance and ambition.

While Hudhud sharply criticizes the flaws in their character, he calls on others to be free from such vices. The inclusion of stories related to the subject in exposing such shortcomings and flaws enhances the readability and vitality of the work.

The questions and answers between the birds in the epic and Hudhud are also mainly devoted to moral and spiritual issues, in which the discussion of vices and human qualities is widespread. At the same time, they express important practical and theoretical views on mysticism. The relationship between the murshid and the murid, the teachings and its conditions, the issues of repentance and sin, the methods of purification in the way of Truth, etc., have found their artistic-aesthetic, ideological-philosophical statement. Given that Alisher Navoi was not only a great thinker, wise man, genius artist, but also a great statesman in the socio-political realities of his time, he could not stay away from the processes in society. It should be noted that it was natural for the poet to incorporate into the essence of the work not only divine and mystical ideas, but also moral views that are important for the society to which he belongs.

In this way, the writer draws on the image of a certain bird that one of his goals is to make the foundation of the religious-spiritual faith, which should lead mankind to spiritual purification and spiritual maturity, in the face of simple logic.

Through the images of birds, the author tried to embody the image of a real man and a perfect person created in his imagination, in his dreams of high perfection, rather than drawing the image of someone he meets at every step in the environment and society to which he belongs. The heroes of "Lyson-ut-tayr" differ from most of their contemporaries by their honesty in dealing with reality, devotion to their ideals, fullness of conflicting feelings and, most importantly, their boundless desire to understand the truth. The poet is well aware of the difficulty of finding such people in the present life, and is well aware that they do not rise to the level of type in marriage. [6, 75]

No matter how much space is given to the description of people, landscapes, problems and contradictions of their time, the main goal of the writer is not to create a comprehensive, complete image of them. The interpretation of the image of a person who has found artistic expression through the image of birds serves as a tool for the great poet to make an artistic analysis of the problems of human life.

The current reality seems to be relentless in solving not the problems of human life, but the twists and turns that can be crossed by the demands of life.

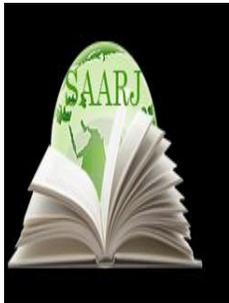
In this way, the author tries to use the events of everyday life as a mirror that clearly shows the problems and disasters of human life. In the artistic interpretation of the problems of human life, the author follows the path that gives much better results in the artistic image, that is, the principle of self-description in the language of the protagonist, giving greater freedom to the elements of narrative imagery. Among the elements of the above image used effectively in Lyson-ut-tayr are the extensive use of symbols and their infinitely deep meaning, the emphasis on unexpected events and the importance of certain issues through their repetition, the pursuit of brevity in psychological analysis and methods such as avoiding realism-specific detail.

## **CONCLUSION**

In conclusion, we can say that the most used symbols are appropriate to emphasize the symbols of striving for perfection and monotheism - the desire to reach God. These symbols also reflect the essence of human life, that is, the spirit of encouragement to make a good name in the transient world. In these respects, Alisher Navoi's epic "Lison-uttayr" vividly demonstrates the features of popularity and modernity.

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## TEACHING PRESENTATION SKILLS IN ENGLISH LESSONS

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### ABSTRACT

*Today, the need to teach the art of public speaking is prerequisite skills for the training of future engineers and economists. The lack of special disciplines aimed at developing presentation skills leads to the fact that the majority of university graduates are not ready to speak at scientific conferences and professional meetings. Therefore, our course "Practical English" which includes the formation of skills of communicative speech activity is the best suited for these purposes. In this article, we will share our experiences in teaching preparation skills of presentation activities of undergraduates of technical areas English lessons.*

**KEYWORDS:** *Presentation Skills, Teaching Methods, Foreign Language, University Students, Bachelor's Degree.*

### INTRODUCTION

Presentation activity is one of the types of public speaking that has become very popular in the business community. Today, it is impossible to imagine a highly qualified manager or engineer who is not able to provide business or professional information to promote their advertising products or technical ideas, as well as a scientist who does not participate in scientific conferences to present research results to a wide range of people. In this regard, teaching presentation skills becomes relevant for training specialists in higher educational institutions. Presentation has long been not only a form of transfer of lecture materials by university teachers, but is also used in various classes to control knowledge or for oral presentation of material prepared by students independently. The presentation of information by students is most often formal in nature, since there is no preliminary training in the art of presenting material in the

form of a presentation, which, in the end, will adversely affect their future professional activities as an engineer, manager, teacher or scientist. One of the problems of developing presentation skills in technical universities is the lack of special disciplines for the preparation and conduct of presentations. This problem can be partially solved through the training in undergraduate which includes teaching presentation skills as one of the types of speech communication.

## **MATERIALS AND METHODS**

Currently, we can find a large number of scientific and methodological works devoted to the classification of presentations, the analysis of their tasks and goals. A.V. Murovtseva defines the purpose of any presentation as influencing the behavior of the audience and encouraging them to act, which are beneficial to the speaker [1]. O. Yu. Popova defines based on an analysis of various literary sources, distinguishes two types of presentations: intracultural for representatives of one culture and intercultural for representatives of different cultures [2]. S. Rebrik classifies presentations from the point of view of the subject of information provision [3]: - management presentations necessary to discuss projects for the further development of companies and enterprises; - commercial and advertising presentations aimed at promoting new products and services to consumers; - scientific presentations providing information on new scientific research; - public and political presentations necessary to promote political figures or candidates of various electoral programs. Griban classifies presentations by purpose and subdivides them into educational, research, and portfolios [4]. Instructional presentations are used by teachers and educators to teach and monitor knowledge. Research presentations provide information on research and development. The portfolio provides information about an individual person in order to familiarize with his professional and personal achievements. The ways of presentations are presented have undergone a number of changes, from the chalkboard and paper posters to high-tech hardware and software. One of the most widespread and popular computer programs is Microsoft Office PowerPoint [5], which allows you to successfully demonstrate text, graphic, tabular, photo and video information, as well as creates visual support for oral presentation. In the works of L.P. Khalyapina and T.E. Dobrova [6, 7] describes the formation of communicative and technological competence, which includes the ability to apply in practice the skills of multimedia presentation of information. A number of works are devoted to the structure of the presentation [4, 8, 9].

In general, any presentation can be divided into four main parts:

- Introduction,
- Main part,
- Conclusion,
- Questions and answers.

Each part of the presentation has its own characteristics and rules for presenting information. A large number of foreign and domestic works are devoted to the issues of teaching planning and preparation of presentations and oral reports. The authors pay attention to the development of the skills to successfully convey information through presentation to the audience at the visual, auditory, verbal and non-verbal levels. And a number of teaching and learning techniques are being developed [4, 11-13] for the successful planning, preparation and presentation of the presentation. Authors pay special attention to the ability to present themselves and their material, to interest the audience and to communicate with it throughout the presentation.

For example, in the work of A.Yu. Tsymbal discusses the issues of intonation features of English-language presentations for academic and educational purposes [11]. In the book by Meyers and Holt, to develop the skills of successful presentations, special tasks have been developed for working with the audience, planning presentation materials for various fields of science and technology, as well as developing intercultural oral communication skills [11].

Yu.A. Filyasova suggests teaching the skills of English-language presentation activities based on a text-based approach, which consists in using authentic texts of technical content, accumulating knowledge and preparing presentations based on them [12]. E.V. Chernysheva proposes an approach to preparing a group presentation in a foreign language in the form of a stage game, a round table, a TV show, a quiz and artistic creativity, which makes it possible to activate the skills and abilities of teamwork, communicative dialogical and monologue speech in foreign languages [14].

## RESULTS AND DISCUSSIONS

The course "Practical English" in the direction of training engineers was included a section "Skills of presentation activities", which can be divided into the following stages: 1. Planning a scientific presentation. 2. Design of the main parts of the scientific presentation. 3. Speech clichés for oral presentation in English. 4. Presentation of the presentation.

Planning a presentation is the first and most important step in the job. In order for the presentation to be successful, students need to choose the right topic and reveal it fully and interestingly for a specific audience. It is best to select the topic of the presentation together with the supervisor of the undergraduate student in order to activate the professionally oriented component of teaching a foreign language and create an opportunity to use this work when defending his/her thesis or in the professional activity of a future master. To develop the skills of planning a scientific presentation among undergraduates, a special lesson in English was developed. The lesson consists of a number of exercises, performing which the undergraduate builds a plan for a future scientific project for himself in the form of the following points:

1. Statement of the main task or question of the project (to define a question).
2. Definition of a hypothesis or description of existing experience on this issue (to formal hypothesis).
3. Planning the experiment (to design an experiment).
4. Collection and analysis of the data obtained (to collect and analyze the data).
5. Description of the results (to interpret the data).
6. Conclusions on the work done (to draw conclusions).

Based on the skills acquired in the lesson, the undergraduate determines the content of the scientific presentation, which, as a rule, has the following structure:

1. Introduction.
2. The main part of the presentation (Main body).
3. Conclusion

This structure is generally accepted as it allows the audience to better understand the main ideas and provisions of a scientific project. In the introductory part of the presentation, the speaker should greet the audience, introduce himself, his project and briefly list the main tasks of the scientific project, that is, explain to the audience what will be discussed. The start of the presentation should be bright, memorable and planned in such a way as to attract the audience to the presentation and help the speaker adapt to the audience, thereby setting a successful tone for the presentation. The first page of the presentation is usually devoted to the title of the report, the presentation by the speaker of himself and his organization. It is very important to choose the right name for the scientific project. It should be short and reflect the main idea of the project in order to be understandable to the audience and at the same time to interest them from the first minutes of the presentation.

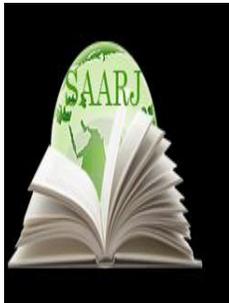
## CONCLUSION

In conclusion, we can say that in the final part of the presentation, students will summarize the entire scientific project that had already been presented, and briefly, in thesis form, repeat the main points and achievements using the following evaluation criteria were used: - independence of work on the project; - relevance, significance and completeness of the topic; - presentation structure and slide design; - grammar and style of the English language; - answers on questions; - scientific and technical terminology; - artistry and expressiveness of performance, appearance; - the use of visual aids and technical means.

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## INTRODUCTION OF BAIHUA IN PERIODICALS

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### ABSTRACT

*The article examines the language of everyday communication of the Chinese at the beginning of the XIX century, as well as the introduction of baihua into periodicals. Due to the lexical-semantic and grammatical features of the Baihua language, its ease of expression in terms of foreign language, in contrast to the ancient Chinese Venyan, is of particular importance. Because the Venyan language does not provide such an opportunity, the use of affixes in the expression of new concepts in Chinese allows the translation of terms in various fields into Chinese, revealing the meaning of the term. When the first periodicals were published in Baihua, information about scientific literature from various western languages began to enter Chinese. In this regard, the introduction of the Chinese language Baihua into periodicals was of great importance.*

**KEYWORDS:** *Baihua, Periodical, Assimilation Word, Term, Affix.*

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### INTRODUCTION

By the beginning of the XIX century, the Baihua language gradually began to supplant the Venyan language, embodied in a pure literary language in which novels and stories were written. For Baihua to develop as a perfect modern written language, it had to develop both functionally and structurally. Baihua's structural and functional development was marked by the addition of new vocabulary to reflect new concepts, as well as the improvement of grammatical tools.

#### **The main results and findings**

Baihua did not take a lot of effort to expand the vocabulary to reflect the new concepts. Modern socio-political and scientific terminology, created by translators of Chinese and Japanese

publicists of the XIX century, quickly penetrated into the language and texts of baihua communication. The Baihua language came in handy with more eloquence than the Venyan language. The assimilation word was mainly represented by two or more morphemes. Newspapers, which quickly learned new words from abroad, spread with pictures, which was an important factor. Periodicals began to appear in Baihua.

In 1898, the first “无锡白话报 Wúxī báihuà bào Ushi baihua newspaper” was published in Ushi. After that “苏州白话报 Sūzhōu báihuà bào Suzhou Baihua Newspaper”, “新青年 Xīn qīngnián *New Youth*” began to appear in a number of publications. The circulation of the first editions in Baihua was large enough to be distributed in only one province. Thus, a “small press” began to form in the baihua. These newspapers were shallower in content and smaller in size than the “big press”[1].

After the Xinjiang Revolution of 1911, Baihua texts began to appear in the Chinese press. Baihua's works began to appear in the artistic columns of newspapers, while the works in Venyan, mainly essays and poems, were published under the traditional 文园 “garden of art”. For the works in Baihua, 小说 is organized in the sections “Baihua stories” and 短篇小说 “Baihua narratives”. Baihua's works of art were published in several issues of the newspaper. In order to bring news and political information to as many people as possible, some newspapers carried special 白话新闻 “baihua news” in parallel with the columns in Venyan.

“无锡白话报 Wúxī báihuà bào Ushi Baihua is one of the most popular publications in the history of the Chinese press, inheriting the ancient Chinese language and promoting the development of modern Chinese. The newspaper has been used as an important source in the field of modern Chinese lexicon research and lexicography, with many neologisms in the newspaper texts being given in the baihua[2].

“新青年 Xīn qīngnián During the period from 1915 to 1926, 63 issues of the newspaper “*New youth*” were published. As the main position of the movement for a new culture, the newspaper had a very colorful theme and rich content in the fields of politics, philosophy, education, culture, economics. It has great linguistic value as it operated during the transition from Venyan to Baihua. “新青年 Xīn qīngnián According to the Chinese linguist 杨学彬 Yáng Xuébīn Yang Xuebin, who took the lexicon of the newspaper “*New Youth*” as a source and studied the comparative analysis of the lexicon of Venyan and Baihua, the frequency of two-syllable words in newspaper texts is much higher than that of single-syllable words. When studying the ratio of words belonging to the 500 most frequently used noun word groups in venyan and baihua, we can see that the proportion of single-syllable noun in venyan is 15.80% higher than in baihua. According to the ratio of verbs, we see that the frequency of single-syllable verbs in the venyan is high, while in the baihua the ratio of single-syllable and double-syllable verbs is equal. 杨学彬 Yáng Xuébīn According to Yang Xuebin, some verbs are used in a mixture of venyan and baihua. The main reason for this is explained by the theme of the newspaper and the specificity of that period. Also, Venyan and Baihua are two different systems of the same language. Both contain not only words that are general or specific, but in some cases these systems use different words to express the same concept. Baihua also predominates in counting words, and counting words mainly consist of monosyllabic words, and there are very few such words in Venyan. Although some prefixes, such as 于 and 以 prefixes, belong mainly to Venyan,

but in the texts of the newspaper“新青年 Xīn qīngnián New Youth, the Baihua also expresses the same meaning[3].

At the end of the Qing dynasty, in 1918, a local commercial newspaper, “北京白话报 Běijīng báihuà bào Beijing Baihua, began to be published in Beijing”.This newspaper has served as a source for many scientific studies on the peculiarities of the Beijing dialect, new terminology in the field of commerce, the analysis of socio-political lexicon.Researcher at Xiamen University 赖一鸣 Lài Yī míng Lay Iming 《北京白话报》词语研究 *A study of the lexicon of the Beijing Baihua newspaper* studied the features of Beijing dialect in his dissertation on the topic.The abstract of the dissertation focuses on the reflection of the Beijing dialect in the baihua, the ratio of monosyllabic and polysyllabic lexical units, as well as the analysis of new assimilation words[4].

It was first published in Beijing in 1918 “北京白话报 Běijīng báihuà bào *Beijing Baihua Newspaper*” published in the Baihua, using new punctuation.Following, a number of periodicals also gradually began to switch to baihua, a language understood by the common people.At first small comments, appendices, edits, and then the whole edition began to be given in the baihua.It should also be noted that even after the introduction of the baihua, Venyan did not “surrender” in the field of journalism for a long time.About this in 1934 “大公报 dàgōngbào *A large mass newspaper*” in which publicist Hu Shi expresses the view that the need to move to the baihua is a topical issue.He writes that some of the printed publications at that time were published in full in the Baihua.“However, it should be noted that if we look at modern publications, we find more Venyanism in them.In addition, their number has not decreased from year to year, but has increased”[5].

Analyzing terms assimilated from western languages into Chinese through periodicals, we can recognize that western languages had a great influence on Chinese.In particular,洋, 西, 电, 感, 作用, 主义, 学, 机, 化, 家, 业 such affixes appear(We call these morphemes conditionally affixes. Because the lexical meanings of morphemes in Chinese are very strong.Although their function in word formation is strong, but due to the specificity of the Chinese language, we can say that sometimes these morphemes lose their lexical meaning and form words, sometimes retaining their lexical meaning.According to this principle, we can call some morphemes affixes and some conditionally affixes.). These affixes have been used in the construction of terms of a particular field of terminology.For example, 感 postfix in terms of psychology,作用 in terms of physics,主义 terms used to describe the theoretical properties of any system[6].

A morpheme denoting a basic lexical meaning is called a base.A morpheme that does not have a real lexical meaning and is only used to make a word is called an affix.Words formed using affixes are called artificial words[7].

In Chinese, an affix is a formal morpheme that combines with independent meaningful morphemes.Just like in other languages, independently meaningful words are lexical units that arise as a result of the loss of meaning and the transformation of words into word-forming means.It is well known that an independent meaningful word loses its lexical meaning as it passes into the affix function.The affix has an abstract-grammatical meaning and loses the subject-lexical meaning[8].

洋 yáng affix (洋 yáng the original lexical meaning of the hieroglyph is ocean; foreign) used as a prefix in words belonging to any noun phrase learned from European languages, for example: 洋针 yáng zhēn *μηχανή*; 洋伞 yáng sǎn *umbrella*; 洋胰子 yáng yí zǐ *soap*; 洋白菜 yáng bái cài *cabbage (white cabbage)*; 洋纸 yáng zhǐ *paper (used for publication)*; 洋手巾 yáng shǒu jīn *napkin*; 洋人 yáng rén in words like *foreign*.

西 morpheme (西 The lexical meaning of the hieroglyph (western) is also used to express terms derived from European languages, for example:

西乐 xī yuè *western music*; 西学 xī xué *western education*. The word meant European and American natural science and socio-political doctrine at the end of the Ching dynasty.

电 affix (电 the original lexical meaning of the hieroglyph is thunder; electricity) is mainly used in the manufacture of telegraph and press terms, for example: 贺电 Hè diàn *congratulatory telegram*; 急电 jí diàn *emergency telegram*; 唁电 yàn diàn *condolence telegram*; 感谢电 gǎn xiè diàn *acknowledgement*; 慰问电 wèi wèn diàn *condolences*; 通电全国 tōng diàn quán guó *nationwide telegram*;

感 affix (感 feel the lexical meaning of the hieroglyph) is mainly used in biological terms, for example: 感光行 Gǎn guāng xíng *photonastia*; 感水性 gǎn shuǐ xìng *hydronastia*; 感震性 gǎn zhèn xìng *seismonastia*;

作用 as a two - syllable word, *role, function* meanings. Combined with two-syllable verbs, it is mainly used in the construction of chemical terms, for example: 同化 *assimilate*; combine — 同化作用 *assimilation*; 刺激 *cause*; call - 刺激作用 *stimulation*; 积聚 *collect* — 积聚作用 *accumulation*.

Language develops in harmony with the development of society. The Baihua people have developed as a language of oral communication, gradually penetrating and strengthening their positions in various areas of Chinese society such as science, technology, culture and politics. Unlike Venyan, it was much easier to translate new concepts and terms in the development of science into Baihua. The reason is that such assimilated terms are mainly polysyllabic lexical units, and it would not be logical to explain their reflection in Venyan.

When assimilating a foreign language word, of course, there is a change in some sounds: the form of a foreign language word changes in accordance with the phonetic characteristics of the acquired language. In the process of phonetic assimilation, speakers replace the sounds of another language with the phonemes of their own language. The hieroglyphic writing of the Chinese language is not so adapted to reflect the sound system of words coming from foreign languages, because hieroglyphs cannot represent individual sounds and even syllables, but single-syllable words or single-syllable morphemes as a whole [9].

Baihua differed significantly from Venyan in the expression of polysyllabic words learned from other languages. The new assimilation word was mainly reflected in the oral speech, because its semantic unit was not a separate hieroglyph, but a combination of several hieroglyphs, which in their set were equivalent to the word in the baihua. For example, if a word consists of four syllables, then in written language this word is given by four hieroglyphs, and the phonetic sign of each corresponds to each of the syllables that make up the word. For example, “无产阶级

wúchǎn jiējí - *the proletariat*” The word is given in several hieroglyphs: 无 wú not (denied)+ 产 chǎn give birth; create + 阶 jiē layer; class + 级 jí degree; phase meanings[10].

New terms enter China not only through printed literature, but also through direct live speech, which receives them phonetically; by recording spoken words with a combination of melodic hieroglyphs, the written language perceives them phonetically and, in this way, creates a phonetic and semantic sign of a number of foreign terms. For example: “democracy” – 德谟克拉西特 “demokelaxite” (according to Beijing pronunciation) and “民主 minzhu” = people + power; “多数党 duoshudang” = party + majority; “Utopia” – “乌托邦 wutuobang” and “空想 kongxiang” = like nonsense + ideas.

At the end of the Qing dynasty, the Baihua entered the field of journalism rapidly. Periodicals began to be published in a language that was understandable to the public, in a language that was much simpler and easier to understand than in Venyan. It should be noted that when translating from western languages into Chinese, Baihua was convenient. Matteo Richchi (1552-1610), an Italian missionary sent to China during the Ming dynasty, translated a number of works that introduced western culture into Chinese and wrote the works himself. Through the translation of such works, many new words entered the Chinese lexicon. In particular, “Euclid” (Euclides (3rd century BC) - Greek mathematician; author of works on mathematics, optics, mechanics, music. Euclid was originally from Tira (Lebanon) and lived and worked in Alexandria, where he established his own scientific school. His main mathematical work is “Fundamentals”. In it, Euclid logically arranged the rich mathematical material collected in Greece, laying the foundation for the further development of mathematics. This work played an important role in the development of mathematics.) translates his work into Chinese for the first time. In the Chinese translation of this work, the terms used to describe the concepts of mathematics and geometry are as follows.[11]: For example:

*straight line* - 直线 zhíxiàn. In this 直 zhí *straight*, 线 xiàn *line* are hieroglyphs that mean

*curved line* - 曲线 qūxiàn - 曲 qū *curved* + 线 xiàn *line*

*boundary line* - 界线 jièxiàn - 界 jiè *boundary* + 线 xiàn *line*

*plane* - 平面 píngmiàn - 平 píng *flat* + 面 miàn *surface*

*square* - 平方 píngfāng - 平 píng *flat* + 方 fāng *square*

*cubic* - 立方 lìfāng - 立 lì *vertical*; *flat* + 方 fāng is represented by hieroglyphs such as *square*.

Baihua's features were convenient in translating from other foreign languages into Chinese, especially in reflecting the translation of terms, and had a direct influence on the development of science and technology. As the scientific sources of many western countries were translated into Chinese, the lexicon of baihua was also enriched by the expression of concepts and terms in them.

As can be seen, the terms and concepts pertaining to various spheres of society have not been sufficiently served by the Venyan possibilities in the Chinese language. With this, the spaniard itself was partially used, as a semi-dead language. In Venyan, because words were monosyllabic

and any concept or term was represented by only one hieroglyph, it made it difficult to express the meaning of words, new concepts unfamiliar to the Chinese language.

However, despite this, the intelligentsia of Chinese society and some representatives of the scientific community began to talk about the fact that the complete abandonment of Venyan would not bring good results. They expressed the view that the baihua was not as attractive as the Venyan, and could not reveal the essence of philosophical and spiritual concepts.

The main reason for the adaptation of the Chinese press to the Baihua language was the abolition of state examinations in Venyan after the Xinjiang Revolution. Such state examinations were held in Venyan, and those who passed the examination were appointed to public office. After the abolition of the exams in Venyan, the status of Venyan fell by itself, and now Venyan has become the only language of traditional Chinese culture. In secondary schools, the Venyan sciences were reduced from year to year at the expense of the humanities, and as a result, secondary school graduates from year to year began to master less and less Venyan [12].

The periodicals had to adapt to that period in order to attract more readers. Therefore, in the struggle for the reader, the main focus was on the language of the newspapers. It is for this reason that baihua works and materials in baihua have proliferated and become popular. By the May 4 movement, the baihua had undergone a path of functional and structural development. Now there were all the conditions for the baihua to be conducted not only as the language of fiction, but also as a socio-political, scientific and technical language.

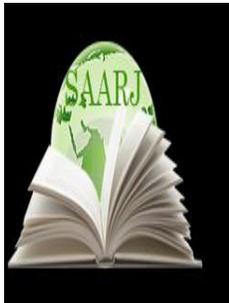
## CONCLUSION

We can acknowledge that the structural and functional development of Baihua was supplemented with new vocabulary reflecting new concepts, and with the improvement of grammatical means, the influence of western languages on Chinese was great. In particular, 洋, 西, 电, 感, 作用, 主义, 学, 机, 化, 家, 业 such affixes in terms of medicine, chemistry, psychology 感, in terms related to the field of physics 作用, in terms of terms that express the theoretical features of any system 主义 postfixes began to be put into circulation.

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## THE REPRESENTATION OF SEMANTIC FEATURES OF INTERJECTION PHRASEOLOGICAL UNITS

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### ABSTRACT

*This article is about structural peculiarities of Interjectional Phraseological Units and the models of forming new Interjectional Phraseological Units. This article is about semantic peculiarities of Interjectional phraseological units, according which there were found some special groups as benevolence, evilness.*

**KEYWORDS:** *Structure, Modal, Phraseological Nest, Noun, Adjective, Formation, Emotion, Feelings.*

### INTRODUCTION

When representing interjection phraseology, it is necessary to emphasize that interjection phraseological units (IFU) is a special language material that is designed to express the feelings, emotions, and wishes of a person. This may include feelings of joy, admiration, threat, fear of horror, etc. It should be emphasized that IFU is a unique layer of spoken speech that gives it a special vitality of dynamism and expressiveness. For example, the English IFU:

*By the Lord Harry! Damn it!* It is used as a means of amplifying statements with shades of indignation, indignation or irritation [1].

Or English. IFU *-Mon alive! Quick, quick!, good God!, Here are those on!* an exclamation expressing surprise, annoyance [1].

Semantic analysis of IFU made it possible to determine two large groups:

1) IFU-benevolence. *Success to your efforts!* I wish you success in your endeavours.

2) IFU -malice. *Drop-dead!* Let you die! In turn, they can be grouped into numerous subgroups. An important characteristic of IFUs is their functioning in context. They are realized in context through the expression of their emotional content, which is often a complex set of shades of linguistic reproduction of a person's mental state. Therefore, the essence of IFU, which consists in the realization of emotions and expressions of will, is revealed only in relation to a specific moment of speech. The situation allows neutralizing the semantic diffuseness of the IFU, unambiguously highlighting a specific assessment in their denotation. The assessment of the criticality of the situation is made from different, sometimes incompatible points of view. What is positive, based on one vital necessity, can create a critical situation in relation to another. As for the individual categories of the IFU, the dependence of their functional implementation on the nature of the speech situation of use is obvious. In this regard, GV Kolshansky [2] notes that the type of situation affects "the type of context, and the type of context predetermines the choice of one or another value of the linguistic unit." In addition, in terms of emotional tension, speech situations can vary greatly among themselves. In some of them, emotional tension incomparably increases due to the especially intense emotional reaction of the subject to the reality he is facing.

## MATERIALS AND METHODS

Studies show that in situations of increased emotional tension, in the vast majority of cases, functioning in IFU speech is usually noted. It is fair to say that "typed contexts can be linked to typed nominative situations." [2].

For example: But he knew better: there would be a pretty kettle of fish!. [4, 5]. English. IFU can characterize both positive and negative situation, *Don't fuss! It's full!* (J.G.Forsythe Sage ch 5. p. 41). This is also true of the trace of IFU, who express reassurance about joy, trouble. English. IFU *Good Lord! My God! My Lord! Oh God!* (joy, admiration, surprise, hatred, hostility, anger!) (J.G.F.S. p. II ch.I p.104)

English. IFU *Good Lord! My God! My Lord! Oh my God!* (joy, admiration, surprise, hatred, dislike, anger !,)[3]; IFU *My aunt! Here are the ones on! My hat! Wow! Whoever would have thought it! Who would have thought! (surprise at joy, trouble!) Great guns! Hell! A pretty business! Nice little business!*

*By jingo! Oh my God!* (joy, admiration). Thus, most IFUs are semi-functional, sometimes expressing directly opposite meanings, which are revealed only through context. The semantic analysis of the IFU allowed us to single out two large groups of IFU: goodwill and ill will. IFU - *goodwill*. They are distinguished by the variety of different semantic subgroups.

1. IFU- greetings and goodbyes: Good day!; Good afternoon! Good afternoon!; How do you do ?, How are you? Hello, how are you? How are you getting on ?, How goes it? How are things? How are you?
2. IFU with the meaning of various good wishes: a good (happy) journey, pleasant rest, well-being, health, luck, success, etc. Wed samples: Success (he) to your efforts! I wish you success in your endeavours !, Good luck with you !; Good luck! Happily! I wish you success! Victory be yours! I wish (you) victory !; All happiness bechance to thee! May luck accompany you in everything!; I wish you every success! I wish you every (complete) success !.

Of course, we have identified only the most developed semantic groups of

1. IFU- greetings and goodbyes: Good day!; Good afternoon! Good afternoon!; How do you do ?, How are you? Hello, how are you? How are you getting on ?, How goes it? How are things? How are you?
2. IFUwith the meaning of various good wishes: a good (happy) journey, pleasant rest, well-being, health, luck, success, etc. Wed samples: *Success (he) to your efforts! I wish you success in your endeavours!*, Good luck with you!; *Good luck! Happily! I wish you success! Victory be yours! I wish (you) victory !; All happiness bechance to thee! May luck accompany you in everything!; I wish you every success!-I wish you every (complete) success !.*

Of course, we have identified only the most developed semantic groups of IFU, meaning various kinds of figurative plays of a benevolent nature. In the languages under consideration, there are still many such IFU of benevolent semantics, which is distinguished by a noticeable difference in image construction with one or another meaning of benevolence. For example, you can refer to these of them: meaning various kinds of figurative plays of a benevolent nature. In the languages under consideration, there are still many such IFU of benevolent semantics, which is distinguished by a noticeable difference in image construction with one or another meaning of benevolence [6-8].

IFU, meaning various kinds of congratulations, for example, holidays: *Merry Christmas! Merry Christmas !, Happy Christmas !;A glad New Year! Happy New Year!*

3. IFU - toasts and MFE - health resorts: *Three cheers for our visitors! Long live our guests !;(To) your health! (For your health!;Hob and nob!, Here's how! For your health!*

IFU- goodwill can be not only widespread among the people but also limited by the functional framework of a certain language version - professional, social, territorial, etc.

As such samples, let us point out such from the IFU as *Happy Landings! Happy flights! (pilots toast); For your health! (IFU- toast; Americanism), etc.*

IFU- ill will. In the language under consideration, the IFU of this semantic category is distinguished by an exceptional wealth of figurative and modal-evaluative characteristics, often complicated by shades of rudeness, contempt, anger, hatred, derogation, etc. The most developed are the following groups of malicious IFU:

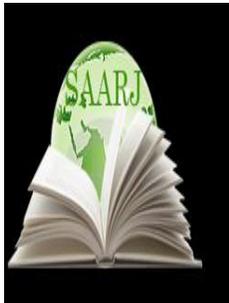
1. IFU giving rude orders to someone to leave, *Go lay an egg! Get Out !, Get Out !, Go to the devil! Get the hell out of it! Get (go) along with you! Get out! Go away! Don't darken my door again! So that your feet are no longer in my house! I won't let you on the threshold!*
2. IFU - wishes for death, misfortune, damage, disease, etc. to anyone: *Drop dead! Let you die! This also includes IFU - curses: Damn your eyes! Damn you! Let it go hand! Damn it! Levant me! So that you were empty!*
3. IFU Threats: *You will catch it! Will be for your nuts!* It is noteworthy that, structurally, such IFU are built according to the models of complete sentences with an incentive modality. They emphasize clearly the dynamism of the speaker's actions, who owns the threats. Therefore, personal pronouns are usually used as a subject here.
4. IFU -appeals. This category of interjection phraseology is distinguished by the variety of functions inherent in directive statements, can play the role of a filler in remarks. Depending

on the presence of a common semantic dominant, it is possible to distinguish other associations of such IFU.

A special subgroup is made up of IFU calls, which functionally specialize in maintaining a conversation, decorating its fragments. *Just fancy! Only fancy!* You can imagine !, Just think !.

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## THE ROLE OF MUSICAL ART IN THE DEVELOPMENT OF SPIRITUAL AND SOCIAL THINKING OF YOUTH

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### ABSTRACT

*The article argues that musical art has a strong influence on personality formation as a key factor in the development of spiritual and social thinking. Music lessons in the family, preschool institutions, secondary schools and out-of-school educational institutions are an important tool for enriching the spiritual inner world of the younger generation if they are purposefully organized.*

**KEYWORDS:** *Spirituality, Enlightenment, Threat, Globalization, Danger, Extremism, Terrorism, Immunity, Ideology, Thinking, Imagination, Social, Observation, Emotion, Perception, Persistence, Attention, Memory, Tempo, Rhythm, Measurement, Register, Dynamics.*

### INTRODUCTION

At present, when our country is gaining prestige in the world community, strengthening the spiritual and educational foundations of the life of our people, implementing the basic concepts and principles of national patriotism, forming feelings of love and devotion to the Motherland and its people in the hearts of the younger generation. One of the features of our people is the upbringing of harmonious, purposeful and energetic youth.

An important tool in the emergence and development of new directions in the education system in the implementation of the principle "Five important initiatives to improve the morale of young people and meaningful organization of their leisure", adopted at the meeting chaired by the President of Uzbekistan Sh. Mirziyoyev on March 19, 2019. Today it is no secret to anyone that globalization processes are intensifying in the world, new threats and dangers to peace and stability are growing[1-3]. In such a difficult and dangerous situation today, one of the most

pressing problems is to organize a harmoniously developed generation based on modern requirements, to seriously approach the spiritual realization of the current situation and a meaningful organization of their leisure. At the same time, this initiative is aimed at educating young people in families, residential areas and educational institutions, at paying special attention to targeted and ideological work with unorganized youth in remote regions of the country, at strengthening ideological immunity against crime, religious extremism and terrorism. is an important target system for protecting interests. The need for the comprehensive development of the younger generation in our country, the development of their interest in national traditions and art, thinking, acquaintance with national works of art and the reorganization of music education in our educational institutions is obvious. Appeared[1,3].

Music is an art form that reflects human emotional experiences, thoughts, the realm of the imagination through a sequence of musical sounds or content. In the formation of a person's spiritual and social thinking, the music combines different moods, such as sublime, happy, joyful, observant, sad, frightening, expressing the feelings, dreams, desires and desires of a person in a unique artistic language. Music is both science and art. Because music is a constantly evolving living art. Music is a constant companion of human life, it can penetrate deeply into the heart of a person and reflect his inner experiences.

Also, the music reflects the expressive qualities of a person, that is, purposefulness, purposefulness, thoughtfulness, poise and his character. We all know from human society that intuition and perception, arising under the influence of reality, are the main source of thinking. Children have insufficiently developed brains and senses, so their sensitivity is somewhat impressive. Attention, memory and thinking are necessary and important to fully understand music. To fully understand music, the activities of human psychology must be varied. Russian teacher V.A. Sukhomilinsky called music "the great source of human thought". One of the peculiarities of children's emotions is that they are associated with certain conditions, that is, emotional experiences that arise in children arise only under certain conditions. By listening to a piece of music, children learn to distinguish between the different sounds of the music, such as tempo, rhythm, melody, register, and dynamics, as well as the genres of music they hear.

The role of the art of music, like all other fields, in achieving this goal is unique.

Music has been the main content of human life, expressing spiritual freshness, pace, social thought and experience of historical periods, meeting the spiritual and social requirements of each period. In the past, all peoples used the power of the spiritual and social thinking of music for specific purposes, increasing the combat readiness of their armies. In it, the brightness and sublimity of the music helped to enhance their fighting spirit and potential. Even music has long been a means of negatively influencing human thinking during the execution of prisoners. It is in this process that the sounds of the music performed to have a profound effect on the psyche of prisoners on death row or the sounds of music played during funerals and farewells, reflecting the qualities of deep sadness, longing and remorse. At the same time, music embodies such views as life and death, personality and society, good and oppression, strength and weakness. When the created beautiful musical works are imbued with deep philosophical content, they are sealed in human consciousness. Musicologists, thinkers and scientists have long drawn the attention of

musicologists to the inexhaustible possibilities of music for influencing the human psyche and thinking.

If we turn to the history of our past spirituality, which embodies the national traditions and values of the Uzbek people, then our ancestors did a great deal of practical work in teaching each other to perform musical works.

Abu Nasr al-Farabi, one of the greatest thinkers in the history of music, wrote in his book "The Origin of Science" about the magical power, miraculous effect and importance of music for strengthening spirituality and human health. regulates the behaviour of people who are out of balance, improves immature behaviour and maintains the balance of unbalanced human behaviour[3-4].

This knowledge is beneficial for the health of the body, because when the body is sick, the soul also dies, and when the body meets an obstacle, the soul also meets an obstacle.

Thus, the sound of words played on musical instruments heals the body, healing the soul, and the soul regulates its strength and receives nourishment from it”.

According to Abu Ali ibn Sina, “Music invigorates the soul and cleanses it of unnecessary fantasies. It can have a healing effect, creating a good mood, causing cheerful emotions”. The art of music has a strong influence on personality formation as a key factor in the development of spiritual and social thinking. Music lessons in the family, preschool institutions, secondary schools and out-of-school educational institutions are an important tool for enriching the spiritual inner world of the younger generation if they are purposefully organized. Each nation has its national sounds and national styles of performance. Nowadays, music melodies that are alien to "mass culture" are also included in national, spiritual and ideological music. Today it is no secret to anyone that performers harm people's minds with their performances that do not fit into any musical style, expressing their personal feelings in melodies and creating novelty among the general public. We are witnessing the emergence of such music in the media, the fact that music performed on large stages, at weddings, on radio vehicles, negatively affects the spiritual and ideological thinking of listeners. In particular, industry representatives are annoyed that a speech style that does not correspond to our national traditions, values and customs, moral norms, enters the life of young people and affects their spiritual and social environment[3-9].

President of the Republic of Uzbekistan Shavkat Mirziyoyev, in his speech at a meeting with representatives of the creative intelligentsia of Uzbekistan in August 2017, said: "The development of literature, art and culture is a solid foundation for the elevation of the spiritual world of our people." If we say that the threat of "mass culture" comes only from abroad - from the West, we are seriously mistaken. This misfortune, unfortunately, can come from ourselves. I am not saying this from heaven. It is natural for any sane person to come to this conclusion after watching songs and dances from some newspapers, magazines, music videos and films published in our country. " They said. Apparently, the head of our state did not warn the creative intelligentsia of Uzbekistan, knowing in advance that the idea of “mass culture” distorts the consciousness of young people. To prevent such a situation, it is necessary to create a stable social and spiritual environment among figures of musical culture, raise the spiritual world and the cultural level of the younger generation, help our youth enjoy classical music, along with classical works of the Uzbek national and world musical culture. For this, it is important to lay the foundation and develop musical education.

“Music should be a mirror of spiritual and ideological thinking”. The possibilities of music in the development of human thinking are so wide that musical works created at a high level have qualities that contribute to the development of further development. Several Decrees and Resolutions by the President of the Republic of Uzbekistan Sh. Mirziyoyev, aimed at the development of Uzbek musical culture and art based on historical foundations, published reflections on the life of our people and world communities. In particular, on August 28, 2017, Samarkand will host the XI International Music Festival "Sharq Taronalari", in April 2019 in Termez "Xalqaro dostonchilik-baxshilar" and in July 2019 at the Margilan International Music and Folklore Festival 2019 in Samarkand. "International Craftsmen". Today the music performed at the festival's mass concerts plays an important role in shaping the spiritual and social thinking of young people.

## CONCLUSION

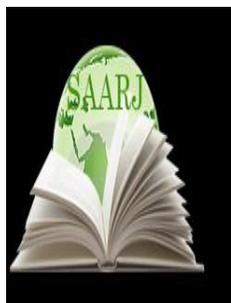
Music does not know granites and crevices and does not choose the performer.

I believe that the created musical production will become the immortal heritage of our people if it combines the qualities of love, mutual respect and patience in the development of human thinking. Based on the specific target tasks set by the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the video conference "On increasing the efficiency of spiritual and educational work and bringing the development of the industry to a new level" dated June 28, 2017, held on March 19, 2019, by the head of our state, “five important initiatives to improve the spirituality of youth and the significant organization of their free time”, to radically improve the content of spiritual and educational work, increase their skills and expand the scale, enlighten the homeland in the formation of a healthy worldview among young people, it serves as the main force in the education of a harmoniously developed people, the implementation of intelligence and creativity.

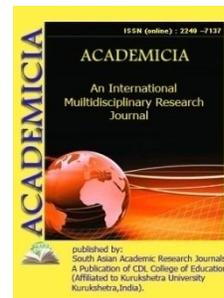
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**IDENTIFICATION OF THE SPIRITUAL AND AESTHETIC POTENTIAL  
 OF THE INDIVIDUAL WITHIN THE FRAMEWORK OF INFORMATION  
 ANTHROPOLOGY**

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**ABSTRACT**

*The article deals with the problem of scientific identification of spiritual and aesthetic potential of the individual in conditions of mass informatization of society. The main categories and presumption of aesthetics are interpreted in terms of semiotics. The essence of interpretation of the aesthetic potential of the individual*

**KEYWORDS:** *Information Anthropology, Artefact Environment, Semiotics, Эстетический Потенциал, Spirituality Phenomenon, Iconic Sign, Sign Index, Sign Symbol, The Law Of Harmony.*

**INTRODUCTION**

In global are, which has covered all spheres of life of modern society, the conditions of life and activity of people change significantly. A fundamentally new, informational way of life and professional activity of people is formed, as well as a new artefact virtual habitat of mankind, which forms in millions of people new habits and stereotypes of behaviour, as well as cultural requests and values. Global informatization significantly changes the human being as well. [1] The study of the processes of systemic transformation of society and human activity is most often carried out within the framework of interdisciplinary sciences. As the name of one of the sciences investigating computer science at the intersection of a range of disciplines, researcher K.K. Colin proposed the term information anthropology. [2] Mass informatization can be seen as a unique point of bifurcation in the history of society, which marked the trajectory of a new problem field of aesthetics. The presentation of complex problems on the systemic study of man from the point of view of the information approach is reflected in the methodology of research of problems of philosophy of aesthetics in general, and aesthetic culture and aesthetic potential of

society and the individual in particular. The identification of the anthropological essence of semiotic systems involves the identification of the fundamental basis of human existence - spirituality.

## **MATERIALS AND METHODS**

Spirituality as a phenomenon, as a value state of consciousness, as an intellectual and moral - psychological potential of man, which is updated in specific forms of his self-determination, is recorded in an identical concept, which occupies its corresponding place in the system of philosophical concepts. Unlike the philosophy of classical antiquity and the Middle Ages, modern philosophical concepts provide a scientific, secular interpretation of spirituality. At present, the spiritual problem is formed into a relatively independent area of human life with its structure. Therefore, the definitions and categories that characterize the spiritual sphere in the information society can be extended to spirituality.

When determining the essence of spirituality there are various approaches: idealistic and religious, religious and mystical, vulgar-materialist (in the Soviet totalitarian state) in literature within Marxism. None of these approaches, A. Erkayev believes, today does not satisfy us. [3] Man is harmonious. Life biorhythms are defined by laws of harmony. The nature of aesthetic feeling and aesthetic consciousness of man is also based on the laws of harmony. Human spirituality can be seen as a kind of harmony in the sphere of human consciousness.

Spirituality is a complex social system and a peculiar form of worldview consists of four interrelated parts: 1) the functional side of mental representation, worldview and world perception in the form of active attitude to the world; 2) spiritually - esthetic culture as a way (performing folklore) - mythology, songs, poems, the epos, fairy tales, sayings, proverbs, riddles, etc.; Works of decorative and applied art, literature, architecture, fine arts, theatre, cinema, music, Estrada, etc.; Science, religious values, mass information, educational system, recreation, sports, customs and traditions, etc.); 3) will (hardness, perseverance, self-sacrifice, honour, national pride, fear, etc.); 4) spiritual environment - intellectual and emotional.

The sphere of cultural and aesthetic activity, such as art, determines the deepest part, the core of cultural and aesthetic attitude and humanitarian talent. This is because art contains, represents a "golden supply" of spiritual values of mankind. They are not just invested in art but have accumulated for centuries in diverse forms. They are encrypted in a special art form of each work, which requires always meaningful actions of the person of culture to decrypt them according to the laws of this art, skill, self-expression of the author who created this work.

Psychological setting on the search for personal meaning and its reflection in the work, cultural and aesthetic emotionally - the evaluation attitude of the person is a kind of "key" for adequate perception, "discovery" of art. In the formation and improvement of the positive setting on adequate perception, the process of conceptualization in the consciousness of personality of certain cognitive structural-semantic formations - concepts is of great importance. The concept of aesthetic culture is the quintessence of mental representation in the consciousness of man, which contributes to the perception of art at the level of ordinary consciousness. And, on the other hand, a concept is by means of what people - the private, the ordinary person himself enters culture, and in certain cases and affects it. It should be noted that as the patterns of creative activity are realized, the way in which the realities of artistic creation are conceptualized changes. Thanks to this, in the sphere of consciousness, the concepts of aesthetic culture,

characteristic of ordinary consciousness, acquire a new, more perfect form of identification of aesthetic values - categorization.

The creative personality, who has learned the basics of art theory, is aware of the essence of the concepts reflected in the categories "beautiful - ugly," comic - tragic, "sublime - low-lying" Categories of aesthetic culture are not only invested in art but have been identified for many centuries in various forms. Each era puts a new meaning into the content of these categorical concepts.

Aesthetic relations as a spiritual expression of the nonutilitarian interest in objects (natural and anthropogenic) express a person's desire to "communicate" with them in the context of social relations. Personal attitude towards objects of aesthetic value is formed under the direct influence of the system of socio-cultural values, the totality of which forms the spiritual and aesthetic potential of society. The concept of social potential (economic, spiritual, moral, aesthetic, etc.) has recently become particularly relevant and it is no accident that this definition in scientific and popular social and political literature. The reason for the wide appeal to this concept in the philosophy of aesthetics and art history is the need for scientific identification of the main presumption, reflecting objective patterns of formation of aesthetic culture of the individual in the process of development of the system of spiritual and aesthetic values of society.

In the concept of aesthetic school in linguistics (ideological neo-philology), of which Carl Fossler (1872 - 1949) was the founder. The famous linguist notes that "the autocratic queen of philology is aesthetics, all other sciences are auxiliary. Aesthetics is the science of the expression of the Spirit and the purpose of linguistics is knowledge of the Spirit - the only reason for all linguistic forms." Masterpieces of art are created by geniuses, individual spiritual creativity. It is rated by Fossler as "a moment of absolute progress." However, genius personalities need to be reckoned with the surroundings. This creates people's contacts, resulting in collective language creativity. It comes down to imitation and repetition. This is a moment of relative progress in linguistics.[ 5]

Aesthetic education is one of the types of personality education, the purpose of which is to form aesthetic taste, aesthetic attitude to reality, ability to realize its aesthetic potential in all spheres of activity, a manifestation of its bright individuality in artistic creativity. The heart of aesthetic education is exposure to means of art.

Artistic education is a purposeful process of shaping an individual's ability to perceive, feel, experience, love, appreciate, enjoy and create artistic values. Artistic education is closely related to artistic education aimed at mastering the body of art historical knowledge, skills and skills. Artistic and creative development is the purposeful formation of aesthetic abilities and aesthetic potential of gifted personality.

The aesthetic potential of society and the individual is a complex systemic-structural entity that is shaped and functions as a cumulative whole in the mental ring of the sphere of consciousness, super-consciousness and the unconscious. In the global information space, the conditions of life and activity of people change significantly, so the methods of knowledge characteristic of information anthropology - a new scientific direction, which studies the information aspects of human nature. The founder of semiotics Ch.S.Pirs has established three types of sign value, Psychological mechanisms of formation of aesthetic culture are directly connected with the formation of sign structures in human consciousness. The icon signs are based on the actual

similarity (likeness) of the meaning and meaning, which is why the meaning can replace the recognizable meaning. This type of sign contributes to the perception and awareness of aesthetic subjects in discourse "here and now." Index characters (indexes). assume the actual, real-life contiguity meaning and meaning. A turning point in the formation of aesthetic consciousness and potential is the formation of symbolic signs. The character's essence is: That the real similarity between meaning and meaning is established by a predetermined rule. You can only interoperate a sign-symbol by knowing this rule. Professor Yu B. Borev on sensory effects divides signs into audio, visual and audiovisual types.[ 6 ]

In psychology idea of mental (mental) representation as about reflection of some qualities of the outside world was initial. Based on an in-depth analysis of the mechanisms of building mental representations, J. Piage gave a new interpretation of this method of processing information related to the formation of operational structures characterizing the ability to manipulate in mind individual elements of visual impressions, knowledge, available cognitive schemes. According to a well-known psychologist, mental representation "allows to reproduce reality in its entirety and to free the action from slave submission situational" here and now"[7]

The establishment of symbolic signs in the sphere of human consciousness is crucial in the formation of the aesthetic potential of the individual. A special place in artistic art is the creation of a realized world in the form of symbols. A prime example of an artistic image-bearing obvious symbolic content is Layleigh from AlisherNavai 's poem "Laylei and Mejnun." Layliei is not only an actor but also a symbol of pure beauty at the same time. However, "pure beauty" is again a symbol, though more intellectual. The meaning of it becomes more understandable if you remember that Navai found it possible to liken Laylie to a symbol of spiritual beauty and perfection. To fully understand the harmonious combination of body beauty with moral perfection, it is necessary to understand the essence of the symbolic designation of this image. It is clear here that the explanation of the meaning of the symbol inevitably leads to new symbols that are not only unable to exhaust its full depth, but also require clarification.

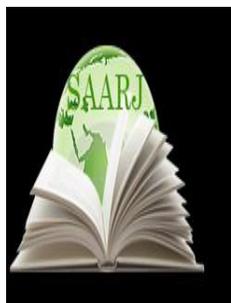
## CONCLUSION

Therefore, the purpose of aesthetic education today is to form the aesthetic culture of man in the context of information anthropology, focusing on the harmonic combination of the feeling of the beautiful with the moral perfection of the individual. The basis of aesthetic education should be the ideas of humanism, which involve shifting the meaning emphasis of education from the development of the external (directed to the external world and implying its subordination and consumption) to the development of the internal potential, that is, the development of the individual, her higher spiritual needs.

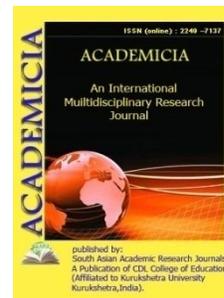
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## THE ROLE OF GEO INFORMATION TECHNOLOGIES IN MANAGEMENT AND DESIGN OF THE STATE CADASTRE OF ROADS

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### ABSTRACT

*Resolutions and decisions of the Government of the Republic of Uzbekistan, which are the basis for maintaining the state cadastre of roads, its implementation, procedure and composition, application techniques and technologies, research methodology in innovative methods, remote sensing design, geospatial database The suggestions are covered in the article.*

**KEYWORDS:** *Geo information System (GAT), software, Arc GIS, Agisoft MetaShape, thematic layers, database, attributes, state geodetic networks, planned elevation feeds.*

## INTRODUCTION

The Law "On State Cadastres", the Resolution of the Cabinet of Ministers No. 66 of February 16, 2005 and the State Committee for State Geodesy and Cadastre of 2014 № 2618 The structure of the data of the state cadastres belonging to the unified system of cadastres and the procedure for their submission” is the basis of a number of legislative acts.

Statistical data on the attributive and geographical location of highways are required for the maintenance of the state cadastre of roads and the implementation of design developments. The existing highways in the country are divided into types of roads of international, state and local significance. Highways of international importance include M34, M37, M39, M41, A373, A376, A377, A378, A379, A380 and A381, with a total length of 3979 km. The total length of state roads is 14069km, and local roads are 24606 km. In total, the length of roads classified by international, national and local importance is 42,654 km.

## MATERIALS AND METHODS

Methods of comparative analysis, study and nationalization of foreign experience, studying and orientation of computer software capabilities, historical, logic and generalization methods were used in the article.

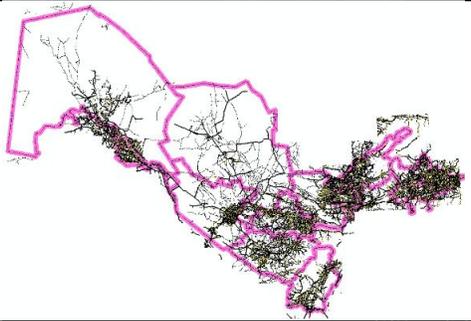
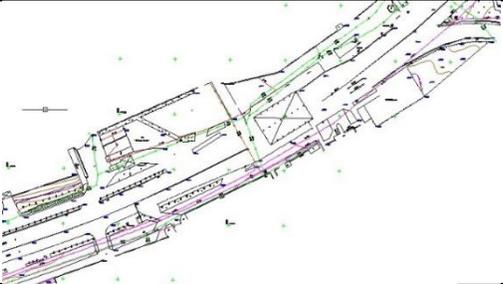
**The problem.** There are cadastral passports of all types of roads in the territory of the Republic, and in several types of software, drawings on the location of the road are formed. Paper cadastral passports and drawings in various formats by several organizations are not systematized. In addition, it is not projected into a single state coordinate system. Although all highways have topographic plans with electronic geographic location, they are not at the level required for interactive service to the government.

**Offer.** Taking into account the geographical location of the country, the development of a network of modern roads is a priority task in increasing the competitiveness of the economy, developing the transport potential of the country and expanding export opportunities. Based on the above-studied problems, it is expedient to initially form a nationwide generalized geospatial database of highways on a small scale (1:50000). It is then proposed to gradually upgrade to a geospatial database of major highways on a 1: 2000 scale. In general, the formed highways allow obtaining the required analytical results quickly and transmitting information to the relevant organizations.

**Mechanism.** The sequences listed in Table 1 below are recommended for targeted work organization and high results

**Table 1**

№	Steps	Explanation
1	Creating a generalized geospatial database of highways	

2	Download the basics of space photography of existing roads in the country	
3	Vectorization of highways at a scale of 1: 50000 and input of attributes	
4	Transformation of topographic plans on a large 1: 2000 scale into a geodata database	
5	Ensuring the integration of all topographic and geodetic works performed in the regions into the geodata database	

Targeted organization of the mechanism by a higher organization and integration of the results of all ongoing topographic and geodetic field surveys in the regions into a geodata database form the basis for the formation of information on the road in one system. Based on the above procedures, it is now necessary to form a database by production organizations. This process is updated mechanically every season (Figure 1).



**Figure 1. Integration of space and topographic maps.**

In addition, the visual data will not be complete because the state cadastre objects of highways do not consist only of the road itself. Roads consist of the following thematic layers:

- general view of highways;
- highways;
- artificial structures;
- objects of regulation and equipment;
- road intersections and junctions;
- protective structures;
- buildings and structures.

## **RESULTS**

High efficiency can be achieved as a result of automation and modulation of this process. This requires field research to be performed using a GPS device or electronic taximeters and coding in ArcGIS. Once the mechanism is up and running, it will be possible to use a wide range of geodatabases. Take, for example, the loss at the Sardoba Reservoir. Within 5 minutes after the announcement of the flood, it will be possible to draw analytical results based on the constructive type of roads, traffic intensity and the date of reconstruction in the geodata database. Based on the results, the analysis performs analyzes such as the most optimal way to evacuate the population and the most optimal way for special teams to enter the scene to eliminate the risk and provide high-precision data (Figure 2).

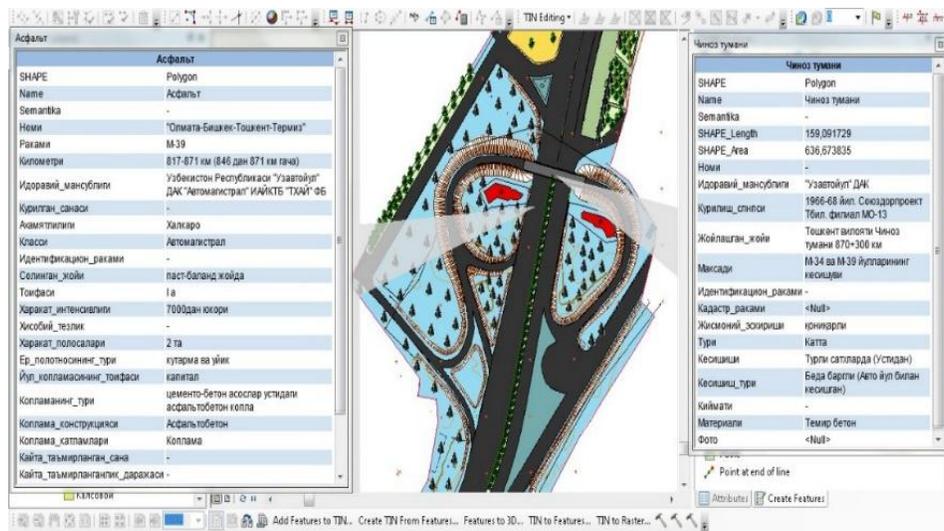


Figure 2. Highway filled in attributes in ArcGIS.

Prospects. Based on the attributive data of the thematic layers of highways in the geodata, we will be able to analyze the date of reconstruction or the information about the road that will be needed in the implementation of road projects. In addition, it will be possible to create a cartogram of land surveying and visualize the area in three dimensions. With the help of thematic layers in the geodata created for the study area, a three-dimensional dome of the highway was viewed and widely used by experts in the implementation of road design work. In particular, it is widely used in solving problems such as identification of residential and non-residential areas built in the protection zone of the highway and the protection zone belonging to the highway, orientation to state geodetic networks or planned elevation networks (Figure 3).

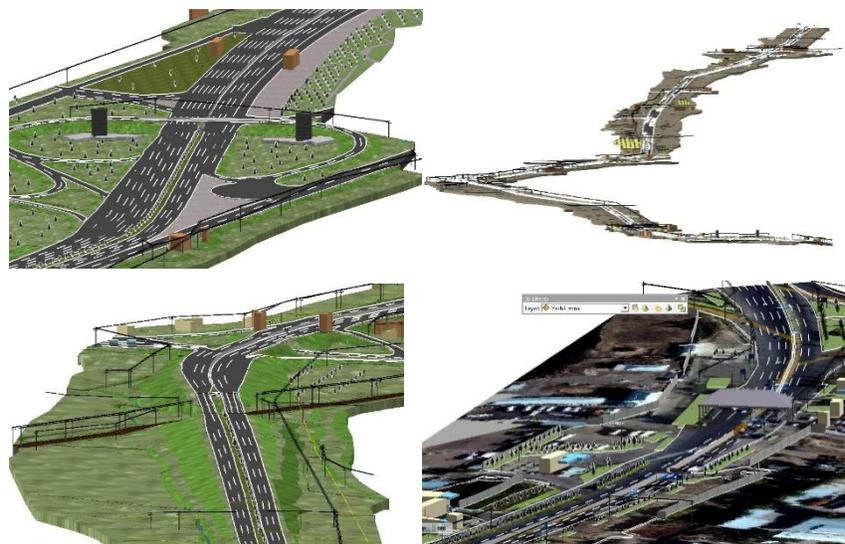


Figure 3. A three-dimensional model of a highway

In particular, it will be possible to explore the area not only in space photography but also on the basis of data obtained from the drone device to obtain high-precision metadata. Drone-assisted aerial photography can be used to study the area topographically and geodetically and to create a three-dimensional model (Figure 4).

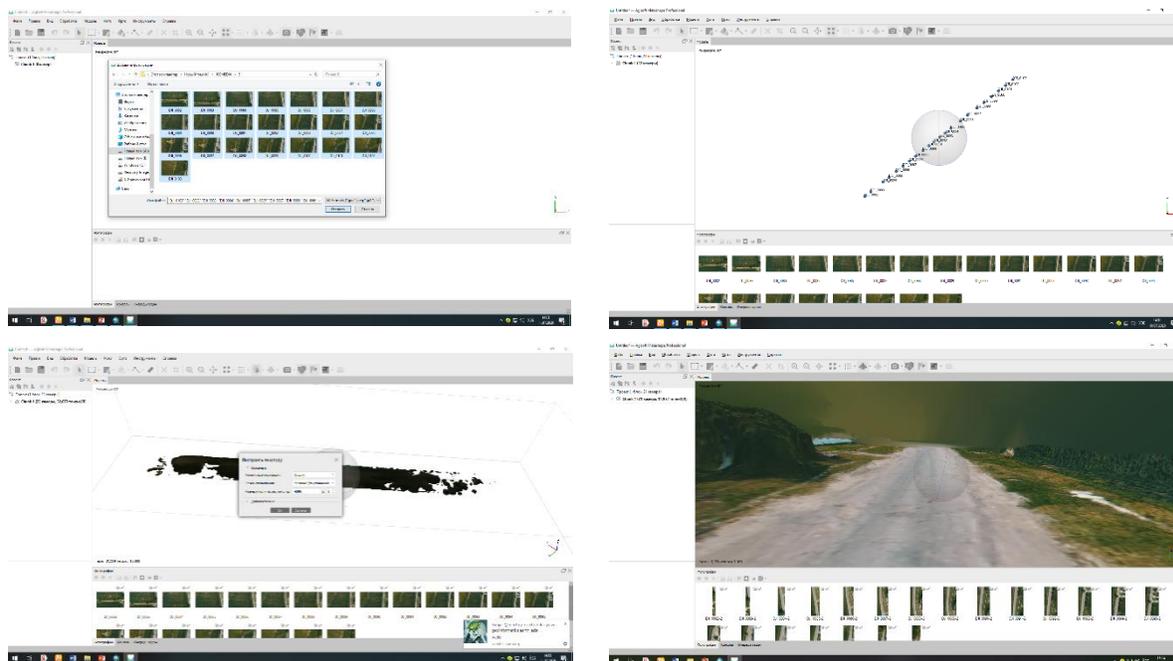


Figure 3. Three-dimensional (3D) model of the highway

## CONCLUSIONS

Electronic digital accounting of roads, construction of roads and the creation of modern toll roads announced by our government in the tender will provide foreign investors with a visual image. In addition, road tourism will be strengthened, as in developed countries. Most importantly, it provides analytical conclusions based on the theory of orthodromics and loxodromy on issues such as evacuation of the population through predictions in the event of various natural disasters.

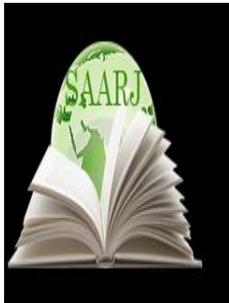
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## A SYSTEMATIC STUDY OF ONLINE LEARNING PLATFORMS IN INDIA AND ITS APPLICATION DURING COVID-19

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### ABSTRACT

*Coronavirus or COVID-19 (SARS-COV-2) is very popular word among all as a deadly and infectious disease in the world. It is spreading through droplets of saliva or discharge from the nose when an infected person coughs or sneeze. It also spreads through the non-tangible objects that has virus on it, if someone touches it and touches their eyes, nose or mouth. The best method to prevent this disease is social distancing, sanitization, and stay at home and use of mask. The World Health Organisation(WHO) have declared it as pandemic. To restrict the spread of this disease different nations have declared shut down or lock down the entire country and closes all the educational institutions and other activities. Sudden declaration of the lockdown, gives importance to online learning resources and its providers. The national, international, and private educational bodies give more importance to online learning. Online learning has widened the scope of education and transcend it beyond classroom boundaries. This online learning technology is more transparent and does not discriminate between the front and back bench student. Digital learning can be possible when the society will be switching from the*

*traditional to the modern digital world and it creates lots of e-content. The enrolment of the MOOC Courses has been increasing at the accelerating rate within the last three months. This articles gives information about the different online learning platforms which are helping to the students, teachers and parents to learn the different subjects through the online in India and aboard. It also explains the importance, limitation of online learning.*

**KEYWORD:** COVID-19, Coronavirus, Online Learning, MHRD, AICTE, UNESCO, IGNOU, World Bank,

## 1. INTRODUCTION

The word *Coronavirus* or COVID-19 which was come back to light on December,31st,2019, when China informed to WHO relating to a case of pneumonia which was out broke in the city of Wuhan city in Hubei province, then it was spread to the other part of the world. The WHO declared it a pandemic. This virus has been named as SARS-COV-12 and disease now called as COVID-19. The coronavirus is zoonotic means they are transmitted from the animals to humans and this virus transmitted from bats. (The Hindu,2020). This virus was first discovered in the 1930s, when the domestic chickens were facing the infectious bronchitis virus in Dakota. In 1960 human coronavirus was discovered and it were studied on human patient who were suffering from the common cold. (Wikipedia).

World Health Organization (WHO) mentioned Coronavirus is an infectious disease caused by a newly discovered coronavirus and declared it as pandemic. The infected people with this virus have mild to moderate respiratory illness and needs special treatment. *It is spreading through droplets of saliva or discharge from the nose when an infected person coughs or sneeze. It also spreads through the non-tangible objects that has virus on it, if someone touches it and touches their eyes, nose or mouth.* Medical professionals are doing researches to develop its vaccine and medicine. “Stay at home, maintain social distancing, maintain clean and hygienic life, wash hand frequently with soap, use medicated alcohol-based sanitizer, use mask and globe, avoid touching eyes, nose and mouth, practice repertory hygiene.”

To prevent it, Government of affected nations have closed all the educational institutions, and declared forced holidays to their students and staff unexpectedly. Because of this they have not completed their courses, examination, and other academic activities in time. To complete the courses, all are adopting online classes, and providing online study materials, live classes to their students by using the different online tools. The national and international organizations are giving more importance to online learning because it covers to all the students even in the remote areas. It increases the self-learning among the students and they can learn at anytime and anywhere, it creates a new educational environment in the dynamicworld. It works as a good panacea at the time of crisis.

## 2. Statement of the Problem

Before the lockdown, the online learning and its resources are considered as a secondary source of learning. No doubt, the government, and other service providers are giving importance to it, but it was neither so highlighted nor popular. All are giving more importance to the regular mode of education or classroom education only. But this pandemic has changed the importance of online learning and its related tools. It gives a new flavour to it. Because of the lockdown or

declaration of the holiday, all the educational institutions of the affected countries are closed and follow the “Stay at home” principles to avoid the spread of the coronavirus. The ideal mind is the devil, so to engage the students time properly and fruitfully, the educational institutions are using the online platform, online tools, supported software, and doing the online classes, online seminars or webinars, and other online services for their students. Students are away from their classroom teaching due to pandemic, it is only online learning is the best solution to provide the education to the student.

### **3. Need of the Study**

In the present scenario all the students and teachers are staying at home to prevent the coronavirus and in maximum affected nations have been declared holiday to their students. All the academic institutions from the school to university are trying to provide education to their students through the online learning mode. E-resources are the only solution for it. Government and so many private agencies are started their works on it. In the present scenario only the online learning platforms and online learning resources play a vital role in the academic environment. This article gives importance to different online learning and it uses during this pandemic.

### **4. Objective of the Study**

The main objectives of this study are

1. The online learning resources help to the students during this pandemic in India and around the globe.
2. Explain the different online learning resources and their importance in pandemic.

### **5. COVID-19 and India**

Government of India and state governments are taking all necessary and effective steps to combat the effect of the coronavirus well in advance. The people of India have also well supported the government decisions and follows the rules and regulations declared by the government from time to time. The most important factor in preventing the spread of the virus locally is to empower the citizens with the right information and taking precautions as per the advisories being issued by the Ministry of Health & Family Welfare. (mygov.in). The best method to prevent this disease is social distancing and sanitization.

The government of India on 17th January,2020 had released an advisory travel to travellers who visiting China. After that government have been issuing different advisory to the travellers from time to time and it has been taking so many efforts to control the spread of this coronavirus in India. On 19th March,2020 Hon’ble Prime Minister Sri Narendra Modi addressed to the nation relating to combat the COVID 19 and requested to the citizen of India to support the people curfew or Janata curfew from 7 a.m. to 9 p.m. on 22nd March, 2020. People curfew means curfew imposed for the people, by the people, and on the people themselves. The honest citizen of India followed it very peacefully. He mentioned in his speech “This people’s curfew will in a way be a litmus test for us, for our nation, this also time to see and test how prepared India is for fighting off a corona like global pandemic”. After successful of Janata curfew on 23rd March,2020 Hon’ble Prime minister declared 21 days’ lockdown in the entire country from 24th March,2020 to 13th April,2020 which come into force at midnight local times. He mentioned “To save India and every Indian, there will a total ban on venturing out of year homes.”

Government of India by considering the different factors it has extended the lockdown from 14th April, 2020 to 3rd May, 2020. The government requested its citizen stay at home only, maintain social distance use masks when going outside, and taken maximum no of steps to combat the COVID-19. On 1st May 2020 again government increases the lockdown for more fifteen-day i.e. up to 17th May, 2020 but classifies the areas into green, orange, and red zone, it gives some liberal to the green zone and put some restriction to the orange and red zone. The fourth phase lockdown has been started from the May 18<sup>th</sup> with some guidelines issued by the central government.

## **6. COVID-19 and International Organisation**

The Coronavirus or COVID-19 affects more than 200 countries of the world badly. Some developed countries like the USA, Russia, France, Italy, China, Germany, the United Kingdom, and others are seriously suffered from this virus. International agencies like United Nations Educational, Scientific and Cultural Organization (UNESCO), World Health Organisation (WHO), International Mutual Fund (IMF), United Nations (UN), International Labour Organisation (ILO), World Bank, and others have given importance to combat the virus from the different part of the world. All the affected countries have been taking different initiatives for their people. They declared full or semi lockdown, shutdown and other methods to control the spread of virus. All the state has unexpectedly declared holiday to all the educational institutions and other units of work.

## **7. Online Education: India and Aboard**

The important pedagogy in digital learning is developing an important link between course content, educationist technology, and course takers. This online learning technology is more transparent and does not discriminate between the front and back bench student. Digital learning can be possible when the society will be switching from the traditional to the modern digital world and it creates lots of e-content, it means content in the electronics form. The main goal of the e-content is to create, receive, share, and utilized information and knowledge for the development of the economic, social, and upliftment. The e-content should be technologically friendly, learner's centric, teacher's friendly, employing learner-centric, pedagogy self-evaluative and there must be object-based learning-content creates a virtual reality where there is no gap between the teacher and taught. The digital learning has so many synonymies like e-learning, webinar, electronic training, distance learning, on-line course, on-line training, networked education, tele education, networked education, virtual learning, web-based learning. It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning. (Dhawan, Shivangi, 2020).

Besides the pre-recorded materials there is another specific type of distance learning i.e. Synchronous online class or synchronous communication, in which face-to-face and remote students receive instruction together at a real-time. It helps both teachers and students to contact each other through online. Maximum no of the educational institution has been adopting this communication as digital learning during the pandemic. But the only disadvantage is the lack of online infrastructure. This lockdown has accelerated the adoption of digital technology and digital India vision of the government is emerging as a vital instrument for solving the present

crisis due to COVID-19. It changes the teacher's centric education to student-centric education and it develops a technology-centric education. (Economic Times Blog, April,15,2020).

The online education is the ultimate solution to provide education to the children for fighting against the Coronavirus by stay at home. More than 1.5 billion students are affected by school and university closures due to the COVID-19 outbreak, so remote learning or online learning mitigate the immediate disruption caused by COVID-19 and it establishes to develop a more open and flexible education system in future. UNESCO in its circular mentioned so many platforms as acts as a distance learning solutions aims to help parents, teachers and school administrator and University of Cambridge launches a global learning platform "The Learning Passport" to help the children and youth who are badly affected by COVID-19 to continue their education at home. On 24th February,2020 Duke university is the Ist University draw Massive Online Courses (MOOC) in response to novel coronavirus and its leaders shifted all teaching online to respond to the spread of infection in China. (edusurge.com).

The World Bank working with different countries to provide the distance learning education to the student and teachers during this pandemic. In Argentina Educ.ar creating digital resources for teachers, administrators, students, and families. In Austria, an e-content platform Eduthek developed to provide online to school and kindergarten. Bhutan launched an e-learning program for its student on 27th March, 2020. Bulgaria launched an e-learning system on 16th March,2020, and nearly 89% of students enrolled in this e-learning platform. Chile hosts the Aptus platform for the digital learning, in China on 9th Feb.,2020 million primary and secondary school students started their new semester online. The ministry launched an initiative entitled "Ensuring learning disrupted when classes are disrupted". Colombia started quarantine on 16th March,2020 and the academic calendar was adjusted and the students have accessed the e-content from "a Prender Digital" a platform of ministry of education with more than 80000 digital content. Croatia provides digital education and develop a website "school for life" for the school student. Chez republic launched a website "distance learning" on March 21 for the students and teachers. Ecuador develops a guide for the teachers, Egypt implemented distance learning education on March,15th and they extended the access to Egyptian Knowledge Bank for the student and it had contracted with Edmodo for online learning. France provides access to "ela Maison" (My Class at home). Jamaica, Italy, Japan, Jordan, Kenya, and other countries are also developing their distance learning platforms for their student, teachers, and parents. The UAE provides free online education to its student with digital teaching platform i.e. madrasa.org.

All the educational intuitions have declared an unexpected holiday to their student and staff because of coronavirus. To provide the education to the learners, in India all the central and state government agencies like University Grant Commission(UGC), All India Council for Technical Education (AICTE),Ministry of Human Resource Development ( MHRD), Council of Board of Secondary Education(CBSE), National Council of Educational Research and Training (NCERT), Medical Council of India(MCI), Indian Institute of Technology (IIT), national Institute of Technology (NIT), Different universities and the different state government education department have encouraged for the online education to the students, teachers, and public. Online learning has widened the scope of education and transcend it beyond classroom boundaries. It reduces the ancient education system and reduce the inequalities in our system and transform our country into a true digital online learning economy. Learning act as a great supporting instrument not only to the student but to the teacher across the globe. The online

teaching tools facilitate the incorporation of self-learning methods. (Martínez-Jarreta, et al., 2009). With the customized learning modules teachers and students are acquiring knowledge through the online learning or e-learning platform. Online learning is an alternative space to learn hand on, industry-specific tools from the industry leaders. (Dalporto, G.,2020). To provide good online education to the student a good pedagogical and technical knowledge is more importance, it needs a rigorous quality management programme and its continuous improvement is highly required to overcome this type of crisis.

Before COVID-19, the growth of the online tools is high and reaching US\$ 18.66 billion in 2019. and it is projected to reach \$350 billion by 2025. There is a significant growth of it because of the pandemic. Byjus has seen a 200% increase in growth (Miral,Mohit), in Wuhan around 81% of the students are attending classes via the Tencent K-12 online school. Lark, a Singapore based collaboration initially developed by ByteDacne as an integral tool and offering teachers and students unlimited online videos and conferencing and other facilities in Singapore. Alibaba Cloud part of Alibaba distance learning solution deploys more than 100000 cloud servers in just two months for providing online resources to its users.BBC also encouraging the virtual learning Bitesize daily launched on 20th April,2020 offering curriculum-based learning for the Kids in the UK. The ongoing pandemic has increased interested online education; MOOC provides have seen a drastic growth, Coursera has over 10 million course enrolment over the last 30 days, a 644% increases compared to last year. EdX enters into 1000 top websites of the world. (classcentral.com). Mountain 101 one of the best online courses of all time reported a 300% increase in enrolment. Dr. Barbaba Oakley who takes the popular MOOC i.e. Learning How to Learn Started that within the last two weeks more than 65000 learners have joined the course. (classcentral.com)

In India, during this pandemic on 18th March,20th March and 27th March both UGC and MHRD have circulated the notice regarding the online learning tools or platform where the learner can spend their time fruitfully. Hon'ble HRD Minister of India Sri Ramesh Pokhriyal Nishank has appealed to the student to take advantage of the different online learning platforms and utilize their valuable time on learning and make it optimum use. The National Law University, Delhi has launched E-library for providing the e-resources on legal to its students and the legal industry during the lockdown. It also developed a guide to open online resources (Live Law, 2nd May,2020). Different department of the different institutions of affected countries have been conducting the webinar and different online training programme for the different types of learners.

To provide the information on COVID-19 the Govt. of India has launched an app i.e. Arogya Setu and advised all to install it in their mobile app to know the latest information about the coronavirus. It also launched a website COVIDgyan, it is a multi-institutional, multilingual science and communication initiative taken for develop a repository on coronavirus. The main theme of this initiative is to create, curate and communicate scientifically credible and authentic COVID-19 related content and resources. This website covers the science as well as guidance for health and wellbeing.

Hon'ble Finance Minister Nirmala Sitharaman in the fifth and last tranche of Rs. 20 lakh crore packages of Atmanirbhar Bharat Abhiyan, she informed that to boost the online education, government will launch PM e-Vidya programme immediately for multi-mode access digital

education. Under this programme there will be 12 DTH channels introduced which will be dedicated to each class. She mentioned that the top 100 universities which includes IITs, IIMs, Institute of Eminence and national institute will be permitted to start online courses by May 30. She mentioned about DISKHA and students who do not have access to internet. Radio, community radio and podcasts would be extensively used for the same.

### **8. Digital Learning Tools-UNESCO**

To utilize the lockdown time appropriately and productively the educationalist, the publishers, experts, trainer, and other eminent persons and different educational institutions have been organizing the virtual workshop known as webinar, Quiz, and online classes from their home. The government agencies have been encouraging by publishing the different circulars from time to time for online classes to their student and research scholars. Maximum no of the universities, colleges, and schools have followed it. They are doing this by using the different free and paid software.

UNESCO and other agencies have suggested different tools for the online learning during this pandemic.

- Digital learning management system: Century Tech, Clasdojo, Edmodo, Edrakk, EkStep, Google classroom, Moodle, Nafham, Paper, Airplanes, Schoology, Seesaw, and Skooler.
- Systems built for use on basic mobile phones: Cell-Ed, Eneza Education, Funzi, KaiOS, Ubongo, and Ustad Mobile.
- System with strong Offline Functionality: Kolibri, Rumie, Ustad Mobile.
- MOOC Platform: Alison, Canvas Network, Coursera, European Schoolnet Academy, Edx, iCourse, Future Learn
- Self-Directed Learning Content: British Council, Byju's, Code it, Code.Org, Code week, Discovery Education, Duolingo, Feed the Monster, Geekie, Khan Academy, KitKit School, Labxchange, Mindspark, Mosoteach, One course, Polyup, Quizlet, Siyavula, YouTube.
- Mobile Reading Applications: African Storybook, Global Digital Library, Story Weaver, Worldreader.
- Support Live Video Communications: DingTalk, Lark, Hangouts Meet, Teams, Skype, Zoom
- Tools for teachers to create digital: Thinglink, Buncee, Edpuzzle, Kaltura, Nearpod, Pear Deck, Squigl.
- External Repositories for distance learning solutions: Brookings, Common Sense Education, Commonwealth of Learning, Education Nation, EdSurge, Global Business coalition for education, Keep Learning Going, UNHCR.

School closures widen learning inequalities and hurt vulnerable children and youth disproportionately. We have a special responsibility to ensure continuity, inclusion, and equity for all students. In the world 90.2% of the world's student population affected by school closures, 1.57 billion learners out of school, and 191 countries affected by social closures (UNESCO, 2020).

## 9. Digital Learning Platforms in India

Following are the list of online learning platforms in India and learners are learning the different concepts at their home and follow the discipline principle of COVID 19 i.e. Stay Home and Stay Safe by using these platforms.

### a. SWAYAM

Study Web and Young Aspiring Mind (SWAYAM) is the most popular, highest enrolled users, and the largest online learning platform in India. It provides the different online courses or MOOC courses to all levels of learners i.e. From the school level to the Postgraduate level. To facilitate the learners during this lockdown time, the SWAYAM content can be access without registration, earlier it was mandatory. It has been found that about 50,000 people have accessed SWAYAM since 23rd March 2020. More than 25 lakh learners enrolled in 571 courses of January 2020 semester under SWAYAM. It is a world's vast repository of 1900 courses of the different disciplines and being accessed by the 60 countries people. The significant majority is from India and the other countries include the USA, UAE, Germany, Nepal, Singapore, Canada, United Kingdom, and Australia. This program is initiated by the government of India and designed to achieve three main principles i.e. access, equity, and quality. It seeks the bridge the digital divide for students. It creates a digital learning revolution in India and the great success of the Digital India program. It provides the courses on engineering, secondary and Presecondary courses, diploma and certificate courses to the learner at free of cost. For certificate it charges the very minimal prices. After qualifying the requisites learner will get the certificate. Universities and colleges approving the credit transfer for these courses and they can use it for qualifying the main examination. Even some universities make it mandatory for the research scholars to enroll some MOOC courses under it during the course work. SWAYAM 2.0 is more interactive and technically advance compare to the previous one.

URL : <https://swayam.gov.in/>

### b. E-Pg Pathashala

E-Pg Pathashala is a high-quality curriculum-based e-content containing 23000 modules in 70 no of the postgraduate courses in the different disciplines. It contains both text and video materials. It is developed MHRD under its national mission on education through the ICT being executed by the UGC. It maintains the three projects i.e., E-Adayan(e-books), UGC MOOCs, and e-pathaya (offline access). It also facilitates offline access till 21st April, 2020 it has 20000+ e-text, 19000+ videos, 3200+ experts, 3000+ quiz on 70 subjects, and 723 no of papers.

URL: <https://epgp.inflibnet.ac.in/Home>

### c. SWAYAM PRABHA

The SWAYAM PRABHA is a group of 32 educational channels telecasting continuously or repeatedly the different concepts on the different subjects using GSAT-15 satellites. It telecasts a high-quality educational program on a 24x 7 basis. The contents are developed by NPTEL, IITs, UGC, CEC, IGNOU, NCERT, and NIOS. The INFLIBNET Centre maintains the web portal. The different channels of SWAYM PRABHA telecasts curriculum-based courses from school education to postgraduate level covering the different disciplines such as art, science, commerce, arts, social science, humanities, engineering, technology, law, medicines, agriculture and many more. Curriculum-based courses that can meet the needs of life-long learners of Indian citizens

in India and abroad. It assists the student who is preparing for the different competitive examinations. Till 21st April, 2020 It has 32 no of channels and covers 242164 no of the titles. Now these channels are available not only DD or DTH but in the Jio TV app, in Videocon channel no 476, Airtel Digital-438, TataSky, and DishTV-497 are telecasting the programs of the SWAYAMPRAKHA. During the lockdown the Kendriya Vidyalas and Central schools are following the online courses prepared by the NIOS and NCERT. Three channels i.e. Channel no 27(Panini), 28 (Sharda), and 31(Kishore Manch) make it mandatory to all the TV telecaster in India during the lockdown to encourage the online learning. It also telecast the content for the Dibrang student which is one of the rare features of it.

URL: <https://www.swayamprabha.gov.in/index.php/>

#### **d. Consortium of Educational Communication (CEC)**

The Consortium of Educational Communication(CEC) is one of the inter-university centres set up by the UGC. The main goal of this consortium is to fulfil the need of higher education through the powerful medium of television with ICT. It was started in 1993 as a nodal agency to coordinate, guide, and facilitate the different educational production at the national level. Today totally, 21 media centres are working under the umbrella of CEC. It provides UG and PG MOOC courses through the SWAYAM platform. It has developed more the 400 MOOC out of which 327 courses have been offered by SWAYAM. More than six lakh students have registered. Around 100 no of UG and PG courses are scheduled on the SWAYAM platform from Jan-June, 2020. It has undertaken three projects i.e. SWAYAM, SWAYAM PRABHA and NME-ICT, VYAS channel, CEC MOOCs, Open education resources, today in History, Flipped, and YouTube channels.

URL: <http://cec.nic.in/>

#### **e. DHRUV**

DHRUV is a Pradhan Mantri innovative learning program initiated by MHRD. The main objective of the program is to allow students to realise their complete potential and contribute to society. This program covers two areas i.e. science and arts. This program is launched by ISRO. DHRUV program represents the true spirit of Ek Bharat Shreshtha Bharat. It acts as a platform to explore the talent of outshining and meritorious students, help them achieve excellence in their specific areas of interest may it be science, performing arts, creative writing, etc.

#### **f. NPTEL**

National programming on Technology Enhanced Learning(NPTEL) is an initiative by IITs and IISc Bangalore for creating course contents in engineering and science. The contents provided by the NPTEL are based on the model curriculum suggested by AICTE and adopting the syllabi of major affiliating universities in India. The course content providers by the NPTEL are very useful for teacher to improve the quality of education. The course materials both web and videos are freely accessible by everyone through the SWAYAM and through its own website. Presently, it is one of the largest repository in the world of course in engineering, basic sciences selected humanities and basic sciences. It also provides the online courses along with certificates since 2014. More no of the students are using platform for preparation of GATE examination and higher studies. It also makes partner with more 3500+ colleges and start NPTEL Local Chapters

and each college have coordinator to promote the NPTEL courses in the college. Recently, it has taken so many initiatives like laboratory workshop, internship, soft skill workshop for improving employability, support to attend the technical conference, analytics of the data accrued, continuous portal development and translation of English transcript to NPTEL video.

URL: <https://nptel.ac.in/>

#### **g. National Digital Library (NDL)**

COVID-19 lockdown not to affect your study, study through the National Digital Library(NDL). The resources of NDL can be assessed without login but it is advised to better to register. It provides different learning resources relating to different subject domains i.e. school, under graduate in engineering, science, language, management, law, computer science...many more subjects.NDL hosted 47,917,213 items and it is increasing rapidly.

The NDLI-COVID-19 research resources repository is a single window to access the different research resources which support to researchers, academician, innovators, incubators, entrepreneurs, social scientist and different professionals of the different domains. This repository contains scholarly publication, data sets, documents and videos, journals and conferences, ideas and funding and different challenges and start-ups declared by the different government and private agencies relating to coronavirus.

The NDL's COVID-19 repository is growing with passage of the time and it also invites the contributors to contribute for the enrichments of this repository.

URL: <https://www.ndl.gov.in/corona-research>.

#### **h. DIKSHA**

DIKSHA is a national digital infrastructure for our teachers. During this pandemic time government of India and states encourages to use this portal to provide online learning resources to the students, teachers and parents. It is one of the most important concepts of PM E-Vidya initiative of dept of education. It provides learning materials to student, teachers and parents. Almost every state and Union Territories(UT) are using this platform for augmenting learning and teaching activities. Presently, it has been covered 80,000+ contents of the different subjects of different grades. It provides contextualized content in 18 languages. Anyone can be accessed it at free of cost.

It can be accessed with the help of the below mentioned URL.It provides the QR Code in every content can be accessed by scan it. Through this platform a user's can explore the materials of NCERT, CBSE and other state boards digital books. As on dated 12th October,2020 the dashboard mentioned that totally 60,33,37017 learning session have been conducted. A user can access the content by its app also.

URL:<https://diksha.gov.in/explore>

#### **i. National Education Alliance for Technology(NEAT)**

NEAT is a government of India's portal and AICTE as act as an implementing agency of it. It is developed for skilling the different learners in the recent technology through the public private partnership (PPP). It is a portal for quality digital teaching solutions and developing the innovative products relating to education. The products are providing under the NEAT have high demand and very helpful to the learners for employability. Any learner may be register on this

portal and learn through the digital mode, some courses are paid basis and some are free. Codetantra is a registered organisation provides different computer programming languages free of cost during the COVID-19 for the specific period of time only. Even students under “Free Seat Scheme” of AICTE nominated by the respective educational institution at free of cost.

The different agencies who are providing the different technical and other courses to the learners through the NEAT are Letzconnect which develops the virtual university, ek.class, LearnEngg, Codetantra, eBox, TalentRank, WileyNXT, Englishbolo, Career Path Navigator (Training Recommendation and intervention), Embibe, aspiration.ai and Upgrad.

It is a single educational platform for the different learners which brings the best technological products using Artificial Intelligence for the customised learning with high motto of develop employable skills. This is a pilot project launched by Ministry of Education for the AICTE approved Government colleges of India only.

URL: <https://neat.aicte-india.org/>

#### **j. All India Radio (AIR)**

During this lockdown the All India Radio(AIR) telecast three hours programme daily in different subjects for the students. AIR broadcasting the virtual classes to aid the students during the lockdown. Student can download the AIR mobile app to listen to the classes through their mobile phone. It telecast the different content through their regional channels across the country on TV, radio and YouTube. Mukta Vidya Vani (MVV) is an open education radio facility provide by AIR to the students for better learning. The previous telecast also available round the clock on NIOS website at <https://nios.iradioindia.in>.

Another imitative of AIR is Radio Vahini FM 91.2 MHz, it is a community radio station which provides the education to the dropoutstudents, learners who are enrolled through the ODL.It also provides education to the urban women and others people of the society who are unable to attend the regular class during the normal time.

Shiksha Vaani is an intitative of CBSE which is available Android App store.It also covers the various subjects of secondary and senior secondary level, it is also available both English and Hindi language. More than 400 audio files of NCERT curriculum are available on Shiksha Vaani.

AIR silchar decided to join hand with Secondary Education Board of Assam(SEBA) to take lectures to the students who are not able to attend the regular classes. In Andhra Pradesh the Education minister declared that “Tune into AIR for EAMCET tanning” from Akshvani Vijayawada centre from 10.30 a.m. to 11 a.m. form April,16<sup>th</sup>, 2020.DD Saptagiri is more popular channel in the Andhra Pradesh which telecasts the different educational programme in Andhra Pradesh. In the Leh and Ladhak, around 200 schools are using the AIR for the online learning. The AIR archives is the rich repositories of India for the different materials telecast in the AIR.DD Bihar name the educational programme i.e. Mera Doordarshan Mera Bharat which makes it more patriotic and more popular.

URL:<http://allindiaradio.gov.in/>

#### **k. Indira Gandhi National Open University**

Indira Gandhi National Open University(IGNOU) also develops the different online platforms for its enrol students and the other learners too. It has its own six no of the high quality platforms which provides different courses. The six platforms are Gyan Darshan, Gyanvani, Gyandhara, Interactive radio counselling (IRC), Shakhat and You Tube archives or E gyankkosh

URL:<http://www.ignou.ac.in/>

#### **i. One Nation One Digital Platform**

One Nation One Digital Platform is an integrated (Class I to PG level) e-Content portal which provides facility to search and browse all hosted content or metadata of other hosted content wherein a learner can easily access the desired material including audio/video learning material, textual material, multimedia enriched materials etc. It is developed by the INFLIBNET and it is a dream project of Ministry of Education to make one nation one program. It provides the different learning resources to the higher, school and teacher education. It also accelerated hands on learning with E-yantra, fossee, spoken tutorials and virtual lab.

In India, different central and state educational agencies like Ministry of Education, UGC, AICTE, NCERT, CBSE, state education departments and others private agencies are encouraging to the students to stay at home safely and learn through the online mode only. They are providing the different portal's information through the public notice, social media, news Paper advertisement and other methods. Besides these above platforms so many apps other platforms like Shodhganga, Shodhgongotri, NISTHA.Vidya Mitra, Virtual Labs, FOSSEE, Spoken Tutorial, e-Yantra, Oscar++, E-Kalpa, SAKSHAT, ATALAcademy, Youth4Works, National Knowledge Network... are providing the different concepts to the learners in the different modes.

URL: <http://odp.inflibnet.ac.in/index.php/main/latest>

#### **m. National Repository of Open Educational Resources (NROER)**

National Repository of Open Educational Resources (NROER) is a collabotary platform Initiated by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India and managed by the Central Institute of Educational Technology, National Council of Educational Research and Training, the Repository runs on the MetaStudio platform, an initiative of the Gnowledge Labs, Homi Bhabha Centre for Science Education. A portal equipped with best quality informational content on diverse topics in multiple languages a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages.

URL:<https://nroer.gov.in/welcome>

#### **n. E-Content for the visually Impaired Students**

NIOS have developed Indian sign language for hearing impaired students, it has also developed epub and DAISY enabled talking books for the students. It has developed more than 270 videos in sign languages in seven subjects includes Yoga courses for the students. These videos can be accessible at [https://www.youtube.com/playlist?list=PLU\\_uOqp8QaNB1Skq\\_ZURX0RGcaomsPfkDsI](https://www.youtube.com/playlist?list=PLU_uOqp8QaNB1Skq_ZURX0RGcaomsPfkDsI).

**o. Online Coaching**

IITPAL (IIT professor Assisted Learning) is a series of lectures prepared by different IIT professors to the students who are preparing for different entrance examination. The videos are broadcasted on Swayam Prabha channels. NTA (National Testing Agency) has prepared a platform for aspirants i.e. abhayaas. Through which students can practice the sample questions.

**p. AICTE's e-learning portal ELIS**

AICTE has partnered with Microsoft to provide online learning to the technical course enrolled students across the country to make them future ready skill. Under this initiative over 1500 courses modules will be available to students and educators free of cost. It covers the courses relating to the latest technologies like AI, IoT, datascience, cloud computing and other courses which will accelerate the skills of the students. It can also provide Azure for the students. It will also sponsor 1000 Microsoft certification examination vouchers to the students.

**URL:**<https://free.aicte-india.org/>

**10. COVID 19 and Publishers**

The different publishers who have been playing a key role in the publication of research articles and which gives a special identification to a scholar who have published his/her handwork of their life in these journal or conference proceeding or books or transaction. During this pandemic they also extent their helping hands to there searchers' scholars and learners by providing the access of their valuable articles at free of cost. The reputed publisher of the world like Wiley, Springer, IEEE, Elsevier, Cambridge, Oxford, The Lancet, Chinese medical journals, Science, SSRN, AIP, IOP, Sage, STM, ACS, ASME, Brill, Emerald, Royal Society Chemistry, Taylor and Francis, Wolters Kluwer and many more are providing their different articles relating to the coronavirus at freely to the users. Bentham Science have started a new journal in the name of the coronavirus and asking for the articles for it. publishers are also helping to the academic institutes by providing the subscription database by using their own remote access or login credentials or by institutional domain email, so that users of this institute will use the publishers' database at their home and utilise the time in purposefully.

**11. COVID-19 and Private E Learning Platform**

The private e-learning platform during this pandemic plays very important role to provides education to the learners. Because of the unquenchable thirst for learning and working internet connection any one can learn at anytime from anywhere. In the globes so many top private e-learning course providers like Coursera, edX, YouTube, Lynda, Open culture, Open Yale courses, MIT Open courseware and in India BYJU's, Edu comp, NIIT, Edukart, Dexler education, Simplilearn, Zeus learning, Meritnation, Excel soft are the best providers. BYJU's and Excel Soft provides free live classes to the learners because of the COVID-19. We believe education can transform the world and we believe technology can transform education (Excelsoft). Udemy provides the more discount on its different online courses to the students during this pandemic. On 16th April, 2020 the Cyber Coordination Centre of Ministry of Home Affairs (MHA) issued an advisory and states the ZOOM is not a safe platform, so it advised to its official not to use it for official purposes.

In India the top online learning platforms are providing different teaching courses and learning concepts to the learners. According to toptenners.com the top online learning platforms in India are Eduncle.com, Admission News, Shiksha.com, India Education, Indiaedu, SolidEssay, Dimdima, Unacademy, Aglasem.com, Toppr, Meritnation.com, Jagranjosh.com, Vedantu, Pagalguy.com, Cambridgeindia.org, StudyIQ, Minglebox.com, Extramarks, Studybook, TheTubeGuru.com, Zigya.com, Chekrs, Educationobserver.com, Motachashma.com, IBPS Guide, Gate Ies Academy, admissionfever.com, Careerlauncher.com, Metaeducationindia, Mota Chashma, Teachoo, Kreatry are providing different content to the learners.

## 12. Limitation of the online Learning

For the successfully implementation of the digital learning all the educational institution has to develop the required infrastructure to that level. Today no doubt all are interested to provide it but they are facing lot of criticism because of lack of infrastructure and expertise. Maximum no of the students has the smart phone but they do not have the laptop or computer, so that they are facing the problem when they go for online education. So some countries are providing the online teaching through their community radio. Accessing the internet with proper speed is the another limitation of the online learning, so the government have to developed that level of infrastructure for it. The online education also creates an eye problem to the learner. When a learner is learning by using the mobile, laptop or desktop it creates eye and backbone or health problem to the users.

## 13 CONCLUSIONS AND SUGGESTION

Technology has the potential to help address this global learning crisis. But that potential is not yet being realised. This pandemic creates a great loss to the world. People are suffering and living at their house with a fear and shocking environment, no one trust to the others about their health. All are maintaining the social distance, all are using the mask at face, washing hand with soap frequently, sanitize their hands, office, roads, building still the coronavirus spreads rapidly. The online learning platforms provides a ray of hope to the education system around the globe. The total education is thinking about the digital in the foreseeable future with the right infrastructure and proper digital learning policy to handle it. Online learning should not be considered as a substitute of learning but it should be a part of the regular education. The entire human being of the world pray to the almighty to the save the human being from this coronavirus crisis and FOBO and FOMO means fear of better options and fear of missing out.

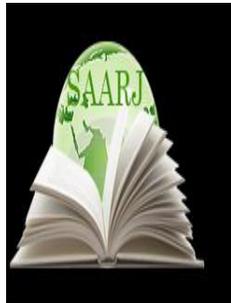
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## DISORDERS OF KIDNEY FUNCTION IN PATIENTS WITH COVID-19

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### ABSTRACT

*A new disease caused by severe acute respiratory syndrome, coronavirus 2 (SARS-CoV-2), is a major pandemic event at present. Since its introduction in China in December 2019, there is strong evidence that the new SARS-CoV-2 is a dangerous virus, and it is associated with a wide clinical spectrum, ranging from acute respiratory distress to multiple organ failure. SARS-CoV-2 recognizes human angiotensin-converting enzyme 2 as a cellular receptor that allows it to infect various host cells. In particular, a significant incidence of many kidney disorders associated with COVID-19 has been reported, including proteinuria, hematuria, and acute kidney injury. In this article, we will discuss the impact of SARS-CoV-2 infection on kidney function.*

**KEYWORDS:** *Kidney Damage, Angiotensin Converting Enzyme 2, COVID-19, Proteinuria.*

### INTRODUCTION

Since 2003, severe acute respiratory syndrome (SARS) caused by various viral agents has been recognized as a clinical subject of great epidemiological concern, as it can lead to death (4, 22). In December 2019, Zhu and others (22) reported a group of patients with pneumonia of unknown etiology associated with a seafood market in Wuhan, China; since then, a new coronavirus, SARS-coronavirus 2 (SARS-CoV-2), has been isolated and identified. The infection spread rapidly in China and beyond, and the world health organization declared a global emergency on January 31, 2020; 11 days later, it announced the name of the new coronavirus disease as 2019 coronavirus disease (COVID-19) due to its appearance last year. On March 11, 2020, the world health organization said that COVID-19 was considered an epidemic, as there were already more than 120,000 cases, of which 40,000 were diagnosed in 114 countries outside of China, with 4,291 deaths. As of April 13, 2020, COVID 19 is widespread around the world.

## MATERIALS AND METHODS

A previous study of SARS-CoV infection showed that the RNA of the virus is effectively detected in the urine 10 days after the onset of symptoms, and excretion gradually decreases until the 21st day; unfortunately, it has not yet been studied in SARS-CoV-2. Autopsies of patients confirmed with SARS-CoV showed the presence of the virus in tubular epithelial cells using immunohistochemistry and in situ hybridization(20). In addition, 35% of the heart samples of patients infected with SARS-CoV showed the coexistence of viral RNA and reduced expression of the ACE2 protein (52). A retrospective study during the SARS-CoV outbreak found that only 6% of SARS-CoV infected patients had kidney damage (15). However, kidney damage was a fatal complication of SARS-CoV, given that almost 92% of SARS-CoV patients with kidney damage died. This study also evaluated the presence of active SARS-CoV replication in the tubular cells of post-mortem patients infected with SARS-CoV by analyzing the presence of viral particles using electron transmission microscopy. SARS was not detected in any of the analyzed samples, and it was suggested that kidney dysfunction was probably associated with multiple organ failure (15). This study showed that kidney damage in patients with SARS-CoV may be the result of cytokine release syndrome rather than active replication of the virus in the kidneys (68).

Unlike other studies with patients infected with SARS-CoV, recent studies have shown that human kidneys are a specific target for SARS-CoV-2 infection (19, 25, 53, 66). In fact, a viral nucleocapsid protein in the kidneys of post-mortem patients and found that SARS-CoV-2 antigens accumulate in the renal epithelial tubules, suggesting that SARS-CoV-2 directly infects the human kidneys, which leads to impaired kidney function and contributes to the spread of the virus in the body. The difference between the higher renal tropism of SARS-CoV-2 compared to SARS-CoV can be explained by the increased affinity of SARS-CoV-2 for ACE2, which allows for increased viral load in several organs, and especially in the kidney, which can act as a viral reservoir (57). An additional examination of 16 autopsies by electron microscopy revealed viral particles characteristic of SARS-CoV-2 in the proximal tubular epithelium and podocytes (66). This discovery was associated with the Erasure of the foot process and episodic vacuolation and detachment of podocytes from the glomerular basement membrane (66).

The most common detection of kidney dysfunction in patients with COVID-19 is mild to moderate proteinuria (13). Only a small fraction of plasma proteins are filtered in the renal glomeruli, and most of them are effectively reabsorbed in the proximal tubule, so that mostly proteins do not appear in normal urine. The glomerular filtration barrier depends on the adequate function of its three components: endothelial cells, glomerular basement membrane, and podocytes (9). Podocytes are known to be particularly sensitive to RAAS homeostasis, with angiotensin-1-7 being the most common product, probably due to the specific expression of ACE2 in this area (70). If the pathological process increases glomerular angiotensin II levels, podocytes acquire a dysfunctional phenotype mediated by cellular responses to this octapeptide due to shear stress and leading to hyperfiltration of single nephrons. This phenotype includes Ca<sup>2+</sup> signaling, cytoskeletal restructuring, and nephrin internalization, which ultimately manifests as proteinuria (38, 65). Proteinuria is a partial consequence of direct podocyte infection with potential RAAS changes that together would affect the glomerular filtration barrier and lead to increased filtration of plasma proteins.

Damage to the tubules can also increase renal protein excretion, usually at moderate intensity. Interestingly, patients with COVID-19 with elevated serum creatinine levels had a higher incidence of moderate proteinuria on admission compared to patients with normal serum creatinine levels (30.2% vs. 7.5%) (13). However, there is no evidence that this depends on impaired RAAS and in fact depends on the response of the proximal tubule cells to damage (7, 54).

The incidence of kidney damage in patients infected with SARS-CoV-2 was found primarily in critically ill patients (77, 83). Patients in the intensive care unit have been reported to have higher levels of IL-1 $\beta$ , IL-8, interferon- $\gamma$ , and TNF- $\alpha$ , among other cytokines, compared to non-critically ill patients (33). This suggests a potential role for CRS, also called a "cytokine storm", comparable to kidney damage associated with sepsis, where an uncontrolled systemic inflammatory response leads to kidney dysfunction. The occurrence of cytokines in COVID-19 has been documented since the first reports of this disease (33, 80). In patients with cytokines, kidney damage may occur as a result of intrarenal inflammation, increased vascular permeability, and volume depletion, which is expressed in the results of autopsies of erythrocyte aggregates that block the lumen of capillaries without platelet or fibrinoid material. Proinflammatory IL-6 is considered the most important cytokine pathogen in CKD. Among patients with COVID-19, the concentration of IL-6 in blood plasma is increased in patients with acute respiratory distress syndrome (80). Extracorporeal therapy has also been proposed as an approach to removing cytokines in patients with sepsis and could potentially be useful in critically ill patients with COVID-19 (29). The rational use of these treatments is that removing cytokines can prevent CRS-induced organ damage (61, 62).

In addition, it is well known that an imbalance of RAAS components can contribute to kidney damage by altering renal hemodynamics, changing the tubular regulation of electrolytes with higher metabolic demand, and inducing Pro-inflammatory phenotypes in both epithelial and immune cells. It is highly likely that this imbalance may contribute to the renal dysfunction seen in severe patients with COVID-19, which may also be accompanied by a decrease in ACE2 activity (8, 46, 60). It became clear that kidney damage associated with sepsis is multifactorial, including an inflammatory reaction of the kidneys, microcirculation dysfunction, and metabolic reprogramming with mitochondrial damage (55). These mechanisms are compatible with our current understanding of SARS-CoV-2 infection and biology, supporting the prevailing hypothesis that COVID-19-associated kidney damage occurs in a severe disease scenario with a complex pathophysiological network, but unlike other SARS-related viruses (14), Direct infection of the proximal epithelium SARS-CoV-2 can significantly support a causal relationship in the development of kidney function disorders (66).

## CONCLUSION

Finally, the detection of hematuria in at least 20% of infected patients is of clinical concern. There are several causes of hematuria, including both kidney damage and extrarenal abnormalities, and to eliminate them, it is necessary to carefully evaluate the urine sediment (78). Unfortunately, as far as we know, hematuria was only described as a General finding, without studying its characteristics (2a, 13). There are many possible explanations for hematuria in COVID-19, including coagulopathy, kidney inflammation, and glomerular barrier disorders (as

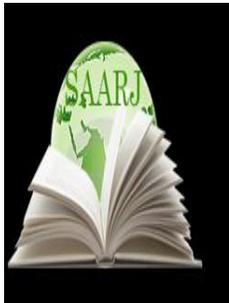
discussed earlier) (83). However, the available information makes it very difficult to come up with an acceptable hypothesis.

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## PENSION REFORMS AND OPPORTUNITIES TO USE FOREIGN BEST PRACTICES

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### ABSTRACT

*The article discusses the reforms implemented in the pension system in Uzbekistan. Scientific proposals and practical recommendations for improving pension provision based on the best practices of foreign countries have been developed.*

**KEYWORDS:** *Pension System, Pension Provision, Distributive Pension System, Generational Solidarity, Accumulative Pension System, Retirement Age, Demography, Life Expectancy, Models Of Pension Systems, Social Protection, Three-Level Pension System.*

### 1. INTRODUCTION

During the years of independence, Uzbekistan has also carried out large-scale reforms in the pension system. Until 2004, there was only one form of pension provision - "distributive - generational solidarity" ("pay as you go"), and from 2005, a funded pension system was introduced. Accordingly, the reform of the pension system in Uzbekistan began in 2005. From 2021, it is planned to move to a three-tier pension system [1].

It is known that in the "distributive" model, that is "solidarity of generations", the pension payments of pensioners were provided by funds formed on the basis of social contributions from the legal income of current legal entities and individuals. Such a model was "introduced in 1889 by Otto von Bismarck, the first chancellor of the German Empire"[2]. It should be noted that Bismarck's pension reforms, ideas and initiatives laid the foundation for the development of the social protection system. The peculiarity of this system is that social insurance is compulsory and based on contributions, and both employers and workers must have their share in its financing. "The measures of labour and pension insurance developed by O. Bismarck are relatively well developed, and other developed countries have begun to apply them in their practice, and they have served as a basis for future social reforms." [3].

On January 1, 2005, a funded pension system was introduced in addition to the state pension system. This system means the participation of employers, as well as citizens engaged in employment based on an employment contract in the mandatory pension system"[4]. Mandatory monthly contributions to personal pension accounts of citizens in 2005 are made as a percentage of the employee's calculated salary (income), excluding the amount of income tax calculated in accordance with the legislation of individuals. Currently, the figure is 0.1 percent[5]. As can be seen from this, citizens receive pensions from two sources (distributable and accumulative) after retirement, which increases their pension amounts and allows them to further improve their well-being.

## II. METHODS

Since 2010, all pension departments of the Ministry of Labor and Social Protection and the Medical Labor Expert Commission have been transferred to the Extrabudgetary Pension Fund under the Cabinet of Ministers of the Republic of Uzbekistan. The organizational structure of the Extrabudgetary Pension Fund under the Ministry of Finance of the Republic of Uzbekistan has been reorganized.

In 2011, the Regulation on the Procedure for Assignment and Payment of State Pensions was adopted, and on the basis of this Regulation, the procedure for resolving issues related to the appointment and payment of state pensions, application of pension benefits and provision of pensions to citizens was established. Some periods of activity, which are preferentially added to the length of service, are excluded. The Regulation "On the procedure for payment of pensions to working pensioners" was adopted.

In 2012, a centralized PC "Pension" program for the appointment, payment and reporting of pensions and social benefits was developed and implemented. This software is an automated information system that allows you to establish effective electronic cooperation between all departments of the Pension Fund, create a single centralized database, provide users with complete, reliable and fast information through the use of modern innovative software products. In 2013-2018, the Central Bank of the Republic of Uzbekistan and commercial banks, the Medical Labor Expert Commission, the Tax authorities, the Judiciary, the Treasury departments exchanged electronic information through the PC "Pension" program.

In 2013, the list of professions and positions for retirement on preferential terms was fully inventoried.

In accordance with the State Program "Year of Respect for the Elderly" dated February 18, 2015, in order to pay due to attention to persons aged 100 and over, as well as to strengthen targeted social protection and financial support for retirees, veterans of the war of 1941-1945 from May 1, 2015, additional payments in the amount of 100% of the minimum wage will be made to the pensions of citizens who have completed and exceeded their pensions, and these funds are financed from the Extrabudgetary Pension Fund under the Ministry of Finance of the Republic of Uzbekistan.

As well as, in 2016 in order to further improve the system of accounting for insurance contributions of citizens to the Extrabudgetary Pension Fund under the Ministry of Finance of the Republic of Uzbekistan and to simplify the process of assigning state pensions, an individual

accounting of information on insurance contributions to the Extrabudgetary Pension Fund was introduced.

Since 2016, procedures have been developed for the payment of insurance premiums to the Pension Fund by citizens of the Republic of Uzbekistan working abroad and not taking into account working hours, as well as accounting for their length of service and salary for the calculation of pensions. From July 1, 2016, the minimum length of service required for a pension appointment has been extended from 5 to 7 years. The Instruction "On the order of deductions from pensions, benefits and other payments" has been developed.

In order to radically improve the system of payment of pensions and social benefits, unconditional protection of the rights and legitimate interests of pensioners, from February 2017, all types of pensions were introduced in full in cash throughout the country without any restrictions.

To further strengthen the state social support of pensioners, including those engaged in creative activities, who have made a significant contribution to the socio-economic development of the country, comprehensive care for the elderly, as well as the gradual improvement of the state pension system from January 1, 2018: to pensioners who have been awarded by the President of the Republic of Uzbekistan the honorary titles of "Xalq ..." ("People ..."), "Xizmatko'rsatgan ... Arbobi" ("Honored ... Worker") and "Xizmatko'rsatgan ..." ("Honored ...") for their significant contribution to the socio-economic development of the republic, regardless of their field of activity; and to pensioners who receive income only in the form of royalties (honorarium) for the creation and use of works of science, literature and art, but do not work under an employment contract, pensions will be paid in full.

From January 1, 2019, the full amount of pensions will be paid to all working retirees, and the maximum amount of wages for the calculation of pensions will be increased from eight to ten times the minimum wage [6]. Also, according to the concept of improving tax policy, insurance premiums deducted from the income of citizens in the form of wages to the extra-budgetary Pension Fund have been abolished.

From January 1, 2020, the interagency software and hardware complex "Unified National Labor System" (Unified National Labor System) was fully implemented.

### III. RESULTS

The three-tier pension system, which is planned to be introduced from 2021, envisages a private pension system at the same time as the above two models.

In the future, this system will allow citizens to receive a guaranteed state pension, as well as voluntarily determine how much they will receive when they reach retirement age. It will also ensure the participation of pension funds in the capital market and the further development of the national financial market.

The analysis of statistical data shows that the number of pensioners in Uzbekistan in 2013-2020 is growing from year to year, and as of January 1, 2020, 9.8% of the total population are retirees. According to the World Bank, the share of people aged 65 and over in the total population is 27% in Japan, 25.4% in Russia, 21% in Germany, 20% in France and 16% in Australia.

An average of 250,000 people receives pensions in Uzbekistan every year. As of January 1, 2020, the total number of retirees was 3312,723, which is increased to 627,453 compared to January 1, 2013.

As of September 1, 2020, 83.3% of the total number of pensioners are old-age pensions, 11.3% are disability pensions and 5.4% are survivors' pensions. In August 2020, the average pension amounted to about 744 thousand soums.

The average monthly pension in Uzbekistan is \$ 74, which is higher than in the CIS countries only in Tajikistan (\$ 29) and Kyrgyzstan (\$ 69). This is a negative situation in terms of ensuring a decent standard of living for retirees in Uzbekistan.

It should be noted that experts from the international consulting company Mercer and the Center for Financial Research at the University of Monash have published the Melbourne Mercer Global Pension Index (MMGPI), a ranking of global pension systems. The study's authors explored the pension systems of 37 countries, home to nearly 63 percent of the world's population. As a result, the Netherlands, Denmark and Australia were listed as the countries with the best pension systems in 2019. The next places went to Finland, Sweden, Norway, Singapore, New Zealand, Canada, Chile, Ireland, Switzerland and Germany. Experts took into account more than 40 indicators in compiling the rating [7].

Countries with the best pension systems use different models of pension provision. For example, state pension provision, voluntary pension insurance, funded pension system, non-state pension provision. In this regard, it is expedient to reform and improve the national pension system based on the study of the experience of Georgia and Latvia, and there are specific reasons for this. First of all, these countries are currently reforming their pension systems. In particular, Georgia has begun to reform the pension system from 2019. The main purpose of this is to further improve the well-being of citizens who have reached retirement age (retirement age is set at 65 for men and 60 for women) and to develop the financial market.

Georgia's new pension system operates on a "2 + 2 + 2" scheme. In particular, a pension account has been opened for every citizen of Georgia and foreign citizens permanently residing in the country.

- 2% - at the expense of the employee's salary, with an annual income of up to 24,000 lari (79.6 million soums);
- 2% - by the employer;
- 2% - the state (for those earning less than 24,000 (US \$ 9006) per year, for those earning between 24,000 and 60,000 lari (US \$ 24,514) the state pays 1% pension contributions, if the annual income exceeds 60,000 lari, the state does not contribute).

Also, in the first stage, every Georgian who has reached retirement age, regardless of whether or not he participates in the new pension system, is entitled to receive a standard state pension (currently 200 lari - \$ 75) [7].

Employees will be able to accumulate between 4% and 6% of their pension funds in their retirement account each month.

Self-employed citizens are obliged to transfer 4% of their monthly income to their pension account on a monthly basis.

The Republic of Latvia has a three-tier pension system:

- Tier I – distributed, that is a pension system based on the solidarity of generations (pay as you go);
- Tier II –state-funded pension system;
- Tier III –a pension system based on private voluntary insurance.

The tier I pension system provides for the provision of pensions to current retirees at the expense of social contributions paid to the state budget, and it means a pension guaranteed by the state. All citizens who pay social insurance contributions will take part in it. This pension system provides pensions to all citizens with at least 10 years of insurance experience, and a state social security pension for citizens with less than 10 years of insurance experience.

Tier II pension system is also formed at the expense of social insurance contributions, and part of it is accumulated only for the person who paid social insurance contributions and is not spent on the payment of pensions of current retirees. Accumulated pension funds of citizens participating in the tier II pension system are invested in the financial markets, multiplied and accumulated in the personal accounts of citizens. Citizens participating in this system can participate in investing funds until retirement.

The Tier III pension system allows every citizen to save money in private pension funds of their choice. This system is also known as the private voluntary pension insurance scheme. The peculiarity is that every citizen saves money for himself, for his future. Voluntary participation in this system is at the discretion of the citizen. This system provides for the free choice of each citizen, that is, to save additional funds for their pensions by allocating contributions to private pension funds. Private pension funds are licensed financial institutions that accept contributions from individuals or employers in favour of individuals. Such funds organize the investment of contributions paid by citizens and employers for their social protection in old age, and at the expense of these funds pay pensioners' pensions.

#### IV. CONCLUSIONS AND SUGGESTIONS

World experience shows that a multi-level pension system based on a distributed, accumulative and mixed system ensures the financial stability of the pension system and its more efficient operation. Pension reforms in most developed and developing countries include:

- introduction of a multi-level pension system combining accumulative and distribution schemes, providing minimum guarantees, improving the existing ones;
- reduction of informal employment and strengthening of the insurance mechanism for financing pension programs by legalizing the employment of those employed in the informal sector;
- limiting the conditions of early retirement and raising the retirement age to ensure a balanced increase in the labour force in the context of increasing life expectancy and increase the duration of their employment, reduce the burden on financing pension programs;
- strengthening the relationship between the participation of citizens in the formation of pension reserves for the entire period of employment and the number of pensions;
- strengthening monitoring and control over the financial activities of pension funds (for example, Germany has adopted a law on strengthening financial risk management and independent control, etc.);
- establishment and stability of financial activity of private pension funds, functioning of non-state pension provision (including corporate pension programs).

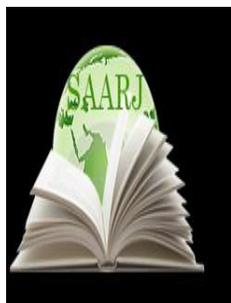
- The goals and functions of the third-tier pension system in Latvia differ and reduce the demographic and financial risks for each participant in the system and ensure the stability of the pension system. In these systems, the personal interests of the provision of each citizen in old age and the interests of the solidarity of generations are mixed. The basic principle of the pension system is that the more social payments are made today, the higher the number of pensions will be tomorrow, and vice versa. Simultaneous operation of all levels of the pension system will mitigate the expected demographic and financial risks and ensure the stability of the pension system.

Based on the experience of Georgia and Latvia, in addition to the state pension system in our country, it is expedient to establish a state social protection fund or private pension funds. This, in turn, will lead to further improvement of the living standards of retirees in the future through investment in pension funds, and secondly, to the accumulation of long-term financial resources necessary for economic development and thus the development of the capital market.

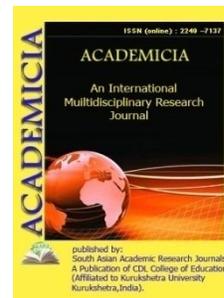
Shortly, the accumulative pension system around the world and the voluntary pension contributions within it will remain the main source of formation of pension funds.

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## COMPLEXATION IN SYSTEMS INVOLVING MAGNESIUM CHLORATE, MONO -, DI -, TRIETHANOLAMINE, AND WATER

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### ABSTRACT

*Physical and chemical analysis of the interaction of components in different systems makes it possible to obtain new compounds with different properties. The synthesis of new complex-acting defoliating substances with a high defoliant and physiologically active effect also does not lose its relevance in agriculture. This article presents data on the study of interaction in three-component water systems involving magnesium chlorate and ethanolamines to justify the processes of obtaining new defoliating compositions.*

**KEYWORDS:** *solubility, components, triple system, magnesium chlorate, monoethanolamine, diethanolamine, triethanolamine, polythermal solubility diagram, identification.*

### INTRODUCTION

The physiological and agrochemical properties of both chlorates and ethanolamines are widely known, so by studying the interaction of components on each other in a wide temperature and concentration range, it is possible to optimize the action of each component in the composition of newly synthesized drugs. On the basis of the obtained research data, polythermal solubility diagrams of systems from eutectic freezing points up to 40 °C are constructed. Systems of a complex type and the formation of new compounds that were identified by chemical and physicochemical methods of analysis are revealed. For systems, the compositions of the liquid and solid phases, as well as their corresponding crystallization temperatures, are determined

accordingly. The solubility diagrams show isothermal solubility curves every 10 °C. The nature of mutual solubility of components depending on temperature and their concentration is revealed, which is of great practical importance in the further development of technology for new defoliating preparations of agricultural crops.

## MATERIALS AND METHODS

Magnesium chlorate is one of the widely used defoliant of inorganic origin. Ethanolamines and derivatives thereof are effective additives to chlorate-containing defoliant [1]. In order to clarify the behaviour of magnesium chlorate with mono-, di- and triethanolamine, solubility in the corresponding triple systems was studied by the visual-polythermal method [2] from the temperature of complete solidification of the solutions to 32.4 °C.

The polythermal solubility diagram of the Mg  $\text{Mg}(\text{ClO}_3)_2 - \text{NH}_2\text{C}_2\text{H}_4\text{OH} - \text{H}_2\text{O}$  system in the temperature range - 52.5-30.3 °C is characterized by the presence of the surface of the liquidus of ice, dihydrate, monohydrate and anhydrous monoethanolamine, sixteen, twelve and six-water magnesium chlorate and a new compound of the composition  $\text{MgOHClO}_3 \cdot \text{NH}_2\text{C}_2\text{H}_4\text{OH} \cdot 2\text{H}_2\text{O}$ .

The solubility diagram of the Mg  $\text{Mg}(\text{ClO}_3)_2 - \text{NH}(\text{C}_2\text{H}_4\text{OH})_2 - \text{H}_2\text{O}$  system in the temperature range - 53.6-32.4 °C consists of ice crystallization fields, sixteen, twelve and six-water magnesium chlorate, diethanolamine and a new compound of the composition  $\text{MgOHClO}_3 \cdot \text{NH}(\text{C}_2\text{H}_4\text{OH})_2 \cdot 2\text{H}_2\text{O}$ . These fields converge at four double and four triple nodal points. In terms of the occupied volume, the crystallization field of the compound  $\text{MgOHClO}_3 \cdot \text{NH}(\text{C}_2\text{H}_4\text{OH})_2 \cdot 2\text{H}_2\text{O}$  is greatest, which indicates its low solubility relative to other components of the system.

In the solubility diagram of the system  $\text{Mg}(\text{ClO}_3)_2 - \text{N}(\text{C}_2\text{H}_4\text{OH})_3 - \text{H}_2\text{O}$  [3] in the temperature range - 56.0-31.2 °C, the temperature and concentration intervals of the existence of the following phases were revealed: ice,  $\text{Mg}(\text{ClO}_3)_2 \cdot 16\text{H}_2\text{O}$ ;  $\text{Mg}(\text{ClO}_3)_2 \cdot 12\text{H}_2\text{O}$ ;  $\text{Mg}(\text{ClO}_3)_2 \cdot 6\text{H}_2\text{O}$ ;  $\text{N}(\text{C}_2\text{H}_4\text{OH})_3$  and a novel compound of the composition  $\text{MgOHClO}_3 \cdot \text{N}(\text{C}_2\text{H}_4\text{OH})_3 \cdot 2\text{H}_2\text{O}$ .

The crystallization region of the compound occupies most of the polythermal diagram. We have established temperature and concentration limits for the formation of magnesium complexes of mono-, di- and triethanolamine hydrochlorate. It is found out that the monoethanolamine complex is formed at a temperature interval of -52.5 ÷ 30.3 wasps, and di- and a triethanolamine complex respectively at -53.6 ÷ 32.4 and -56.0 ÷ 31.2 wasps. The complex  $\text{MgOHClO}_3 \cdot \text{NH}_2\text{C}_2\text{H}_4\text{OH} \cdot 2\text{H}_2\text{O}$  is formed at the concentration range 0.9-92.6%  $\text{NH}_2\text{C}_2\text{H}_4\text{OH}$  and 1,0-57,6%  $\text{Mg}(\text{ClO}_3)_2$ .

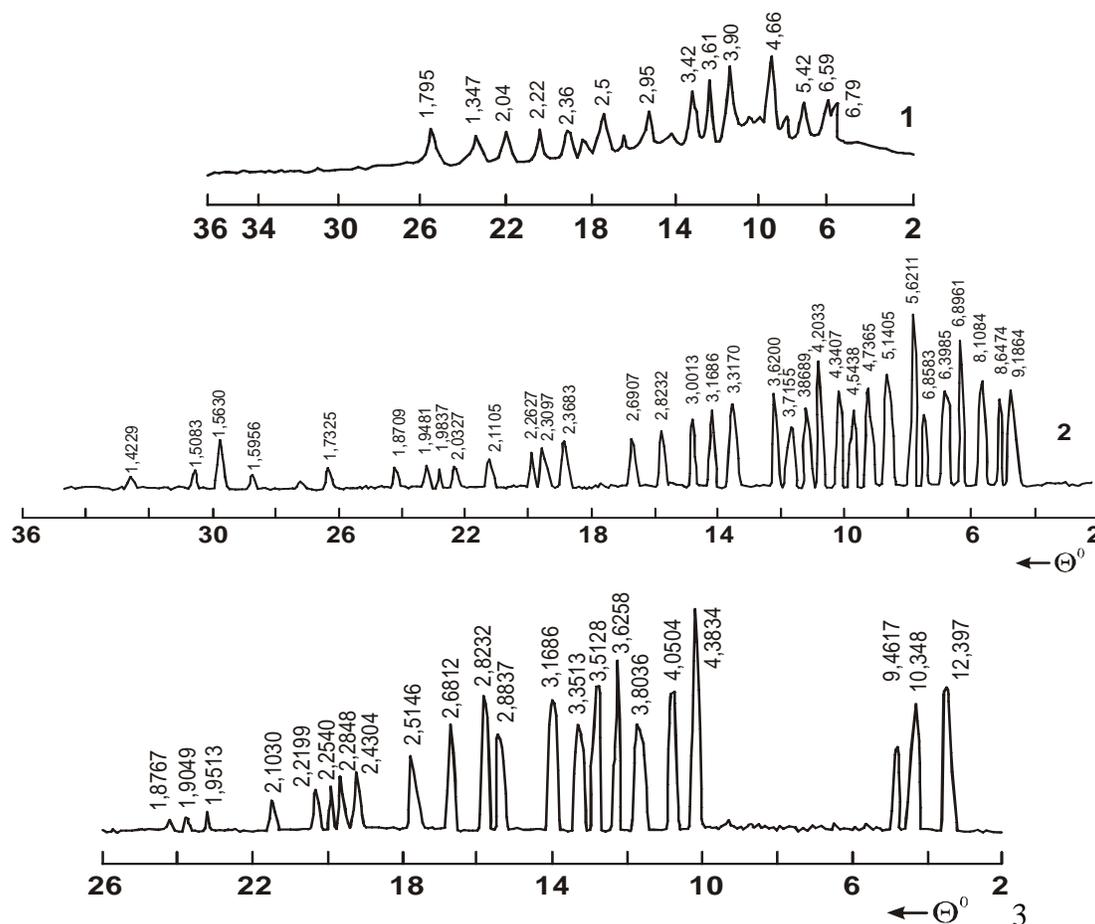
The formation of compound  $\text{MgOHClO}_3 \cdot \text{NH}(\text{C}_2\text{H}_4\text{OH})_2 \cdot 2\text{H}_2\text{O}$  is observed at a concentration of 3.3-89.2%  $\text{NH}(\text{C}_2\text{H}_4\text{OH})_2$  and 2.4-59.8%  $\text{Mg}(\text{ClO}_3)_2$ , and  $\text{MgOHClO}_3 \cdot \text{N}(\text{C}_2\text{H}_4\text{OH})_3 \cdot 2\text{H}_2\text{O} - 8,0-84,8 \%$   $\text{N}(\text{C}_2\text{H}_4\text{OH})_3$  and 9.4-57.8%  $\text{Mg}(\text{ClO}_3)_2$ . Analysis of the solubility diagram of the studied aqueous systems shows that during the transition from monoethanolamine to triethanolamine, a decrease in the crystallization region of the complexes formed in the systems is observed and their solubility is accordingly increased.

## RESULTS

With an increase in the molecular weight of ethanolamines in the homologous series, the concentration range of magnesium chlorate and ethanolamines causing the formation of complexes narrow. While the temperature range of formation of the complexes under

consideration expands. In the same sequence, the minimum concentration of magnesium chlorate and ethanolamines causing the formation of complexes varies.

The results of the X-ray phase analysis confirm the individuality of crystal lattices of complexes characterized by their own diffraction reflexes, the intensity of diffraction reflexes that are not characteristic of the original components.

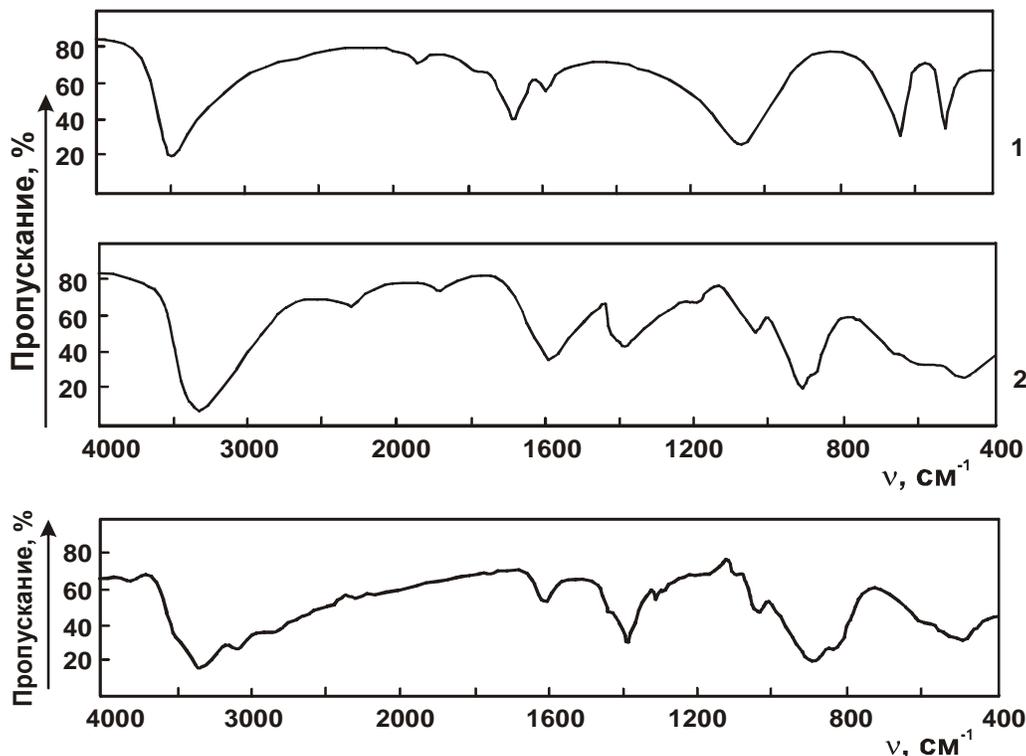


**Figure 1. Radiographs:  $\text{Mg}(\text{ClO}_3)_2 \cdot 6\text{H}_2\text{O}$  (1),  $\text{MgOHClO}_3 \cdot \text{NH}(\text{C}_2\text{H}_4\text{OH})_2 \cdot 2\text{H}_2\text{O}$  (2).  $\text{MgOHClO}_3 \cdot \text{N}(\text{C}_2\text{H}_4\text{OH})_3 \cdot 2\text{H}_2\text{O}$  (3).**

The mono-, di- and triethanolamine in the magnesium hydroxychlorate complexes are coordinated to the magnesium ion through the nitrogen of the primary, secondary and tertiary amino groups, as evidenced by the shifts of the absorption bands  $\nu(\text{NH}_2)$ ,  $\nu(\text{NH})$  and  $\nu(\text{CN})$  to the low-frequency domain by 30-28. 20-10 and 25-18  $\text{cm}^{-1}$ , respectively. Characteristic thermal effects of the heating curves of the hydroxychlorate of magnesium complexes of ethanolamines are the effects of cleavage of crystallization water and exothermic decomposition of complexes and their degradation products. According to thermogravimetric analysis, removal of the first molecule of crystallization water is completed in the range of 118-140  $^\circ\text{C}$ .

This water molecule is connected to the complex through a hydrogen bond and is located in the external coordination sphere of the complex. The second molecule of water is coordinated through oxygen with magnesium ion and is located in the internal coordination sphere of the

complex. Therefore, its removal occurs at 180-200 °C. The exothermic effect of decomposition of the complexes in question is observed in the range of 220-230 °C. It corresponds to the decomposition of the chlorate ion of dehydrated complexes with the simultaneous burning of the organic part of the molecules. Total weight loss after the exothermic effect is 82-87%.



**Figure 2. IR spectra:  $\text{Mg}(\text{ClO}_3)_2 \cdot 6\text{H}_2\text{O}$ (1),  $\text{MgOHClO}_3 \cdot \text{NH}(\text{C}_2\text{H}_4\text{OH})_2 \cdot 2\text{H}_2\text{O}$  (2),  $\text{MgOHClO}_3 \cdot \text{N}(\text{C}_2\text{H}_4\text{OH})_3 \cdot 2\text{H}_2\text{O}$  (3).**

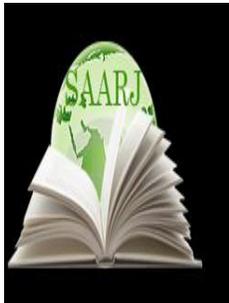
As the molecular weight of the complexes increases in the homologous series, the thermal stability of the complexes decreases. Based on the solubility diagrams of the studied systems, defoliant compositions were selected at the following component ratios: magnesium chlorate 2.5-3.5, mono-, di- and triethanolamine 1.0-2.0.

Agrochemical tests of synthesized compounds and defoliant compositions on cotton showed that they cause 84.8-86.7% of leaf fall and act gently on plants, stimulate the opening of boxes up to 88.9%.

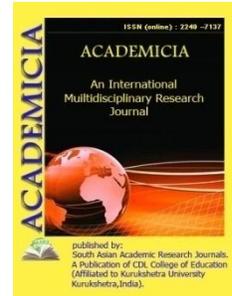
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**AL-KHWARIZMI'S CONTRIBUTION TO MAKING COMPUTATIONAL-  
 ALGORITHMIC TRADITION IN THE ERA OF EUROPEAN  
 RENAISSANCE**

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**ABSTRACT**

*The article tells about the scientific work of the great Uzbek scientist Muhammad al-Khwarizmi and his historical merits in world science. Algorithms are one of the hundred names of al-Khwarizmi. The article details the evolution of this term. The article also shows the role of algorithmic ideas and the al-Khwarizmi scientific school in becoming of well-known European mathematicians such as Leonardo Pisansky, Paccioli and many other Renaissance scientists.*

**KEYWORDS:** *Al-Khwarizmi, Algorithm, Central Asia, Mathematics, Arithmetic Treatise, World Civilization.*

**INTRODUCTION**

As is known Uzbekistan is one of the cradles of world science in the history of the development of world civilization. It was Uzbek land which had given the world such prominent thinkers of the Oriental and Western sciences as Beruni, Farabi, Al-Khwarizmi, Ulugbek and many others.

The achievements of mathematics and computational - algorithmic sciences of Central Asia during IX-XV cc. have left the lasting trace in the development of the world scientific thought. In the works of Central Asian mathematicians of paramount importance was the development of computational techniques. The zeal towards the perfection of these techniques was revealed in the works of Uzbek classicists of science which served as the basis for European mathematics and affected greatly the development of the world computational-algorithmic trend.

The works of prominent mathematicians of Central Asia and Uzbekistan enjoyed an invariable authority in the Orient in XI-XV cc. and later in Europe.

### LITERATURE REVIEW

Al-Khwarizmi's contribution had been studied and commented by the scientists of subsequent generations being the guidelines for research in various fields of mathematics.

Of special interest were scientific works of the outstanding Uzbek scientist Muhammad ibn Musa al-Khwarizmi who was at the source of contemporary mathematics and computer science, astronomy, geography; - he made a weighty contribution to the treasure-house of the world science: no wonder a noted American scholar of science George Sarton has named the whole first part of IX c. the epoch of Al-Khwarizmi as "the most famous mathematician of his time and taking into account all the circumstances – one of the greatest of all times".<sup>1</sup>

German scientist K.Vogel named Khwarizmi "the teacher of the West not only in algebra but also in his introduction of new Indian figures and methods of calculations".<sup>2</sup>

K.Vogel continues: ... arithmetics beginning with words "Dixit Algorizmi" lay down the foundation of the rapid growth of mathematical knowledge which had occurred in Western Europe during XVI-XVII cc."<sup>3</sup>

A well-known American scholar of Central Asia Frederick Starr also argues that "In mathematics, Khwarizmi was the first to elaborate a theory of equations solvable through radicals, which can be applied to the solution of a variety of arithmetical and geometrical problems. The result was a book, Algebra that gave its name to the field; the term algorithm is a corrupted form of his name. Khwarizmi advanced the field of spherical astronomy and did more than anyone else to popularize the decimal system that had been invented in India".

### ANALYSIS

In fact, the arithmetic treatise of Khwarizmi "Kitab hisab al adad al hindi" ("the book on counting by Indian figures") has played a leading role in history not only in arithmetics, mathematics and its computational – algorithmic trend, but also the world culture at large as the main source of propagation of positional number notation. It replaced throughout the considerably less elaborated alphabetic system of calculation used by Greeks, cumbersome Roman number system, complicated Chinese diagrams and the like. Arithmetics based on positional decimal number notation with the use of zero was first given in it. Since mid-XII c., the principles and techniques of decimal positional arithmetics the first propagandist of which in Bagdad was al-Khwarizmi gained wide recognition in Western Europe. At that time the intense activity of a group of translators of scientific literature from Arabic into Latin (universally accepted at that time in the learned world) began to develop.

After the conquest of Spain and Portugal by Arabs (early VIII c.) the Arab-Muslim culture had found its place for long. The Arabic language was an international language of science for European intellectuals. Therefore this period in the history of science and culture is sometimes called "Arabic". The Spanish towns Madrid, Cordova, Toledo, Seville were cultural and scientific centres not only in the Pyrenees peninsula but also in other states of Western Europe. "The people from neighbouring France, Italy and Britain came to learn sciences from Arabs".<sup>4</sup>

The period of the highest development of the civilization of the peoples of Central Asia – the Oriental Renaissance coincided in time with the strongest oppression of Church orthodoxy in all fields of European culture and science. As a result, there was a low level of mathematical knowledge and other natural sciences. Therefore the propagation of Arab – Muslim culture in Spain played an important role in the development of the European culture including mathematics. Of leading value for mathematics here was the propagation of the achievements of Bagdad school starting from works of Muhammad al-Khwarizmi.<sup>5</sup>

Western Europe was a successor and bearer of scientific ideas of ancient Rome and used Roman figures. Therefore “Indian counting” did not spread here immediately. At first, it was close to the deep-rooted Roman number system, -counting board in the letter-number system. Being afraid to draw terrible accusation on themselves in heresy the scientists went to Spain secretly to learn new alien skills for them.

Before half XII c. Europeans “learnt Arabic sciences through the language of the original”. Of paramount importance for the progress of mathematical knowledge in Europe were as it was already said, the translations from Arabic both original writings and Greek literature as well which were in the Arabic language. Translations from Arabic were in great use in XI-XII cc., however, the European mathematicians continued studying the Arab manuscripts in XV-XVII cc. as well. Based on the above-mentioned work of Khwarizmi there came into being an algorithmic (algorithmic) tradition in the Latin West in XII-XIII cc.

New arithmetic started to be named al - Khwarizmi in the Latinized form: “algorithm” or “algorism”, because the Latin translation of the book starts with the words: Algorizmi said (Dixit Algorizmi).

It is universally known that the Arabic original has not been found so far. The only copy of the manuscript, which was available in former times in the British abbey, was kept in the library of Cambridge University. According to the catalogue of the manuscripts which was made up in 1858, it was rewritten in small letters (XIII c).<sup>6</sup>

Each algorism (algorithm) was intended to popularize a new number system. New methods of counting with Indian figures suggested by al-Khwarizmi were much superior to the old, arduous ones. The work of al-Khwarizmi in the Latin translation served as the basis for the development of “Indian” arithmetics in Europe as well. As G.Sarton put it, this writing can be the main channel by which a new system became known in Europe.<sup>7</sup>

## DISCUSSION

The first translations of al-Khwarizmi’s works were performed by Adelardo from Bat (1126 y.), Johan Seville (XII c.) Robert from Chester (1145 y.), Gerardo from Cremona (XVII c.), Magister A. (1143 y.), Leonardo of Pisa (early XIII c.).<sup>8</sup>

The translation work was accompanied by making compilation writings and was international: those who were involved and accepted Christianity were Arabs, Spaniards, the families who accepted Islam before, Spanish Jews, Britishers, Italians, Slavs, Flanderers. There came a great amount of literature on “algorisms” to become one of the bases of further progress of science in Europe. As M.Simon put it: “Of crucial importance in accepting in Europe decimal positional number notation and new figures arithmetics, primarily with arithmetics of al-Khwarizmi.<sup>9</sup> Among several treatizes writhen in Latin and later in living languages between XII-XV cc. of

paramount interest are and play a vital role the following writings, because they are the most ancient of all known and it is these that call al-Khwarizmi the source of inspiration... In particular, we are dealing with one of the most ancient algorisms written in XII c. and more or less dating back to the lost Arabic arithmetics of Khwarizmi. One of these treatizes is available in the form of the only manuscript in Cambridge and was published in transcription in 1857 by Italian historian B. Boncompagni.<sup>10</sup>

The author of translation is not exactly known: probably it was Gerardo from Cremona. Some of the scholars assume that its author is Adelard from Bat, a British scholar and a thinker who played an important role as a pioneer of propagation of Arab science and philosophy in the first part of XII c. (J. Ruska, A.P. Yuschkevich, O. Fayzullaev, G.P. Matvievskaia, A. Akhmedov etc.) According to Andre Allard, a scholar from Belgium who studied the first translation of the text algorism it is impossible to identify its author.<sup>11</sup>

However, the manuscript does not represent an exact translation of al-Khwarizmi's work at all. The translation is probably a copyist of an earlier period, tailored the work of the Oriental scientist to the needs of the European reader. He substituted Arabic numerals and figures used by al-Khwarizmi and which were in use in Western Europe of that time for Roman figures. The arithmetic treatise – algorism of Khwarizmi was revised in mid-XIII c. by Spanish scholar Johann Seville. His work was called “Liber Algorismi de practica arismetrice” (the book of Algorism on the practice of arithmetics).<sup>12</sup>

The Latin revision is kept in Paris national library.<sup>13</sup> The manuscripts of J. Seville served as a source for the propagation of decimal positional arithmetics in Europe. Another writing often called “the Book on the introduction of Alhoarism in astronomy art compiled by magister A”. (“liber ysagogarum Alchorismi in artem astronomical a magistro A”.)<sup>14</sup> is known in two records, one of which has a date 1143. The authorship of the book is ascribed to magister A, to be considered by many scientists as Adelard from Bat, although there is no true evidence in favour of this hypothesis, according to A. Allard is not available so far.<sup>15</sup>

The copies of the manuscript are kept in Viena national library, in Bavaria state library in Munich, in Parisian national library and Ambrosian library.<sup>16</sup>

The development of arithmetics and mathematics at large in medieval Europe down to XVI c. was underway under the strong influence of al-Khwarizmi. It testifies that the name al-Khwarizmi in Latin transcription (algorithm) came into being in modern mathematics and the sphere of information technologies in the form of the name for calculation system performed by certain rules. A prominent scientist S. Gondz wrote: “the works of Khwarizmi – the start of the European science...”.<sup>17</sup> The number of works on algorism grew rapidly, they were available in various countries being first in Latin (the Latin language was the means of instruction in higher schools in Europe until XVIII c.) and later in living folk languages:

The arithmetic treatise “Algorismus demonstratus” (“The interpreted algorism”) the author of which is magister Gernard (Magister Gernardus XIII c.)<sup>18</sup> arouse great interest among the researchers.

Also, of great publicity was “Common algorism” (Algorismus Vulgaris) or “a Treatise on art of counting” (circa 1250 y.) (“Tractatus de Arte numerandi”) by an Englishman John Halifax.<sup>19</sup> The Latin nickname of this scientist – Johann Sacrobosco (Johannes de Sacrobosco, circa 1200-

1256). During XIII-XIV cc. hundreds of students studied at European Universities. The professors explained the manual on “algorism” Sacrobosco<sup>20</sup> in Latin – the international language of science.

For centuries this book had become the main textbook on calculations in the decimal positional system of calculus in many European Universities.

Almost at the same time with algorism of Sacrobosco there came “the Interpretation of algorism” (Demonstratio Jordani de algorismo”) by Jordan Nemorany mentioned in numerous lists.<sup>21</sup> Jordan Nemorany, the professor of Paris University and the General of one of the monks Orders propagated algorism in the Church monk circles.

French mathematician Alexander de Villa Dei from Normandy (died c.1240 y) set forth algorism of integer number in poetry – in 284 hexameters. His “Song on algorism (Carmen de algorismo”) was translated into French, English and Irish languages.<sup>22</sup>

An anonymous French algorithmic manuscript belongs to the second half of XIII c. The ancient English algorism “The art of Counting” (“Crafte of Nonbrynge” c.1300 y) as well as the first famous book on algorism in the Italian language (“Tractatus algorismi” was drawn up by a Jacobo from Florence in 1307.<sup>23</sup>

An essay “A book on abacus” by Italian merchant Leonardo of Pisa or Fibonacci (1202)<sup>24</sup> played an important role in propagation in Europe of the positional number system. Much information taken from the mathematical works in the Arabic language was classified in it. Fibonacci is a fervent supporter of Indo – Arabic arithmetics. Since the essay was mainly intended for commercial people, it was also common among the population at large. Although the work bears the name “A book on abacus”, it has nothing to do at all with calculations using the counting board. The headline seems to be for Leonardo a term abacus as a synonym for arithmetics – in this sense, it was used by Italians later.

The introduction of the positional system into school education, the common use of builders, engineers, calculators, calendars, traders, book-keepers, clerks and others gave rise to spread of calculations in social life, science (astronomy) and technology. The growth of algorithmic literature was largely due to the invention of book-printing, some treatises were reprinted more than once. In XIV-XV cc. Indian arithmetics was widely in use among merchants and calculators (mainly in Italy and later in Germany and France).

In Germany due to the growth of towns, expansion of trade and handicrafts there came a demand for business circles for learning methods of counting. It was in XIII c. that there appeared specialized schools in which would be calculators were trained. They were called rechenmeisters (German trade towns.)<sup>25</sup> Calculators played a great role in the introduction of Indo-Arabic arithmetics. The instruction was in German and in this manner the German mathematical terminology was drawn up. Soon alongside Latin there came into being numerous German textbooks on “algorism”.

Among the first and the most significant writings of such kind published in XV-XVI cc. one should name the textbooks written by Ulrich Wagner and Johann Widman. Wagner’s book entitled “Bamberger rechenbuch” (publ. in 1482) was the first printed German writing on “algorism”.<sup>26</sup> In the book by Johann Widman (1489 y) “Behende und Rechnung Auf Allen Rauffmanscaff” only one section out of three was devoted to practical arithmetics.<sup>27</sup> Over three

centuries the European algorithmicians had made a lot of changes and improvements in the Khwarizmi's counting system. Particularly, in the "Treatise on algorism" by P. Beldomandi (died in 1428) which was published in 1483, the arrangement of operations takes an up-to-date form.<sup>28</sup>

Muhammad ibn Musa al - Khwarizmi's Nisba<sup>29</sup> in its Latin forms – more often *algorithmus* or *algorismus* turned into the name of new arithmetics, algorithm or algorism.<sup>30</sup> Later the term algorithm was to be meant any regular computational process. Approximately, at the same time mention was made on "algorists", (for instance, the word "algorists" is to be found in the "A book on algorism from Salem monastery i.e. adherents to algoristhetic arithmetics, the opposite to "abacusists").<sup>31</sup> This name comes from the special device – abacus which resembles present-day counting boards with the help of which all practical calculations were performed.

It should be noted that the spread of algorithmic arithmetics was not so fast (although in the middle of XIII c. new arithmetic was known both in Austria and Bavaria), and it was not due to the quality of the book and its translation but far more common reasons: the resistance of the old, strong school, i.e. abacusists, the very limitation of a group of mathematicians and dissociation, the very small number of schools, the lack of book-printing etc. Algorithmic arithmetics as from XII c started gaining its positions in a fierce struggle with abacusists who used Roman numbering and duodecimal Roman fractions and too cumbersome ways of multiplication and division.

Thus, we see that Latinized name al-Khwarizmi was entered in the title of the book and nowadays, there is no doubt that the word "algorithm" came into the European languages because of this writing. It can be said with certainty, that the Uzbek scientist Muhammad al-Khwarizmi has taught Europe the art of counting and his writing on Indian arithmetics by its worthiness deserves the honour to be a handbook of the first algorithmicians of the East and West.

## CONCLUSION

Al-Khwarizmi's works, as it was already said, gave rise to a new mathematical object and algorithm being widely-used in the field of informational technologies. At the outset, "algorithm" meant the name of the scientist, later numbering in the positional system of counting, and now any system of calculations made according to stringent certain rules.<sup>32</sup> Algorithm - a regular successive process to be used for solving problems of a given type.<sup>33</sup>

Thanks to al-Khwarizmi the European and world scientific thoughts have got acquainted with the notion algorithm, one of the basics not only in the sphere of mathematics and computer science but also in the field of informational technologies. In the XXI c. algorithm has acquired a special significance. Mathematical logic and computer science have also raised their claim to it. The present-day Internet and informational technologies cannot do without the theory of algorithms. Nowadays we know web-algorithms, algorithmic languages (Alpha, Fortran, Basic, HTML, Java etc, all in all, more than 500 algorithmic languages operating in various countries worldwide), algorithms of information retrieval on the Internet. The name al-Khwarizmi has been immortalized in the very name of the scientific notion. The word "al-Khwarizmi" has developed and changed over twelve centuries and again has taken on the form "al-Khwarizmi", but along with the notion "algorithm", al-Khwarizmi, Algorizmi, Algorismus, Alchwarism, Hwarism, Algorithm al-Khwarizmi algorithm.

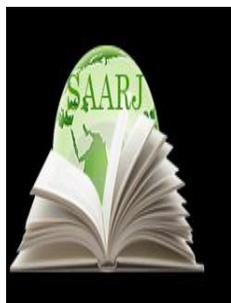
The first – scientist’s name, the second - notion. It is difficult to overestimate the great service of al-Khwarizmi for world science. He was a forefather of the strong cohort of scientists of the Medieval Orient who built the bridge from ancient science towards the epoch of European Renaissance. The writing of al-Khwarizmi (Khoresmi – author’s note), particularly his arithmetics served the basis both for the Oriental and for the European mathematical literature as well during the first years of the era of Renaissance. If Khwarizmi’s arithmetics was an inspiring source of any chisabu Hindi in the Orient, in the West i.e. in Europe over the last period of Medieval stagnation of scientific thought and in the first years of Renaissance it performed the same role, it was Oriental school of Muhammad ibn Musa al-Khwarizmi that trained prominent mathematicians like Leonardo de Pisa nicknamed Fibonacci, Lukas du Burgo nicknamed Paccioli and others.<sup>34</sup>

One can say with certainty that al-Khwarizmi and Central-Asian scientists, in general, have made their contribution to making Renaissance in Western Europe. Academician N.I.Conrad<sup>35</sup> was right when he said that Central-Asian culture at that time as in many fields of technology and material culture, especially in art and in the field of the legislature, political doctrines, philosophy, historiography, science and fiction had developed earlier and had been richer in content than all these spheres of culture in the West.

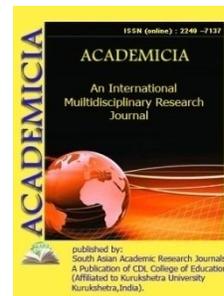
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## THE PROBLEM OF REASONING OF STUDENTS' OCCUPANCY IN INDEPENDENT WORK IN HIGHER EDUCATION INSTITUTIONS

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 Zoirova F.U\*\*\*\*\***

UZBEKISTAN

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### ABSTRACT

*This article describes the problem of students' 'occupancy in independent work in universities. The article shows the identification of pedagogical and psychological prerequisites for establishing the volume and criteria for independent work of students.*

**KEYWORDS:** *Subjects, Pedagogy, Personality, Creativity, Independent Work, Development, Skill, Study, Curriculum (Or Work Programme).*

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### INTRODUCTION

Revealing pedagogical and psychological prerequisites for establishing the volume and criteria of students' independent work is one of the most important problems in pedagogical science. On one hand, it is rooted in the problems of theoretical and experimental study of the motivation of human behavior posed at the beginning of the 21st century. On the other hand, any independent activity forces the primary reasons for the creative activity of the individual: this activity must be supported and developed, revived, and promoted to change for the better.

The importance of talent, initiative and human creativity is expanding in the context of the transition of the entire system to a market economy, the need for a sharp increase in attention to education and culture. Moreover, it is impossible to create a prosperous economy here, to raise domestic science and technology to the world level without putting the work of improving independent work and the creative activity of an individual to the proper level.

We can say that the problem of determining the volume and criteria of independent work in any educational institution has many aspects, sometimes it is even called riddle # 1.

The importance of the development of independent creative thinking and creative activity is recognized by everyone, however, as an object of a special kind, they have not been analyzed

enough. In our opinion, an integral indicator that expresses the creative independent activity of a person is his participation in independent creative activity.

In order to achieve this, it is necessary for all teachers to focus on determining the volume of independent work of students. From the very first year, teaching independent creative work is, first of all, fostering a new attitude to their profession: developing a “search skill”, revealing the causes and consequences of imperfection in the organization of production process, its technologies and techniques. The student must firmly grasp that nothing is completely perfect and everything that exists can be made even more perfect.

The work is mainly devoted to the presentation of our approach to the constructed model of pedagogical and psychological foundations for improving independent work in educational institutions, substantiating the theoretical model of the system, the volume and criteria of independent work, describing the methods developed for studying the students ‘occupancy in independent work.

Conducted research on the study of the occupancy in independent work among freshmen showed that it is 58% of the total established possible workload. For sophomores, 106%, for third-year students, 75%, and for graduates, 130%, the fact that the percentage of first-year students with a low level of workload on independent work remains significant, and among graduating courses it is overloaded, these uneven distribution of the volume of independent work of students makes them improve the system of independent work. Teacher - student - independent work - feedback.

It seems to us that by now there is a need for scientific multilateral analysis and identification of the reasons for the uneven workload of students with independent work.

Let us introduce the concept of an indicator of uneven students ‘occupancy in independent work; this indicator is linearly determined by the following formula:

$$\Pi(t) = q * t(1)$$

where  $\Pi(t)$  – indicator of the level of students’ occupancy on independent work (in percent);

$q$  – Indicator of stability of growth and development volume and complexity of students’ independent work;

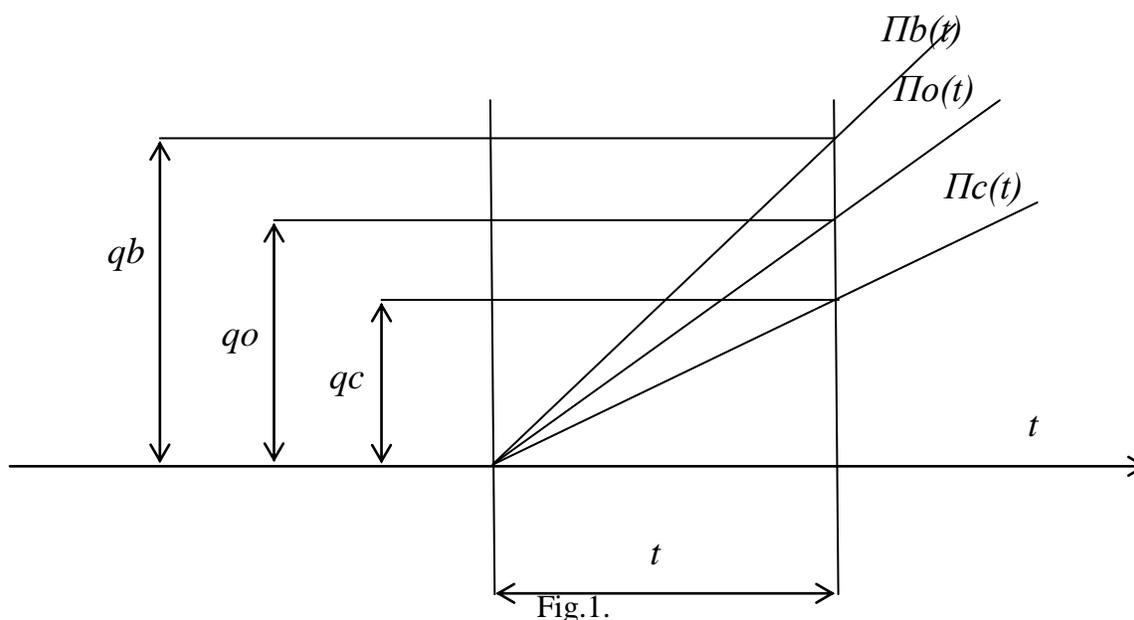
$t$  – Generalized time (academic years)

From formula (1) it can be seen that the indicator of uneven workload of students with independent work is the first derivative of the curriculum, which means

$$q = \frac{q\Pi(t)}{qt} (2)$$

The analysis of formula (2) shows that the effectiveness of the organization of students’ independent work largely depends on the successful development of the current curriculum of universities.

Can be imagined as follows (Fig.1):



Where  $qc$ ;  $qo$ ;  $qb$  – a corresponding indicator of the stability of growth and development of independent work in terms of the volume and complexity of the average, optimal and high levels of the developed curricula.

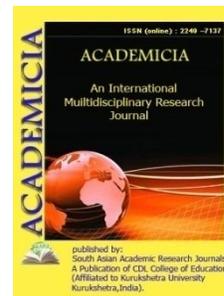
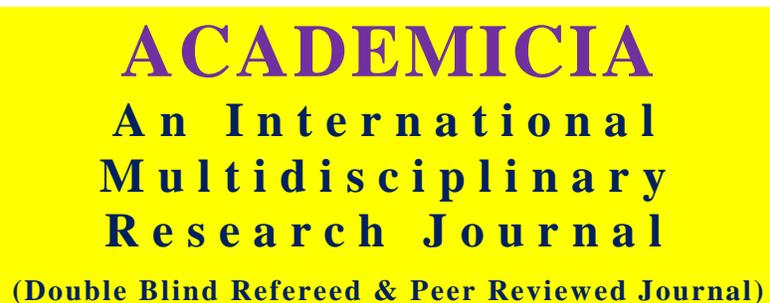
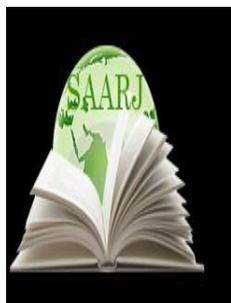
The graph shows that with the same generalized time and the same conditions, the indicator of the stability of growth and development of independent work mainly depends on the reasonable development of the curriculum.

This means that the curriculum system, the curriculum (workprogramme), independent work will be developed with stable growth only if it is provided with a highly qualified education planning.

Taking into account the forecast of ensuring the uniformity of the students' occupancy in independent work, we can say that this is a complex function and it depends on a number of factors, specialists, direction of profiles, activities and conditions. Therefore, the task of pedagogical education and scientists today is to find such a fundamental theory that would actually ensure the greatest stability of growth and development volume and complexity of independent work in the system curriculum and the curriculum (work programme) in the institutions of higher education.

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## THE MAIN METHODS OF FOREIGN LANGUAGE TEACHING

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### ABSTRACT

*This article is about mastering the methods of teaching foreign languages, strengthening the motivation of the content of education, and much more. German or French as a foreign language should not be excluded from this development of foreign language teaching methods. Knowledge of the basics of the methodology is necessary and useful for teachers. This allows textbooks to be classified according to the appropriate basic method. Knowledge of the methods allows you to choose the appropriate method (textbook) or the best methodological path for the relevant target group, their skills and the learning objectives.*

**KEYWORDS:** *Strengthening, “Living Languages”*

### INTRODUCTION

The historical development of foreign language teaching can also be read from the sequence of methods. The methods of teaching in the ancient languages (Greek and Latin) were first transferred to the so-called newer languages (English and French) introduced in school lessons. With the changing demands on foreign language teaching to teach the “living languages” in such a way that they can be used both in writing and orally outside of school assignments, the methods have changed and are changing too. They often took in and absorb what may previously have been neglected by the previous methods and responded to current needs of society. They also take into account the latest results from the various related sciences.

German as a foreign language is not to be excluded from this development in foreign language teaching methods. Knowledge of the basics of methods is necessary and useful for teachers. This makes it possible to classify textbooks based on the method on which they are based. Knowledge of methods makes it possible to select the appropriate method (the textbook) or the best possible

methodological path for the respective target group, their skills and the given learning objectives (see Jung2001,137).

The term method / methodology is derived from the Greco-Latin word method's / method us and means something like: access / path that leads to a specific goal.

The present work aims to address four most important methods and show their differences and similarities: the grammar - translation method, the audio-lingual / audio-visual method, the communicative-pragmatic-oriented method and the mediating method.

### **2.1 Grammar Translation Method**

The grammar translation method was adopted from ancient language teaching (Latin, Greek) and transferred to teaching modern foreign languages. German was presented using the categories of Latin grammar, with many exceptions naturally being listed, the learning of which was then often given great importance in class.

The model of language teaching was the written language of aesthetic literature. The language was understood as a building that is composed of certain building blocks according to logical rules.

Learners should understand and learn to use the construction rules of the language. The learning concept was cognitive: language learning should promote the development of logical and orderly thinking (see Heyd1991,25).

The lessons after the GÜM consisted of 3 phases: the introductory phase, in which grammar was presented; from the practice phase, in which sentences on grammar subjects were formed; from the application phase, in which reading, writing and translating were practiced as an application of the subject matter. The focus was on learning grammatical rules, which led to the formation of correct sentences via example sentences. The predominant forms of exercise were grammatically correct completion of clauses in the gaps or grammatically oriented transformations and translations. The back and forth translation of texts served as proof of language proficiency. The spoken target language played a very subordinate role (see Jung 2001, 137).

The learner was not given the opportunity to work out a problem area independently. His mind was not nurtured either. The learners participated more passively than actively.

### **2.2 Audio-lingual / audio-visual method**

According to the universal dictionary Duden, the terms audiolingual and audiovisual are defined as follows: audiolingual [from Latin audire = to hear and lingua = tongue]: [in language lessons] based on the spoken word; audiovisual: audible and visible at the same time. With regard to language lessons, the first case concerns the use of sound devices such as e. Cassette recorders, CD-ROMs, in the second case media such as video recorders, audio courses with textbooks, computers. The AL / AV method grew out of a combination of behavioristic learning theory and linguistic structuralism. In the USA, structuralism had established itself as the linguistic basis of foreign language teaching in the 1940s.

The working methods of structuralist linguistic research were transferred directly to foreign language learning as methodological principles.

The AL / AV method encourages natural language acquisition (one should teach a foreign language like the mother teaches her child the mother tongue). Language is seen as a bundle of speaking habits, as verbal behavior (see Heyd1991,29).

Language acquisition is explained with considerations from behavioral psychology, which reduces human behavior to the mechanical sequence of stimuli and reactions of pretending and imitating, and thus restricts the creative abilities of humans to a minimum and leaves little room for active psychological processes.

The aim of the AL / AV method was the development of language skills and no longer language knowledge. The teaching principles of the AL method included.

- Priority of the oral over the written
- Situativity of the lesson
- Authenticity of the language models
- Practice of speech patterns through imitation and frequent repetition
- Basic monolingualism in teaching, exclusion of the mother tongue from teaching
- Progression of the learning program based on the grammar subjects by systematically increasing the complexity of the language patterns of the target language
- Characteristic forms of exercise of the AL method
- Pattern drill exercises
- Setting switchboards / substitution exercises
- Fill in the gaps / insertion exercises
- Learning by heart and replaying model dialogues (cf. Neuner et al 1993, 61)

The AV method represents a further development of the audio-lingual method. The teaching principle of the AV method consists in combining language with visual material wherever possible. The teaching techniques of the audiovisual method include:

- Presentation of an image or a sequence of images and a dialogue recorded on tape. - In the second phase the meanings of individual conversation units are explained
- In the third phase, the dialogues must be learned by heart by repeating the image and text several times - In the fourth phase, the learners are asked to make their own dialogues about the pictures
- Pattern drills are carried out every hour - Writing and reading will be included in the class later in the course

A comparison of audio lingual and audiovisual methods with regard to their methodological procedures reveals clear parallels. Just like the ALM, the AVM attaches great importance to the spoken language, it uses simple model sentences to practice individual sentence structures (pattern drills), allows the various patterns to be learned by heart and uses technical aids in teaching (cf. Neuner et al 1993, 62ff).

### **2.3 Communicative - pragmatic - oriented method**

The communicative method wants student-centered teaching. After a phase of fascination with the subject matter and the concentration on objectively and measurable learning objectives in the field of linguistic systems that can be measured with objective test procedures, a stronger focus on the learner than on the subject of the learning process and on the learning process itself is characteristic of the current state of the discussion (Neuner et al 1981 , 13).

In the development of communicative didactics since the first half of the 1970s, two basic directions have been observed: one that is more pragmatic and functional and one that is more pedagogical. In the 1970s, new target groups came up (secondary school students, adults, participants in professional development) who required a change in teaching methods. The result was a student-centered communicative method that later no longer starts with the subject matter, but with the student as the subject of the educational process. The learner has been activated and is understood as a partner in the learning process. This is linked to the change in social forms. The traditional frontal teaching is expanded by variable forms of individual, partner and group work.

In foreign language teaching, the needs of the learner must be taken into account. The role of teacher is also seen in a new way. The teacher is more of a helper in the learning process and no longer a media technician. The topics dealt with should affect the learner. He should be motivated to learn foreign languages. It is based on the experience of the learner. The content should mean something to the learner. They should help him to orientate himself in the foreign world and to develop a new perspective on his own world. Comprehension skills become the starting point for foreign language learning. The media play a very important role in this. They are integrated into the classroom. The individual skills are no longer isolated, but practiced in conjunction with one another. Discursive and partner-related speaking will distinguish. A distinction is made between a grammar of understanding and a grammar of communication, and both are developed differently. Both authentic factual and popular scientific texts are dealt with increasingly. The importance of global and selective understanding of authentic listening and listening / seeing texts is recognized and the learner is taught appropriate strategies for this. Regional studies are intended to expand the learner's world experience. It is based on the experiences that the learner has gained in their own culture. For this purpose, the conditions of the target culture are presented in a differentiated manner and compared with the experiences and attitudes of the learner.

Linguistic activity is considered to be an intellectual and creative activity of the student. Communicative skills are derived from the situation, role and text variety analysis (see Heyd191, 29ff).

### **2.4 Mediating method**

This is understood to be a method that selects principles and elements from closed, strict method concepts and mixes them with one another. When making the selection, the criteria of applicability and reliability in practice play a central role.

It is accepted that the reasons and deductions for sub-goals and sub-areas of language teaching are inconsistent and sometimes contradict each other (e.g. cognitive justification of language acquisition / exclusive use of imitative forms of exercise or explanation of second language

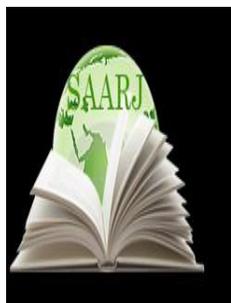
acquisition in analogy to mother tongue acquisition /Use of bilingual explanatory procedures and exercises).

Standards of the mediating method that have developed in particular in foreign language teaching at secondary schools:

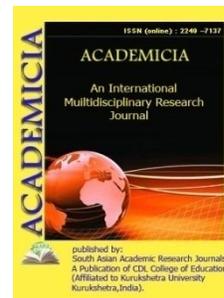
- Orientation towards intellectual and formal educational concepts (simple waiter German is sufficient)
- High priority in grammar lessons (ability can only be achieved through knowledge; from example to rule)
- the grammar lessons run in cyclical progressions (from elementary to specific)
- High importance of literature lessons (text analysis / reflection on texts ") - Orientation towards pragmatic learning goals (understanding in conversations is important)
- Emphasis on dialogical communication (everyday communication) - Observance of the principle of enlightened monolingualism (understanding must be ensured) - preference for frontal forms of teaching (the teacher must control the acquisition of skills and knowledge)
- Consideration of forms of instruction that promote the independence of the learner (the learner's own activity must be supported)

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## GRANULAR COPOLYMER SYNTHESIS OF ACRYLONITRILE AND HEXAHYDRO 1.3.5-TRIACRYLILTRIAZINE AND ITS PHYSICOCHEMICAL PROPERTIES

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### ABSTRACT

*A new anion-exchange granular sorbent was obtained by cross-copolymerization of 1,3,5-triacrylyltriazine with acrylonitrile and its chemical modification with hydroxylamine. In this reaction, hydroxylamine showed a catalytic effect, bringing the static exchange capacity (SEC) of the anion exchanger to 4.7 mg-eq/g. The influence of the concentration of hydroxylamine, temperature and reaction time on the static exchange capacity (SEC) of the anionite was investigated. Carrying out the amination reaction at 95 ° C for 5 h and increasing the hydroxylamine concentration in the reaction mixture to 10 mass% turned out to be the most optimal conditions for modification. The potentiometric titration curves showed that the resulting anion exchange had low basic groups. The ionization constant of the functional groups of the anionite ( $pK = 7.1$ ), found in the graphic solutions of the Henderson-Hasselbach equation, confirms the low basicity of the anionite. The sorption capacity of the anion exchanger for metal ions from aqueous solutions containing a mixture of  $Ag^+$ ,  $Pd^{2+}$ ,  $Pt^{2+}$ ,  $Cu^{2+}$ ,  $Sc^{2+}$ ,  $Ba^{2+}$ ,  $Sr^{2+}$ ,  $Ni^{2+}$ ,  $Co^{2+}$ ,  $Cd^{2+}$ ,  $Cr^{3+}$  and etc. ions is 10-8 g/l and  $pH = 5-6$ . It has been established that the new anion exchanger selectively and quantitatively (100%) absorbs  $Ag^+$  and  $Pd^{2+}$  ions, which is promising as a selective sorbent for  $Ag^+$  and  $Pd^{2+}$  ions.*

**KEYWORDS:** *Copolymer, Modification, Anion Exchanger, Potentiometric Titration, Sorption*

## I. INTRODUCTION

It is known that sorption materials are increasingly finding their application in various fields of industry, where it is required to improve the quality of raw materials and products, deep purification of technological solutions. It is important that sorbents used in industry to increase the yield to a high percentage are technologically and economically viable. Accordingly, the problem of synthesizing ion-exchange materials capable of selectively sorbing metal ions from complex technological solutions remains urgent.

The aim of this work is to synthesize new ion-exchange granular sorbents based on a copolymer of acrylonitrile and hexahydro 1,3,5-triacrylyl triazine, to find the optimal modification parameters, and to study the physicochemical properties of the obtained anionites.

## II. Experimental technique

The modification of the copolymer of the porous structure of AN and GTT with hydroxylamine was carried out in a 5% solution of dimethylformamide at 369-371K for 5 hours in a weakly acidic medium in order to partially swell the granules [1, pp.25-30].

The resulting anion exchanger was identified by IR spectroscopy, which confirms the absorption bands of ionogenic groups, in particular, in the regions of 2250, 1650 and 1250  $\text{cm}^{-1}$ , corresponding to the vibrations of CO, NH,  $\text{NH}_2$  bonds.

The acid-base properties of the sorbents were determined by potentiometric titration. To determine the pK functional groups of the ion exchange sorbent, ie to establish the relationship between the degree of their ionization and the pH values of the solution, we used the Henderson-Gesselbach equation [2, p. 110]:

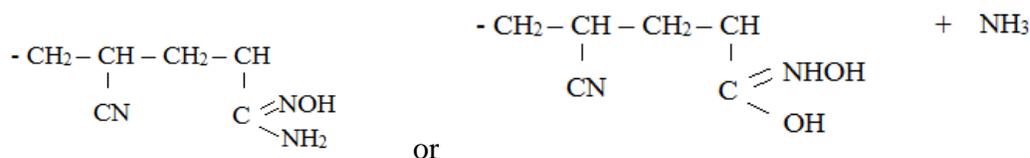
$$pH = pK \pm \lg \frac{1-\alpha}{\alpha},$$

where the sign in front of the second term of the equation is positive for bases and negative for acid groups.

The sorption of metal ions was studied by a dynamic method. The initial concentration of elements was  $10^{-8}$  g/l, and the pH of the solution was 5-6. For the quantitative characterization of sorption, the neutron activation method was used, for which the initial solution and the sample of the ion exchanger were irradiated after sorption. The value of the degree of sorption was calculated from the difference in the pulse area of the elements that correspond to certain energy values (in keV).

## II. RESULTS AND ITS DISCUSSION

It is known that the interaction of cross-linked polyacrylonitrile and granules based on it with hydroxylamine will lead to the production of polyacrylamidoximes or polymeric hydroxamic acids. The modification process can be schematically represented as follows:

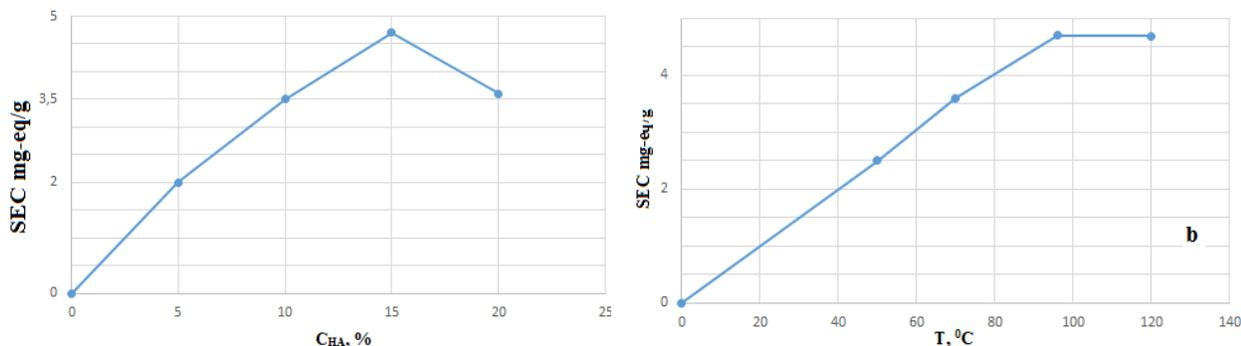


As a result of the modification reaction in the presence of a catalyst, the SEC of the anionite reaches 4.7 mg-eq/g.

It is known that the development of a new method of anion exchanger requires optimal conditions for the synthesis of his research, which is important both from a technological and economic point of view. To find the optimum synthesis conditions have been studied the effect of various factors (the concentration of hydroxylamine, temperature, reaction time) for static exchange capacity (SEC) ion exchangers, which is the basic measure of the qualitative and quantitative evaluation of the reaction product.

To establish the effect of hydroxylamine concentration on SEC, the modification was carried out in the concentration range from 5 to 16 mass percent of the aminating agent. Figure 1 (a) shows the dependence of the SEC of anion exchangers on the concentration of hydroxylamine.

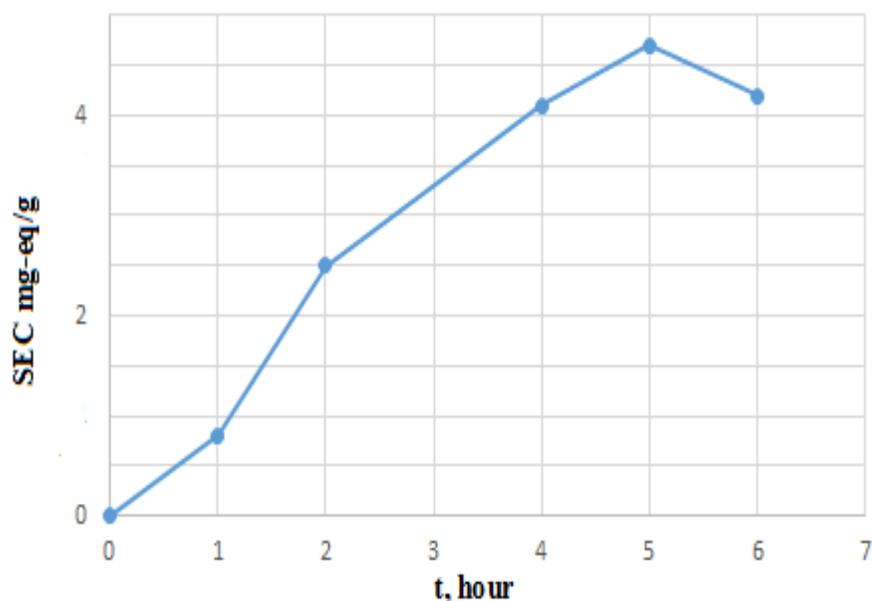
The results of studying the effect of temperature on the SEC of modified copolymers are shown in fig.2. As can be seen from the data presented in fig.1(b), in the temperature range of 369K, the SEC value of anionite sharply increases.



**Figure 1. Dependence of the SEC of the anionite on the concentration of HA in the reaction mixture (a) and the process temperature (b)**

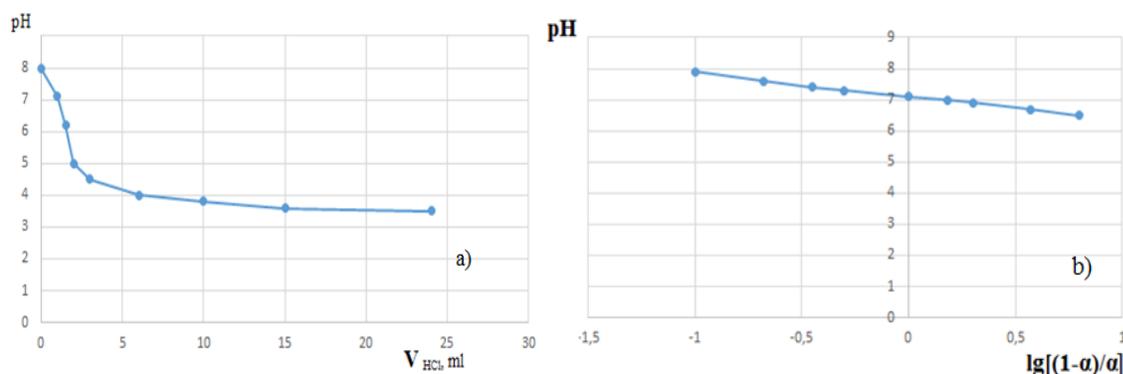
The effect of the duration of the amination reaction was studied in the range from 2 to 8 hours, the results of which are shown in fig.2.

As can be seen from the data presented in Fig. 2, the dependence curve comes through a maximum with a reaction duration of 5 hours. An increase in the reaction time leads to a decrease in the SEC.



**Figure 2. Dependence of the SEC of the anion exchanger on the duration of the amination reaction**

As can be seen from the data presented in fig.3. The obtained anion exchanger has a weakly basic character, the pK of which is 7.1

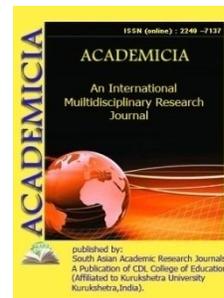
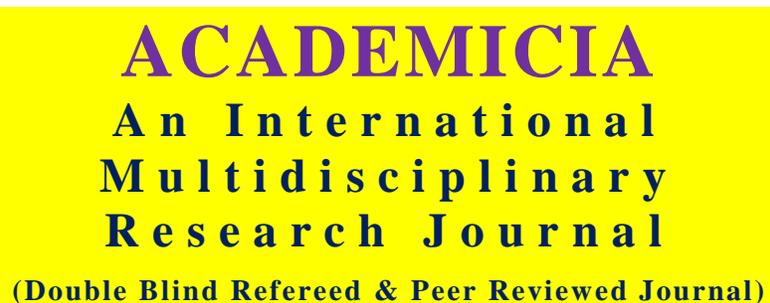
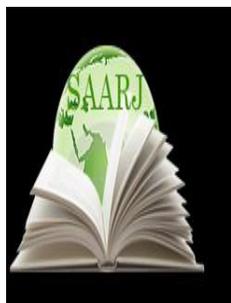


**Figure 3. Curves of potentiometric titration of anionite: differential (a) and expressed in the coordinates of the Henderson-Hasselbach equation (b)**

The presence of imine and amine groups containing a lone pair of electrons, as well as a spatial structure, imparts complexing properties to the anion exchanger [3]. To clarify the complexing properties of the obtained anionite, the sorption of metal ions from aqueous solutions containing mixtures of various ions such as  $Ag^+$ ,  $Pd^{2+}$ ,  $Pt^{2+}$ ,  $Cu^{2+}$ ,  $Sc^{2+}$ ,  $Ba^{2+}$ ,  $Sr^{2+}$ ,  $Ni^{2+}$ ,  $Co^{2+}$ ,  $Cd^{2+}$ ,  $Cr^{3+}$  and others with an initial concentration of  $10^{-8}$  g/l and pH = 5-6 was studied. It was found that the new anion exchanger selectively and quantitatively (100%) absorbs  $Ag^+$  and  $Pd^{2+}$  ions, which has prospects as a selective sorbent for  $Ag^+$  and  $Pd^{2+}$  ions.

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## MATHEMATICAL MODELS OF TECHNICAL SYSTEMS

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### ABSTRACT

*The analysis of the used mathematical models of technical systems is carried out. The groups of models are distinguished depending on the level of the hierarchy, the form of presentation, the nature of the displayed properties, the method of obtaining, the level of physical properties of technical objects, the ability to predict the results.*

**KEYWORDS:** *Mathematical Model, Technical System, Form Of Presentation, Degree Of Abstraction.*

### INTRODUCTION

At present, the development of technology is characterized by a rapid change in the models of manufactured products and an increase in the number of developments with higher consumer qualities. This affects the intensification of the processes of creating new technology, improving the quality of projects, developing and organizing the production of competitive products in a short time. An important role is also played by the timing and quality of design work. Their compliance with modern requirements can be ensured by using a new design technology based on the use of mathematical modeling methods.

The relevance of the study lies in the fact that the modeling of technical systems is a modern scientifically grounded method used in experimental and theoretical scientific research.

The purpose of the study is to identify the features of mathematical models used in the study of technical systems.

The purpose of the study identified the tasks:

- To analyze the used mathematical models of technical systems;
- To distinguish groups of mathematical models of technical systems depending on various parameters.

Modeling is based on replacing an object with some of its model, followed by research to obtain the necessary information about the object.

Any model of a technical system is some non-identical analogue of it. To be analogous to a system means to be similar to it. The similarity of various systems can be physical and mathematical [2].

When studying deterministic processes in which their determining values change according to certain laws, physical modeling is effective. Mathematical modeling is usually used to describe various systems, processes, phenomena. It makes it possible, through mathematical symbols and dependencies, to compose a description of the operation of an object in the surrounding environment, to determine output parameters and characteristics, to obtain an assessment of quality performance indicators, etc.

Physical and mathematical modeling are not opposed, but complement each other. At the same time, mathematical modeling, which considers a whole class of similar phenomena described by the same equation, is a system more general than physical modeling.

Mathematical modeling of technical objects is a kind of mathematical modeling. The object of mathematical modeling is a certain technical system. When designing, describing the operation of a technical object, many types of mathematical models are used, depending on the level of hierarchy, the degree of decomposition of the system, aspect, stage and stage of study.

In particular, models at the micro and macro levels of mechanical, hydraulic, thermal and electrical systems are considered.

The mathematical model is an analogue of the object under study. The degree of its adequacy to the object is determined by the formulation and correctness of the solutions of the research problem.

The set of variable parameters (variables)  $X$  forms the space of variable parameters  $R_x$  (search space), which is metric with dimension  $n$  equal to the number of variable parameters.

The set of independent variables  $Y$  forms the metric space of the input data  $R_y$ . In the case when each component of the space  $R_y$  is specified by a range of possible values, the set of independent variables is displayed by some bounded subspace of the space  $R_y$ .

The set of independent variables  $Y$  determines the operating environment of the object, i.e. external conditions in which the investigated object will work.

It can be:

- Technical parameters of the object, not subject to change during the study;

- Physical perturbations of the environment with which the research object interacts;
- Tactical parameters that the researcher must achieve an object.

Input considered a generalized model of a metric space criterion indicators the  $R_{the G}$ .

The analysis of scientific literature [1-4], considering the problems of modeling technical systems, made it possible to identify the following groups of models:

- by the form of presentation of the mathematical model;
- by the nature of the displayed properties of the technical object;
- by the degree of abstraction;
- by the method of obtaining a mathematical model;
- accounting for the physical properties of a technical object;
- by the ability to predict results.

*By the form of representation of mathematical models*, invariant, algebraic, analytical and graphic models are distinguished.

An invariant model is a mathematical model specified by a system of equations, without any connection with the method for solving these equations.

When using an algebraic model, the relationships are associated with the chosen numerical solution method and are written in the form of a sequence of actions - an algorithm.

The dependence of the sought variables on the given values is represented by the analytical model. This type of model is obtained either on the basis of physical laws, or as a result of direct integration of the original differential equations using tabular integrals.

The representation of graphic objects: graphs, equivalent circuits, diagrams, etc., is carried out by a graphic model. To use graphic models, a rule of unambiguous correspondence of conditional images of graphic elements and components of an invariant mathematical model must be defined.

*By the nature of the displayed properties of a technical object*, mathematical models are divided into functional and structural.

The processes of functioning of technical objects in the form of systems of equations describe functional models. They are used at all hierarchical levels, stages and stages in functional, structural and technological design.

When solving problems of structural synthesis, structural models are used and they display only the structure of objects. The parameters of structural models have signs of functional or structural elements that make up a technical object and by which one variant of the object structure can be distinguished from another. Such models are in the form of tables, matrices and graphs.

*According to the degree of abstraction*, three main hierarchical levels are distinguished: meta level, macro level or micro level.

The initial stages of research correspond to the meta level. At this level, scientific and technical search and forecasting, development of a concept and technical solution are carried out. Methods of automatic control theory, mathematical logic, graph theory, queuing theory are used.

When investigated at the macro level, an object is considered as a dynamic system with lumped parameters. Models of this level are used to determine the parameters of a technical object and its functional elements and represent a system of ordinary differential equations.

As a continuous medium with distributed parameters, the object is represented at the micro level. To describe functioning processes, partial differential equations are most often used.

*According to the methods of obtaining, mathematical models* are divided into theoretical and experimental.

When describing the physical processes of the functioning of an object, theoretical models are obtained.

When studying the behavior of an object in the external environment, experimental models are obtained.

Physical and formal approaches are used to build theoretical models. The physical approach is reduced to the direct application of physical laws to describe objects. The formal approach is used in the construction of both theoretical and experimental models.

*Taking into account the physical properties of a technical object,* mathematical models can be: dynamic and static, continuous and discrete, linear and nonlinear.

The description of the process in time during the transition from one mode to another is carried out using a dynamic model, while a connection is established between the main variables when changing over time. When the main variables of the process change in time and space, partial differential equations are used, when changing only in time, ordinary differential equations are used.

The description of the process in the steady state is carried out using a static model. A static model of a typical process is built taking into account all possible modes of operation of objects and is expressed by a system of algebraic equations.

A model in which all variables and parameters are discrete quantities is a discrete mathematical model. Such models serve to describe processes that are assumed to be discrete.

If the model contains continuous quantities and allows you to reflect continuous processes in systems, then this is a continuous model.

Linear functions of basic variables and their derivatives contain linear mathematical models.

Mathematical models that include nonlinear functions of the main variables and their derivatives are nonlinear.

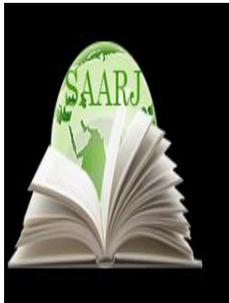
*According to the method of predicting the results,* mathematical models are divided into deterministic and probabilistic.

Models that describe processes without the use of statistically probable distributions are called deterministic and are based on linear difference equations, differential equations, integral equations and operators.

Stochastic processes describe probabilistic models; they reflect the laws of statistically probable distributions.

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## SPS AND TBT MEASURES ANALYSIS: INDIAN AGRICULTURAL EXPORT CASE STUDY

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### ABSTRACT

*Trading grain and other agricultural items have been the trend in many nations of the world. In previous times, the exchange system that existed for exchange in items was the structure for trade in goods. Gradually, this gave an approach to economic merchants from all over the world, and trade in agricultural products gave strong economic advantages. The SPS Agreement under the Uruguay Round Agreement on Agriculture (URAA) defined the Sanitary and Phytosanitary (SPS) Guidelines as steps taken to ensure human, animal or vegetation or well-being from hazards associated with imported agricultural goods. Technical barriers to trade are legislation and interventions to supervise the supply of goods to the national market, which have as their main objective the correction of market wasteful aspects arising from externalities related to the production, distribution and consumption of those goods. This paper focuses on historical study of Indian foreign health and phytosanitary measures and Trade Barrier Treaties (TBT).*

**KEYWORDS:** *Agricultural Products, SPS Measures, TBT Measures, Indian.*

### 1. INTRODUCTION

As income earning for their countries, developed countries used their agricultural output. In order to guarantee safety and prevent trade-related illnesses and rodents, nations have compelled laws to ensure the well-being of human beings and animals. Unlike other goods, farm yields need extra attention. In addition to viability and efficiency at production stage, certain critical protection precautions need to be considered when the commodity is extracted and delivered, as a result of agricultural commodities. If these precautionary steps were not applied, the essence of

the commodity would effectively influence and extend wastage and consumer esteem would decline. Moreover, both linear and treated food goods remain unchanged. It is also in the immediate interest of producers, just as exporters are responsible for ensuring that clear clean and adequate protection protocols are followed. The GATT has promoted national food protection, animal and plant health since its establishment. The Uruguay Round was eventually the first to emphasize the areas never previously concerned – nutritional security and nutritional safety [1]. The Uruguay Round took place. And eventually, in 1995, the agreement was concluded with the intention of supplying the customers of a world with healthy products, and guarantees that human, animal and plant health protections were not implemented as a matter of priority, protecting the domestic producer[2], with the goal of ensuring the availability of secure goods for the customers of the countries in question.

Inclusion of agricultural trade into its terms is the main question of the GATT / WTO Agreement. This has been rendered unparalleled to the international conference by the historical backdrop of GATT. This participation also ensured that the producing nations are particularly truly subjected to their own home areas to make profit, as well as to livelihoods and industries. The fact that agricultural production is being incorporated into the WTO system itself is not resisted, but as agriculture becomes a source of contention it will become the full range of concerns such as budgets, permitted rights to invention, plants, new barriers to trade such as the environment and working conditions. While much has been stated about the benefits of the WTO agreement for the development of countries, a large part of the research into the gracious response to agriculture in the development countries shows that improvements in trade due to the WTO introduction are likely to be unusually inelastic. Real, a portion of the study shows negative responses but, because of WTO requirements, there are some beneficial advantages of trade in agriculture. These regulations cannot be incredibly enormous for the development of nations, because of the deeply damaged market sectors in agriculture products as foreign product advertisement is dominated for all purposes by a few global firms in each product field.

## **2. IMPLEMENTATION OF TBT AND SPS AGREEMENTS**

Under WTO funding, SPS and TBT agreements are labelled along with various separate Agriculture Agreements (AoA)[3]. Truth be told, AoA definitely supports the implementation of the SPS Agreement via its Article 14 notes that: "Members consent to give force to the Introduction of Sanitary and Phytosanitary Measures." In any event, SPS and TBT Agreements are not granted the same kind of concern from industries and specialists. The biggest misunderstanding is recognizing the difference between SPS and TBT agreements. They may be distinguished as follows – SPS papers allude to the section of food and agriculture alone, while TBT steps allude to all things including fruit. SPS agreement means protecting human, creature, and plants or well-being from bugs and diseases resulting from food and agricultural imports.

On the other side, TBT agreement handles object requirements that include scale, form, weight and content bundling prerequisites like naming and caring for well-being. SPS steps confirm international principles, laws and standards to ensure individual, organism or vegetation or well-being. For food products, the universal gauges, guidelines and recommendations allude to the Codex Alimentarius Committee (CAC) guidelines. "CAC is a commission founded by the Food and Agricultural Organization (FAO). While the CAC recommendations had little support for international law, the WTO's adoption of these requirements by SPS and TBT agreements made

them de facto mandatory"[4]. An important CAC guideline for food handling organizations is to adopt the food risk monitoring system called Danger Identification and Essential Control Points (HACCP). Also, "US and European Community (EC) have already made this framework obligatory for food processing firms. EC banned imports of fish from Gujarat firms that did not follow the HACCP framework (IE,1999). Furthermore, about 100 crores of herbal product exports from India, targeted for 1997-98, were seriously affected as the US intended to place a ban on imports of these items unless they verified HACCP (EFP, 1997).

Indian seafood processors are taking assistance from foreign experts at exorbitant prices to incorporate HACCP in their processing units (CP, 1997)"[5]. As it might be, they should not rely only on sending out market sectors. The dropsy-death scene in a palatable oil showcase in 1998 was just to demonstrate that the Indian household industry has a lot of improvement in agro-treatment and food safety. Multinational companies like Nestle-India only needed to grow and plan HACCP for espresso (ET, 1997). Article 14 of the AoA expects people to affect the Sanitary and Phytosanitary Agreements. Stuff, however, aren't as simple as they seem. Almost definitely, if India disagrees with SPS posts, it will face non-duty trade barriers. However, one must note that a significant majority of SPS publications support Western countries. As an expansion of Articles 3.1 and 3.2, Article 3.3 states that 'Members may implement or sustain sanitary or phytosanitary measures resulting in a higher degree of sanitary or phytosanitary security than would be achieved by measures based on applicable international standards, guidance or recommendations if scientific rationale exists.'[6].

The SPS agreement in Article 5.1 allows interventions to be focused on an evaluation of person, creature, and vegetation or well-being threat. It doesn't even involve the taking in country itself to do the hazard evaluation. Furthermore, Article 5.2 clarifies that the kind of details would be treated when assuming responsibility for threat assessment. Article 5.3 defines the economic factors to be considered for animal or plant well-being risk analysis. However, Article 5.7 provides for the removal of Articles 5.5 and 5.6 by allowing interim steps to be taken in the event of lack of adequate scientific data relating to specific health measures. Article 5.5 specifies that countries apply their health policies fairly in diverse situations [7]. Under Article 9, Member States are responsible for promoting technical assistance to other nations, particularly economically vulnerable developing nations, and Article 10 deals with while implementing any SPS steps they should also take into account the need for longer transition times for emerging nations and less developed nations.

Article 11 of the Agreement states that the provisions of the Conflict Resolution Framework shall extend to mediation and dispute resolution under the Agreements. According to Article 12, the agreement defines the formulation of a committee on SPS initiatives to accommodate a review of consultation on sanitation or creature and plant well-being figures affecting trade and promoting the application of the agreement [8]. "Australia placed a ban on importing chilled or frozen fish to protect its domestic fish stock from various diseases. Canada believed salmon introduced for human consumption is unlikely to bring a variety of diseases. The panel ruled that the import ban violated Article 5.5 since it was not based purely on any risk assessment for ocean-caught pacific salmon, and the panel found no reasonable connection between the regulation and risk assessment. No risk assessment was conducted for other salmons. Thus, Australia 's policies violated Articles 5.5 and 5.6 by implementing a more draconian than required measure"[9]. SPS agreements allow Member States to implement policies that meet

with international norms. The foreign bodies are prepared as follows:

Food protection CAC [10] (as mentioned above).

\* International Business Epizootics [11], and

\* International Plant Health Convention [12].

Member States are entitled to set standards higher or lower to these international standards, and whether the standards are higher than international standards are not appropriate to cope with food, animal and plant protection in the country implementing such a norm. Although SPS is a legally binding document on Member States implementing Codex, IPPC or OIE has no binding effect. There can be no legal opposition to Member States implementing Codex rules, criteria, and recommendations [13]. They're called free in nature.

### 3. SITUATION IN INDIA

India has managed to establish a strong position on the global food market, and is already one of the world's top producers of many food products. They are the production of wheat and paddy, livestock, meat, and India has worked out how to make a fair condition on the worldwide marketplace and is now one of the world's major producers of different food products. They are wheat and paddy, pork, leafy food, fish, etc. The scale of the Indian food industry is well above INR 250 billion, sending merchandise worth INR 1450 million, contributing around 10 percent of the nation's overall export [14]. A massive local presence meant that there was a primed demand and therefore a driving force for producers to use successful methods of development leading to a greater amount and improved yield quality. Subsequently, the handling sector has an average growth rate of roughly 15% [15]. Agricultural growth is much smaller. However, there remains an enormous undiscovered production potential that helps us to grow as the largest producer of important food products on the residential front when exploited, better creativity in both formation and handling circles will offer more noteworthy skills.

Additionally, good delivery arrangements and storerooms are important to mitigate the misfortunes of decay and food wastage. "Some figures say that about 20% of all foods produced in India are wasted. Furthermore, easy credit availability is essential, lacking which causes a bottleneck in solving other issues. Internationally, emphasis has moved to two subjects. Next, the nation will be better off manufacturing refined food products than main production. India is the world's second-largest fruit and vegetable producer, but only around 2% is processed. Similarly, while we are the main milk manufacturer, the coordinated sector processes just about 15 percent. On average, India's raw commodity value is just 7 percent. This is even less than China's 23 percent, Philippines' 45 percent, and UK's 88 percent. Secondly, impeding the importation of non-standard goods from other countries. Incidents have happened in the past where low-quality agricultural items were shipped from other countries. Incidents have occurred in the past when developing countries shipped low-quality food goods to India, deemed unfit even for their domestic market.

Now, with greater understanding and stronger negotiating power, India would expect to stop emerging countries using its domestic markets as dumping grounds"[16]. The nation's big test is motivating the export potential of packaged food products. In this way, in the following section, we examine problems surrounding the quality of SPS Agreements in India, the actions taken and the organizations responsible for them. In the ongoing past, perception of the importance of well-

being initiatives and fear of well-being threat suggested an unambiguous upward trajectory even in not all that produced nations like India [17]. Food products Orders, Vital Goods, and Food Adulteration Avoidance Acts suggest relations for staple producers and dealers. 00These goals are to maintain sanitary and safe environments at all gracefully supply chain stages and set the basic prerequisites for:

- \* Sanitary and hygienic environments, climate and staff
- \* Water for planning
- \* Machinery, Hardware
- \* Product norms

Other than this, the most severe additive, additional substances and pollutants limits were also calculated for various products. Ministry of Food Manufacturing Industries, Ministry of Agriculture, and other organizations would be responsible for reviewing this law. Makers don't know which institution to approach for regulations, and which entity has the place to perform evaluation. Repeating practices by other agencies will result in futility exercise and properties. Following are various corporate rules and their descriptions:

#### **4.1. LEGISLATION AND INSTITUTIONAL SET UP**

##### **4.1.1. Ministry of Agriculture**

- \*Insecticide Act
- \*Milk and Milk Product Control Order
- \*Meat Food Product Order 1973

##### **4.1.2. Ministry of Rural Development: Directorate of Marketing and Inspection (DMI)**

- \*Agriculture Produce (Grading and Marking Act)

##### **4.1.3. Ministry of Health and Family Welfare**

- \*Prevention of Food Adulteration Act 1954

##### **4.1.4. Ministry of Food Processing Industries**

- \*Fruit and Vegetables Product (Control) Order – FPO 1955

##### **4.1.5. Ministry of Commerce**

- \*Export (Quality Control and Inspection) Act 1963

##### **4.1.6. Ministry of Civil Supplies, Consumer Affairs and Public Distribution**

- \*Standards of Weights and Measures Act
- \*Standards of Weights and Measures (Enforcement) Act
- \*Solvent Extracted Oils, De-oiled Meal and Edible Flour Control Order 1967
- \*Vegetables Product Control Order 1976
- \*Bureau of Indian Standards Act 1986

#### **4.1.7. Ministry of Environment and Forests**

\*Aquaculture Authority Notification 1997 and 2002

\*Environment Protection Act 1986, Environment Protection (Third) Amendment Rule 2002

\*Coastal Regulation Zone – Notification 2002

Other focuses, along with these pillars, are attempts to plan and enforce sanitary and phytosanitary practices. They are clarified as follows:

#### **4.2. Bureau of Indian Standards (BIS):**

This is the first association to set guidelines. To date, more than 17,000 standards have been laid down, of which 150 are mandatory, while others are optional. The method adopted by BIS is the same as in other parts of the world.

A proposal from a customer or company shall be deemed feasible by the Committee before the final proposal is drawn up. All BIS requirements are voluntary, unless otherwise specified by the Government [18].

#### **4.3. Food and Agriculture Department (FAD)**

It manages standardization in the field of food and agriculture and packaged food, agricultural knowledge sources, agricultural equipment and animal husbandry. Craze accepts the following exercises:

\* Review of the new standard.

\* Finish the norm when the process is done.

Recognition of the region where a new standard needs to be developed, as there is no old standard.

#### **4.4. Ministry of Food Processing Industry (MFP)**

It sets out the techniques and criteria for the food processing industry. In this way, the leads are assembled in respect of the corresponding push regions:

\* Material to be used for the food-contact machine and equipment.

\* Quality of the water used for processing and other uses, such as washing and cleaning.

\* Requirements for in-house labs.

\* Assessment of consistency by food technicians.

\* Standards relating to the chemical content, physical characteristics, levels of pollutants and additives permitted in food.

#### **4.5. Export Inspection Council (EIC)**

This is a zenith office that encourages exports of SPS consistent items. It likewise offers guidance to the legislature with respect to measures to be taken for authorization of value control an inspection. EIC gives three sorts of inspection and certification:

\*Consignment-wise inspection.

\*In-process quality control.

\*Food safety management system-based certification.

Endeavors of these organizations plainly do not get the job done to address each issue concerning the food production industry of the nation. The significance of pretended by these offices in empowering the makers to satisfy the wellbeing security guidelines, cannot be sabotaged. However, there is a need to take a few measures at authoritative and conciliatory level. Central Government is responsible to assume the significance at this point. Such a necessity emerges when a few nations force trade barriers under the camouflage of technical barriers (SPS Measures). Then the government raises the issues at WTO, Dispute Settlement Bodies or at the international courts [19].

## **5. SPS BARRIERS FACED BY INDIA**

Some of the areas where India has had difficulty exporting its food products to other members are listed below:

### **5.1. Various Food Products**

Exports of various food products from India have long been confronted with serious issues on the basis of aflatoxin content above the EU's most severe standards. Prerequisites are given for the MRLs estimate of aflatoxin in products such as flavours, peanuts, groundnuts, grains, different other processed foods, and so on. The MRLs are often more serious than the international principles defined by the CAC. Moreover, the examination technique to evaluate the proximity of aflatoxin is so perplexing and expensive in a technological and economic way that it is difficult for a nation like India to encounter it. A few years ago, with a view to better addressing the issue of aflatoxin in peanuts, APEDA (Agricultural and Processed Food Products Export Development Authority) referred to the UNDP (United Nations Development Program) in order to work out unusual preparations for Gujarat nut ranchers to boost their aflatoxin board fitness[24]. A few ranchers have been set up under this unique scheme. Issues that differentiate UNDP executives from aflatoxin during that period include trade displacement, the permissible limits are not identical in different countries, lack of shared understanding of the irrationality of sample size, lack of financial and technical capital, etc.

### **5.2. Mango and Mango Pulp**

The majority of Indian primary production takes place in an unorganized small-scale market. The EU requires that every mango farmer keep records of the use of his mangoes in the processing of mango pulp. The explanation given by the EU is that if a shipment of mangoes is found to be tainted or harmful, it can be tracked back to the farmer. However, there would be no need to keep such records if the pulp processor follows strict quality checks at every stage. In such a case, the pulp processor and the exporter would be responsible for standard enforcement. [25].

### **5.3. Rice**

Indian rice exports are faced with SPS-related issues in countries such as the EU, the USA, Japan, the Middle East and Russia. In June 2007, Russia limited imports of rice, sesame and groundnuts from India on the grounds of exposure to irritation in the shipment of rice. Issues in the EU and Japan largely relate to pesticide deposits, visit amendments to the guidelines and lack of clarification on the rational interpretation of the principles. The problems of exports to

the Middle East stem fundamentally from the lack of clarification in the specifications of the gauges and the large documentation needed by the government offices. Basmati rice has been described by the US as facing a greater number of issues than the various classes of rice. Occasionally, this bid rises to the suspicion of SPS standards that have been used to obtain high cost residents of US rice, which may be confused with 'Basmati' (rice), ignoring the way in which the nomenclature and prestige of 'basmati' is related to its land base in the Punjab state of India. Essentially, the need to agree to tough US gauges builds up production costs. In addition, there are problems that associate with delay the handling of the shipment, the rehashed test and the cost reduction bid. As a result, the motivation to export rice to the USA is extremely low [26].

#### **5.4. RedChilli Powder (Sudan Red)**

Sudan Red (three assessments: 1, 2, 3) is a processed colorant used in the food industry a long time ago. On the grounds that Sudan Red is conceivably cancer-causing, the EU has limited its use in prepared foods. 'In October 2003, the EU specified the criteria for Sudan-free certificates for all spices, including red chili powder, and notified the relevant agencies in India (the Spices Board and the Export Inspection Council) (EIC) after finding traces of Sudan Red in some export shipments of red chili powder from India. While in India spice processors do not use synthetic dyes in processing plants, in accordance with EU requirements, the Spices Board of Laboratories checked all export shipments for Sudan and issued certificates of conformity. Despite these measures, some shipments of red chili powder have continued to be refused in the EU. Upon thorough analysis, it emerged that advanced EU equipment could detect traces of Sudan Red at parts per billion (ppb) levels, whereas Indian equipment could detect traces at parts per million (ppm) levels.

Subsequently, the Spices Board invested Rs. 1.5 crores in modern gas chromatography mass spectrometry (GCMSMS) equipment, which could provide the same degree of accuracy as the EU equipment [27]. After the hardware tests were carried out, few of the shipments in India were not allowed to export. However, having found that the zest processor does not use colorant, it was difficult to pursue the root of the issue for a while. In the end, it was discovered that bean stew ranchers in some units in Andhra Pradesh applied dyes to the dry chillies while moving them to the mandis, with the hope that more substantial expenses will be paid. These sections were stirred up by various parcels entering discount markets, making it difficult to follow the start of Sudan Red. The Spices Board is of the opinion that the unhealthy impacts of Sudan Red can only occur at consumption levels of stew powder which are considerably higher than that even in countries such as India, where bean stew is a key fix that every day refrains from consuming. This kind of high degree of admission is unexpected in the European nations [28].

#### **5.5. Milk Products**

India is the world's largest producer in the dairy sector. In any event, Indian dairy products would not be allowed to be exported to the EU. This is despite the manner in which the National Export Inspection Council (EIC) operates a Food Safety Management System-based Certification (FSMSC) for the export of milk products to ensure that the quality of the exported goods satisfies the requirements of bringing into the country. During the ongoing visits of the FVOs (Food and Veterinary Office) mission group from the EC to India to assess the regulation of deposits in live animals and to note the regulation of veterinary medicinal products in

compliance with Council Directive 96/23 / EC, the method for controlling the build-up of milk in India will be investigated. Generally speaking, the group was pleased with the quantitative controls set up in India, starting with milk production at the level of processing and, furthermore, with the systematic offices available in the country. In the same vein, India referred to the EC for a visit by the FVO Mission Group to evaluate Indian Milk Processing Units in order to enable the export of milk products from India. Despite these operations, India has yet to prevail with regard to the export of milk products.

### 5.6. Tea

India is the world's largest producer and user of tea. The build-up of pesticides in Indian tea has become a major cause of concern for India as regards market access to export destinations, such as the EU. As an example, in Darjeeling tea, Germany has been grappling with an elevated level of ethion build-up. Assam, Terai and Dooars tea powders were also objected to a large amount of bifenox. India was challenged as to the reason for these objections on the EU market. For example, in 1995, the furthest increase of 0.01 mg of tetradifon and 2 mg of ethion per kg of tea was reportedly forced to some degree by Germany subjectively due to the lack of knowledge from India on the safety limits of its pesticide for tea. Subsequently, Teekanne Darjeeling Gold brand tea was discarded in the light of the fact that it contains 0.24 mg of tetradifon per kg, which is multiple times the point of rupture set by Germany. These refusals were soon followed up by a study by the German Institute of Environmental Analytics, Messzelle, which described them as risky [29].

There was no rejection by the United Kingdom, however, of any other European marketplace. This led to an analysis that the German boycott was a protectionist one. "India, along with China, raised the question of tea at the SPS Committee meeting in March 2005. They pointed out that, in July 2001, the EC released a directive on residual pesticide tolerance and control methods for tea in which the maximum residue limits (MRLs) laid down by the EC for seven types of pesticides were higher than those laid down in the Codex guidelines. India expressed concern that tea was listed as rigid residual limits, while other competing products consumed in larger amounts in the EC were not affected. The EC has recently, by means of a new Directive addressed to the Member States of the Group, amended some Annexes to the earlier Council Directives with regard to the maximum allowable amounts of pesticide residues in processed Agri-crops, cereals, fruit and vegetables and tea, among others. The steps provided for in the new Directive are said to be in line with the opinion of the Standing Committee on the Food Chain and Animal Health of the EU [30]. According to the WTO, the Group exchange accomplices were consulted on the new MRLs and suggestions on the pesticide level were considered when appearing on the new MRLs. The Guidelines mandated the part-conditions of the EU to enact and transmit, by 14 June 2008, the statute, legislation and administrative requirements had become important for the consent of the new order.

These are only some of the examples where India and other developing countries face difficulties in compliance with the tougher standards followed by developed countries on a day-to-day basis. The Indian food basket has evolved from primary products to a whole new range of processed foods, and India is trying to bring its food security regulations in line with current needs. The Food Safety and Norm Act, 2006, combined all previous Food Safety Control Acts, such as the Animal Import Act, 1898, the Food Adulteration Prevention Act, 1954, the Milk and

Milk Products Order, 1992, the Food Products Order, 1995, etc. It aims to provide a single point of reference for all kinds of food safety and standards in India.

Consequently, with such rapid changes taking place at national and international level in the field of food products, it is also the duty of developing countries to try to achieve higher levels of food security and developed nations to have some appropriate time for compliance. Developing nations must try to update their technologies and boost their ability to compete with the standard [31].

## 6. CONCLUSION

From the point of view of the developing world, they will have to take a more compassionate approach to the whole problem. "It would not be enough merely to enforce less strict requirements. Equally significant is the fair weighting of the voices raised from developed countries. Another problem to be tackled by developing countries is the availability of timely and complete information. This will undoubtedly reduce any needless problems for the exporting countries. Furthermore, the imposition of trade barriers under the SPS Agreement is something that should be opposed under all circumstances. This will definitely inhibit the development of 'fair and open' trade in the world" [32]. As developing countries, if they want to succeed in the highly competitive world of foreign trade in food, they need to upgrade themselves. India, as a developing country, does not need to upgrade its production systems to meet the sanitary requirements of Europe or the United States, it must think in such a way that it will eventually benefit its customers who have the same right to eat food that is rich in nutrients and free of any pollutants.

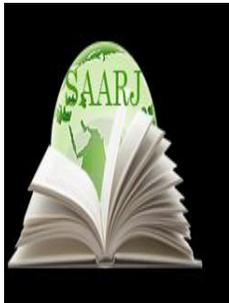
"In order to achieve the goals of the SPS Agreement, developing countries, including India, must introduce some domestic reforms. They must concentrate on educating their staff in post-harvest quality control methods and food processing activities. A further significant change in this direction is awareness-raising and education for people at school level on human, animal and plant health"[33]. In addition to this, accountability in the WTO framework is also an important need for better harmonization. However, the SPS agreement has succeeded in providing a strong forum for trade in agricultural and marine products between nations and has helped to some degree to harmonize the requirements set by different countries, but what is missing is that while food laws are complex in nature, the SPS has not yet been updated to comply with these complex food safety regulations. It should be kept up to date with the changing needs of countries.

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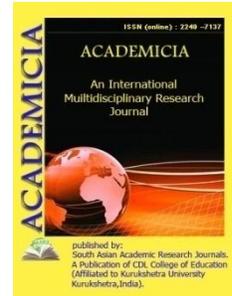
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## PROBLEMS OF ENSURING MEMBERSHIP AT THE LEVELS OF MUSIC EDUCATION IN THE TRAINING OF TABOURINE PLAYERS

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### ABSTRACT

*We all know that Uzbek musical art is rich in genres, and in each of them the tambourine has a special place. With this in mind, tambourine performance classes have been organized at each stage of music education, where many young people are learning to play the instrument. This article examines the problems of training tambourine performers in the process of music education and ensuring continuity between the stages of education, and offers suggestions on what needs to be done to overcome them.*

**KEYWORDS:** *Music Education, Tambourine Performance, Children's School Of Music And Art, Membership, Schools Of Art And Culture, Stages Of Education, Specialized Music Academic Lyceum, Continuing Education.*

### INTRODUCTION

The training of specialists in the field of music education in the country is carried out on the basis of a three-stage system. "To date, there are 312 children's music and art schools, 20 specialized art and culture schools in the country, as well as the Republican Specialized Music Academic Lyceum named after R. Glier, the Republican Specialized Music Academic Lyceum named after V. Uspensky, the UzDC. Academic Lyceum for Gifted Children and Higher Education Institutions for Music Education[1.B.86].

### Main part

The first is the out-of-school education phase, which focuses on the development of basic knowledge, skills and competencies in the relevant areas of music education, mainly in children's music and art schools.

The second stage in the system of secondary special vocational education (now vocational education) in specialized schools of arts and culture, academic lyceums, special boarding schools through the training of junior specialists who provide secondary special education to students is being implemented.

The last stage is to provide bachelor's and master's degree students in higher education institutions, including the Uzbek State Conservatory, the Uzbek State Institute of Arts and Culture, the Tashkent State Pedagogical University named after Nizami and its regional branches. is carried out through.

Over the past years, extensive work has been done to build children's music and art schools, overhaul existing ones, and strengthen their material and technical base. These educational institutions create modern conditions at the level of international standards. In addition, the activities of academic lyceums specializing in music and art, as well as higher education institutions in the field have been coordinated, forming a single system of continuous music education.

At the same time, the quality of education has improved. As a result, hundreds of talented young people are participating in various prestigious international competitions in foreign countries, showcasing their art on the world stage, astonishing foreigners and winning prizes.

Along with the achievements in music education, there are also shortcomings and problems. Below we would like to highlight the shortcomings in the training of tambourine performers to ensure continuity in music education.

The most important stage in the training of tambourine performers in music education is the children's school of music and art. The duration of training in the implementation of the tambourine in the UNHCR is five years. At this stage, the student has the first idea of the instrument of the tambourine and masters the initial processes of mastering the skills of performance. In this process, it is important to master the state of performance, style, strokes (strokes) on the instrument. In addition to theoretical knowledge, practical performance skills are acquired during the training.

Lessons on mastering the instrument of specialization are carried out individually in the educational process. It is planned to spend 2 academic hours (45 minutes) per week for each student in grades 1-4, and 3 academic hours for grades 5 (graduates).

"Tambourine performance educators at children's music and art schools need to be able to see a student's ability to develop their performance skills and develop a work plan accordingly" [4.B.60].

From the first lesson, the teacher should give a brief overview of the history of the tambourine, its place in our national art, the teacher who popularized it among our people. It is necessary to conduct lessons in a theoretical and practical way.

Gradually move on to more complex measurements and exercises. Various hand exercises, tambourine methods created and performed by master tambourines together with etudes, methods used in all spheres of our national music culture, examples of methods performed in tambourine dances in the classroom, from simple to complex, depending on the ability of

students to perform. It is advisable to teach music in the desired form, paying attention to the literacy of the note.

“Students should warm up the tambourine at medium level for 15-20 minutes before entering the classroom, do hand exercises, and then enter the classroom. Otherwise, performing without heating the fingers, without adjusting them to the tambourine, as well as immediately performing a heated tambourine can lead to pain in the hands, the desired result is not achieved”[5.B.96]

As a result of our observations, it became clear that some children in the music and art schools do not follow the above-mentioned aspects of the tambourine classes. In the learning process, the teaching of tambourine methods is carried out mainly orally. This has a negative impact on students' musical literacy and their ability to perform in a tambourine in the future. Unfortunately, it is not uncommon for some children in music and art schools to be taught tambourine music by teachers with other musical specialties. It is safe to say that this is the result of neglect of the tambourine instrument.

The next stage of training tambourine performers will be in schools of culture and arts, academic lyceums for gifted children. Students study there for two years. One of the pressing issues at this stage is that they have been transformed into two-year specialized schools. Students who take a two-year music course in a tambourine do not have enough knowledge in their field. The reason is that the period of teaching tambourine performance in BMSMs is five years. Meanwhile, in UNHCR, some students complete their IEPs before completing general secondary education. As a result, there is a gap between the next stages of music education. During this period, the student forgets the knowledge acquired in the UNHCR and has to start all over again at the next stage. Also, the large number of non-specialty subjects in the curriculum, the time of individual lessons related to specialty subjects is set at 45 minutes, which prevents students from mastering the specialty. The works performed by students studying tambourine performance should be in accordance with the requirements of the educational stage in which they are studying. There are also shortcomings here.

As in any instrument, the development of performance skills in the framework should gradually develop from simple to complex. However, we can observe that students currently studying in UNHCR perform works that should be studied in the next stage of education. As a result, we see that some students can not perform the work without the full rhythm, lack of performance skills. Probably, such works are selected depending on the talent of the student. However, it would be expedient to study the works step by step on the basis of a systematic program at each stage. The student learns the works that need to be studied in higher education during the school years. As a result, during the four years of higher education, there are cases of completion of works performed at a lower level. This is due to the fact that in the field of music education is not sufficiently integrated.

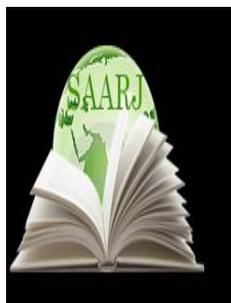
## CONCLUSION

In order to overcome the above-mentioned shortcomings and problems, it is necessary to establish interaction between all stages of music education, to organize a systematic teaching process between them. To do this, it is necessary to establish cooperation between qualified specialists working at each stage. It is expedient to formulate executive programs in a systematic way. By involving experienced professionals who teach tambourine performance in music

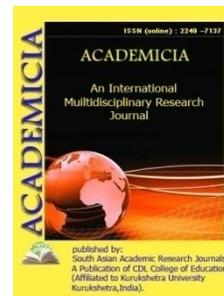
education institutions in these processes, it is possible to establish a link between the stages of education and thus improve the quality of education.

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## METHOD OF ENSURING NETWORK SECURITY

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### ABSTRACT

*The use of computer and information technologies, telecommunications, data transmission networks, Internet services, which are included in the priorities of the policy of our country, is developing and modernizing. The widespread introduction of modern information technologies in all spheres of our society in our daily lives will ensure the achievement of our future goals. The use of the Internet in the activities of any industry increases productivity.*

**KEYWORDS:** *Network Security, Transmission Networks, Telecommunications, Access, Identify, Altering Information, Port Scanning.*

### INTRODUCTION

Quick data exchange using the exact network allows you to save time. In particular, the formation of the e-government system in our country and the organization of strengthening the interaction between public administration and the population on its basis will be carried out using the network. Effective use of the network ensures the formation of a democratic information society. In such a society, the speed of information exchange increases, and information is divided into those with faster results in the collection, storage, processing, and use of information.

However, protection against problems such as illegal access to the network, use and alteration of information, loss has remained a topical issue. Businesses, organizations and government agencies that connect their activities to the network should pay close attention to network security before connecting to the network for information exchange. Network security is achieved through the use of various tools and methods, taking measures and implementing measures to ensure a reliable and systematic way of transmitting, storing and processing

information. The tool used to ensure network security must quickly identify the risk and take countermeasures against it. There are many types of threats to network security, but they are few divided into categories:

- Eavesdropping by attacking, transmitting, and altering information;
- refusal to provide services; (Denial-of-service);
- port scanning.

In the process of transmitting information, it is possible to listen, change and block information without informing users in the exchange of information through telephone and telephone lines, instant messaging via the Internet, video conferencing and faxing. This attack can be carried out through several network analysis protocols. Through attack software, CODEC (convert video or audio analog signal to digital signal and vice versa) easily converts digital audio to high quality but large volume audio files (WAV). Usually the process of performing this attack is not noticeable to the user at all. The system performs the specified operations without excessive voltage and noise. There is absolutely no doubt about the theft of information. Only those who already have information about this threat and want the transmitted information to retain its value will be able to exchange information through a protected network as a result of the application of special network security measures. There are several effective technologies that can be effective against hearing and altering information sent over the network during data exchange:

- IPSec (Internet protocol security) protocol;
- VPN (Virtual Private Network) virtual private network;
- IDS (Intrusion Detection System) is an intrusion detection system.

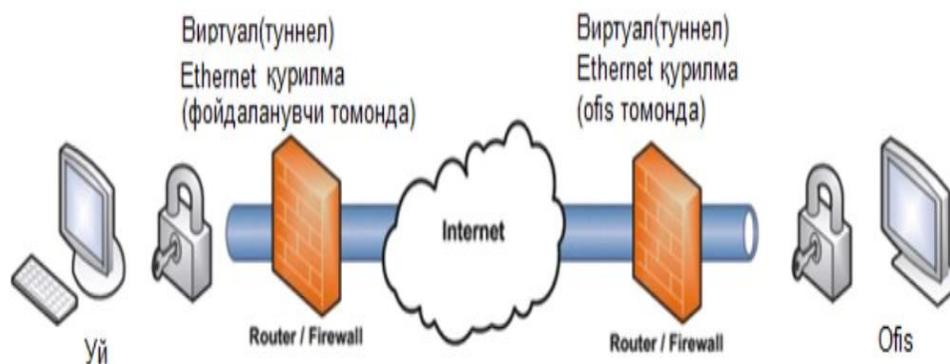
IPSec (Internet protocol security) allows secure data exchange over the network using these security protocols as well as encryption algorithms. This special standard ensures that software and data as well as hardware are compatible in the interaction of computers on the network. The IPSec protocol ensures the confidentiality of the information transmitted over the network, that is, it is understandable only to the sender and receiver, the purity of the information and the authentication of packets. The use of modern information technology has become a necessary tool for the development of any organization, and the IPSec protocol provides effective protection for:

- When connecting the head office and branches to the global network;
- Remote control of the enterprise via the Internet;
- In protecting the network connected to sponsors;
- in improving the security of e-commerce.

A VPN (Virtual Private Network) is defined as a virtual private network. This technology is based on the formation of an internal network within another network to share all data between users, aimed at providing reliable protection. The Internet is used as the network base for VPN. The advantage of VPN technology. By connecting local area networks to a common VPN network, it is possible to build a low-cost and high-level protected tunnel. To create such a network, you need to install a special VPN gateway on one computer of each network part,

which serves to exchange information between branches. The exchange of information in each section is done in a simple way. If you need to send data to another part of the VPN network, then all the data will be sent to the gateway. In turn, the gateway performs data processing, encrypts it based on a reliable algorithm, and sends it to the gateway in another branch via the Internet. At the specified point, the data is decrypted and transmitted to the final computer in a simple manner. All this is done in a way that is completely imperceptible to the user and is no different from working on a local area network. Using the eavesdropping attack, the information heard becomes incomprehensible. In addition, a VPN is a great way to connect a separate computer to an organization's local area network. Imagine if you went on a business trip with your laptop, there was a need to connect to your own network or get some information from there. With the help of a special program, you can connect to a VPN gateway and act like any employee in the office. It is not only convenient but also inexpensive. The principle of operation of a VPN. To set up a VPN, in addition to new devices and software, you need to have two main parts: the data transfer protocol and the tools for its protection.

An unauthorized access detection system (IDS) identifies the method or means by which an attempt is made to compromise a system or network security policy. Unauthorized access detection systems have a history of almost a quarter of a century. The first models and prototypes of unauthorized access detection systems used the analysis of audit data of computer systems. This system is divided into two main classes. It is divided into a Network Intrusion Detection System and a Host Intrusion Detection System.



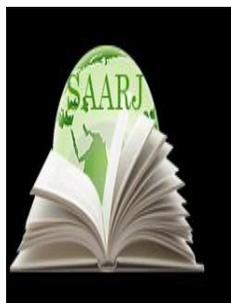
Picture 1 below suggests a secure method for exchanging information between the two parties. It describes how to set up a VPN network between a user's home and office.

Picture 1. Scheme of organization of VPN network

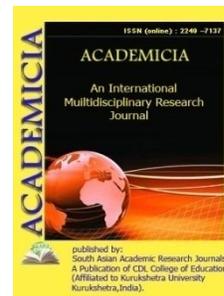
The method proposed above is an effective solution to ensure its security when exchanging information using a network. In it, the user can easily use confidential information in the office from home. A VPN network and authentication system set up for the secure use of user confidential information is a reliable tool.

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## ECONOMIC AND ENVIRONMENTAL EFFICIENCY OF THE USE OF IRRIGATED LANDS

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### ABSTRACT

*Environmental factors play an important role in increasing the efficiency of irrigated land use in the country. This article provides important conclusions and recommendations for determining the economic and environmental performance of land and water resources in agriculture.*

**KEYWORDS:** *Economy, Ecology, Efficiency, Reclamation, Irrigated Capital, Funds, Measures, Factors, National Economy, Approach.*

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### INTRODUCTION

Extensive development of irrigated lands in the country, salinization, soil and irrigation erosion, water pollution, restriction of natural water flow in rivers, deforestation and other factors not only reduce the productivity of irrigated lands, but also worsen the ecosystem of irrigated areas.

The need to address this topical issue was noted by President Mirziyoyev Sh.M. It is also specified in the Concept of nature protection in the Republic of Uzbekistan until 2030, approved by [1].

The quality of water, currently used for irrigation, is mainly class II and III. Discharge of polluted water into water bodies has resulted in damage to open water streams. This causes irreparable damage to flora and fauna, as well as a negative impact on human health. Currently, 324 species of flora and 184 species of fauna are included in the International Red Book [1].

Currently, 56% of the desert zone in Uzbekistan is affected by wind erosion, 43.3% of irrigated lands by irrigation erosion, 31.5% of them are weak, 36.8% are moderately damaged, and 5.5% are severely damaged.

These processes are intensifying in Samarkand, Tashkent and Kashkadarya regions.

In 2018, the area of salinity of different levels in the country amounted to 2254.7 thousand hectares. The Republic of Karakalpakstan, Bukhara, Kashkadarya, Khorezm, Navoi, Syrdarya, Jizzakh and Fergana are among the regions with the largest salinity [11].

This requires, first of all, the development of a scientific and methodological framework that allows to assess the state of soil, economic and environmental factors and the use of land and water resources [7].

Agricultural producers should optimize their economic activities for the benefit of man and nature and focus on conservation and reproduction of natural resources, increase the value of land, create environmentally sustainable and cost-effective irrigated agriculture.

Environmental measures on irrigated lands include reducing the negative load on the main components of land reclamation, improving the technical level of irrigation and drainage systems, improving irrigation techniques, reducing non-productive water losses in the system and arable lands, regulating the water-salt regime of lands, etc. included.

Such an approach requires the development of a multi-purpose, natural and material resource management strategy that provides the greatest environmental and economic efficiency in the use of irrigated land.

This approach should include not only the implementation of hydrotechnical reclamation (improvement of reclamation systems), but also other types of reclamation (chemical, agro-technical, agro-forest reclamation).

At present, there is no single approach to justify the economic and environmental efficiency of land reclamation systems. The work of many well-known economists around the world and the country is devoted to the issue of increasing the economic efficiency of capital investment in irrigated land use systems. In solving this problem theoretically and practically, Khachaturov T.S. [4], Dmitriev V.S. [2], Zuzik D.T. [3], Raskin G.F. [6], Omurzakov U.P. [5], Timofeev A.F., [9], Maslovskiy A.A. [9], Sultanov A.S. [8] and others made significant contributions.

In particular, Timofeev A.F., Maslovskiy A.A. emphasizes the following: The national economic approach is a mandatory condition for justifying the calculations of the efficiency of capital expenditures on land reclamation, as the bulk of these funds are financed by the state. This means that the acceptable option of capital expenditure should not only be effective for a particular sector, but also serve to increase the efficiency of the whole economy [9].

According to V.S. Dmitriev and G.F. Raskin, the economic efficiency of land reclamation is determined by the level of solution of economic problems (increasing crop yields, achieving a certain amount - wheat, vegetables, potatoes, cotton and other agricultural products) [2,6].

T.S. Khachaturov proposes to calculate the coefficient of economic efficiency of reclamation measures ( $E_k$ ), the annual efficiency of the implemented measure ( $E_y$ ) (minus current expenditures -  $X_j$ ) by the ratio of capital investment ( $K$ ) [4]:

$$E_k = (E_y - X_j) / K, (1)$$

Determined efficiency coefficient -  $E_k$ , the normative coefficient of capital investment is compared with  $E_m$ . If the calculated efficiency ratio is greater than its normative value

( $E_k > E_m$  condition is met), the considered direction of capital use is considered effective. The normative cost-effectiveness ratio of capital is  $E_m$ , 0.12.

In a market economy, the cost-effectiveness of capital expenditures is determined by the ratio of outcome to expenditure. When investing in fixed assets, formula (1) looks like this:

$$E_y = N/K, (2)$$

Where  $E_y - E$  is the annual economic efficiency of the equity;

$N$  – full annual efficiency;

$K$  – the effective cost.

It is not possible to find a single indicator of reclamation efficiency. Some economists have suggested that land reclamation efficiency be determined by profitability, labor productivity, and other indicators. But these figures only take into account some aspects of the issue.

However, the economic efficiency of reclamation is determined by the efficiency of agricultural production on reclamation lands, so the economic efficiency of reclamation measures depends not only on the activities of water management enterprises, but also on the activities of agricultural enterprises.

Zuzik D.T. recommends that the economic efficiency of capital expenditures in the agricultural sector be determined by the ratio of annual net product growth (obtained by comparing dapromads received before and after the reclamation event) to the capital investment that generated this growth [3].

$$E_y = (D_2 - D_1)/K = (\Delta D) / K \quad (3),$$

Where:  $D_1$  and  $D_2$  income received before and after the reclamation event, soums;

$\Delta D$  – income growth, soums;

$K$  – capital expenditure (investment) for reclamation measures, soums.

Such methods of calculating the cost-effectiveness of land reclamation measures Omurzakov O.P. [5], and Sultanov A.S. [8] and others.

Farms and dehqan farms in the country, clusters are the main agricultural producers, they occupy more than 90% of the irrigated area. They are not part of large farms. Although farms are independent, construction and operation of inter-farm irrigation canals, construction and operation of large pumping stations, cleaning of collector and drainage systems, and similar works are carried out by the state in the form of subsidies (even in developed countries farms are subsidized by the state). Therefore, in determining the economic efficiency of large reclamation measures, it is necessary to follow the approach from the point of view of the national economy [10].

However, in today's world of rapid development of machinery and technology, it is not enough to take into account only the cost of production, cost and capital in determining the economic efficiency of enterprises.

A prerequisite for the implementation of any economic measures is to follow the approach of the national economy. According to him, the event with the maximum value in the following expression is the best:

$$Et = Hm - Xm, (4)$$

By erda: Et – cost-effectiveness of the event;

Hm – the value of the direct and satellite results of the implementation of the event at the specified t-time;

Xm – the value of all the costs of carrying out the event at a given t-time.

This rule can also be used to determine the cost-effectiveness of the use of land and water resources in the objects under study.

From the above, the following conclusions should be noted: Until yesterday, the choice of technical solutions in irrigation systems was based on the assessment of the amount of useful economic efficiency or the rate of cost recovery. Nowadays, these are no longer enough. There is a need to take into account the environmental factors, i.e. the level of environmental impact of the option under consideration.

The main characteristics of the environmental impact assessment of the option are:

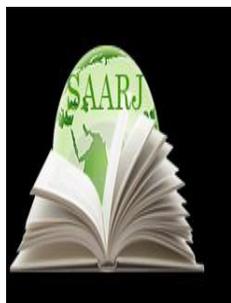
- the scale of the need for the use of natural resources and the degree of impact of production on the environment (for example, the volume of water resources, salinization and soil contamination);
- the volume of industrial waste and the degree of their impact on the environment (e.g. the volume of drainage water and the content of minerals and organic matter in it);
- full utilization of resources and the possibility of reuse of waste (for example, SFK, EFK, the possibility of reuse of drainage water).

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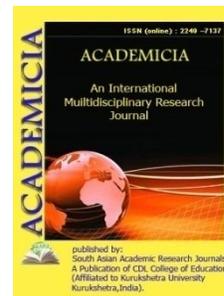
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**IMPORTANCE OF NEW METHOD OF IRRIGATION OF FRUIT  
 SEEDLINGS IN THE FOOTHILLS WITH SNOW AND RAIN WATER IN  
 TIMES OF WATER SHORTAGE**

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**ABSTRACT**

*This article discusses the impact of drought and anthropogenic factors on seedlings in the establishment of nut orchards in the mountainous regions of Uzbekistan, soil and climatic and economic conditions of districts and farms, proper selection and placement of varieties, methods of growing and caring for orchards based on scientific and advanced experience. The establishment of such pistachios at an altitude of 500-1400 m above sea level and in the foothills with a rainfall of not less than 300 mm for the establishment of pistachio industrial plantations in Uzbekistan. These are the foothills of Samarkand region. In addition, recommendations are made on the possibility of growing pistachios in the foothills of Fergana, Namangan, Kashkadarya, Jizzakh regions with an annual rainfall of 300-400 (500) mm, and the compatibility of the foothills and mountainous areas of the above regions.*

**KEYWORDS:** *Lemon Seedlings, Accumulation Device, Irrigation Regime, Water Consumption, Snow And Rain Water, Drought, Anthropogenic, Factor, Varieties, Grafting, Vegetation, Artificial Propagation, Slope, Plantation, Scheme, Vegetative Organ, Atmospheric Precipitation, Temperature.*

## 1. INTRODUCTION

It ends with the development of technology for the efficient use of rain and snow water in nature and how to collect it, chemical analysis of collected water in the laboratory and its analysis whether it depends on the seasons and their quality levels.

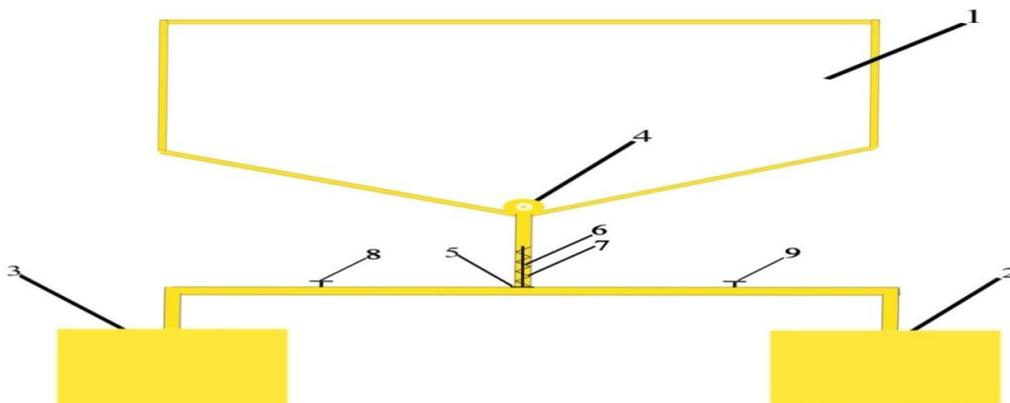
For these purposes, in late autumn 2016, experimental work was carried out on the territory of T. Mirzaev farm of Andijan district with the installation of a specially designed rain and snow water accumulation device. The rain and snow water collection area of this device is 5 square meters, and the accumulated water storage tank is 0.5 tons. The thickness of the rain and snow water collection area is 0.3 mm, and the collection tank is 0.4 mm. made of white zinc. The accumulator was buried underground to a depth of 0.5 m. The purpose is to ensure that the collected water is not heated by sunlight and that the temperature is always kept constant.

Since early spring 2017, several pumpkin seeds have been harvested using rain and snow water collected on the device. In addition, 30 almond seedlings were planted on 2 hundred hectares of unused land. The same rain and snow water was used to irrigate the pumpkin and almond seedlings.

## 2. Main part

If rain and snow water is suitable for consumption, it can be used for two different purposes. The first is to irrigate and plant trees where it is not possible to remove water during the summer. The second is to study the results of in-depth experiments and their comprehensive analysis, which can be used in pharmacies and other relevant places. This is because when rain and snow begin to fall, they initially carry dust and other particles in the atmospheric air with them for a certain period of time. It is therefore necessary to make the accumulation tanks in two separate ones. For this purpose, a reversible technology for collecting rain and snow water over time has been developed (Figure 1).

**Figure 1. Reverse technology for rain and snow water collection.**



1. Plain surface with rain and snow, 3.5 m<sup>2</sup>
2. Reservoir used for trees and plants.
3. Reservoir used for consumption.

4. A pipe that directs water collected on a flat surface to a reservoir.
5. Sealing valve.
6. Valve core.
7. Valve purjinası.
8. Ruzurvuvar ventel used for consumption.
9. Ruzurvuvar ventel used for irrigation.

From the above, it can be concluded that the establishment of new gardens in unused areas in our regions, as well as the introduction of the device in the formation of water reserves in areas where it is impossible to withdraw water, is not without benefits.

In the "STATE PROGRAM on the implementation of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021" in order to optimize the use of land and water resources, improve the reclamation of irrigated lands, development of irrigation and land reclamation facilities, their safety. and ensuring sustainable operation, rational and economical use of water resources, and on this basis to achieve sustainable production of agricultural products.

According to the program, handon pistachio plantations can be established on about 50,000 hectares of Uzbekistan. These areas are located at an altitude of 500 - 1300 meters above sea level, where the annual rainfall is 200 - 400 mm, the average temperature is 13.1 - 16.0 ° C and the vegetation period is 210-220 days. All of these indicators are very conducive to the growth and yield of handon pistachios. The selected handon pistachio forms and varieties provide an opportunity to establish its industrial plantations on many arable lands. This option can solve several problems:

Including:

- Satisfaction of the population's demand for nutritious food products;
- prevention of erosion in mountain and foothill areas;
- expansion of existing forest areas;
- High yields of agricultural crops;

Saving water on irrigated lands, etc.

Taking into account the demands of the day and the medical needs of the population, the government has set a task to increase productivity by 1.5-2 times for the production of fruit per capita. This, in turn, will require fruit-bearing districts and farms to rely on factors such as soil-climatic and economic conditions, proper selection and placement of varieties, methods of growing and caring for orchards on the basis of scientific and best practices.

There are peculiarities of growing fruit trees in the foothills and foothills. First of all you need to choose the right fruit varieties. These varieties should be as drought-resistant as possible, ripen quickly and have a short growing season. Varieties that are transferred to higher climbs should also be more resistant to frost. Almonds, pistachios and unabi can be grown on the mountain slopes, ie in areas with 350-400 mm of rainfall, from very drought-resistant varieties. When

planting these fruits, it is advisable to choose lands with as flat a terrain as possible, without cliffs and ridges, without large stones. It is good that the slope of the slopes on which the garden is built is up to  $15^{\circ}$ . For almonds, steep slopes with a slope of  $30-35^{\circ}$  are preferred.

On slopes with a slope of less than  $10^{\circ}$ , trees are planted horizontally facing the slope. The contouring of trees is determined not by the verticality of the slopes, but by the degree of slope of the horizontal of the plots. Walnut orchards with an area of more than 32,000 hectares have been established in the mountainous regions of Uzbekistan. Of these, 27,000 hectares (84%) were not welded. The area under cultivated coconuts is 16% of the total coconut. There are 2,500 hectares of almond orchards in Uzbekistan, of which 1,500 hectares are wild (non-grafted) almond orchards. Walnut crops are widespread in the mountainous and foothill areas of Tashkent and Fergana and Surkhandarya regions. Subtropical fruit trees can be found mainly in the Fergana Valley, Kashkadarya and Surkhandarya regions. [3.16 pg]

In addition to walnuts and almonds, pistachios are also grown. The main areas of the Handon pistachio are located in mountainous and dry mountainous areas in areas with an annual rainfall of 300-350 mm. The vegetation period in these areas is 210-220 days. The maximum temperature is  $47-48^{\circ}$  C. The roots of the Handon pistachio penetrate to a depth of 10-12 m. According to many scholars (Korzinsky, Lisnevsky, Popov), Uzbekistan was indeed a pistachio country. However, in mountainous areas, natural regeneration does not occur as a result of their cutting. [8.186 pg]

In pistachios in mountainous areas, medium-sized nuts make up 44%, large-sized nuts 19%, and very large-sized nuts only 6%. The number of nuts with a moisture content of more than 10% per 1 kg of walnuts is 1510, the average weight of 1 walnut is 0.73 grams, the fat content in the kernel is 56.8% to 68.7%, which is less than in the southern exposure.

Almond seedlings should be planted in moist soils with shallow water on the surface, connected to plum and mountain grafts, and in dry soils with well drained water, connected to bitter almond grafts. Almond seedlings are planted in autumn and spring. Almond orchards are built from annual seedlings. Seedlings attached to the plum and ridge grafts are held at a distance of 6x5m, and those connected to the bitter almonds are held at a distance of 8x6m.

Almonds are mainly pollinated from the outside. Therefore, several varieties are planted mixed to form almond orchards. In the year of transplanting the garden is watered 8-10 times, and in the years of full harvest, depending on the conditions of the area where the almonds are planted and the mechanical composition of the soil, it is watered 4-7 times during the growing season and 1-2 times. Almond trees are formed in a sparse-tiered system, leaving 5-6 main branches, placing them at a distance of 20-30 sm from each other. In rare cases, almonds are given a cup-shaped shape. Almond branches are rarely cut when entering the crop. Each hectare of almonds is fertilized with 40 tons of manure every two years and 120 kg of nitrogen, 90 kg of phosphorus and 40 kg of potassium per year. When almonds are propagated from seed, the seedlings are harvested 4-7 years after planting, and the grafted ones are harvested in the second or fourth year after planting. Almonds ripen in August-September and stand in the bush without spilling. Yields 3-4 years after planting, is fertile up to 12-15 years, gives good yields up to 40 years, lives up to 60-100 years. Up to 60-80 kg is harvested from each bush.

In areas with low slopes (up to  $10-12^{\circ}$ ) of mountainous lands, especially on hills, fruit trees are **placed in a contoured** or embossed manner. Each row of trees cannot be left at the same width

all the time horizontally, not along a straight line to the slope horizon. Depending on how steep the slope is, the rows will sometimes move farther or farther apart. If it is possible to irrigate in such conditions, irrigation plots with a slope of  $0.002-0.005^0$  on the horizontal side are obtained. This traps rainwater flowing down the side slope, as well as water supplied during irrigation, and protects the soil from leaching and erosion. [3.20 pg]

Drought is extremely dangerous in our conditions, it reduces the flow of rivers, lowers the groundwater level, resulting in a shortage of water resources. As a result, the water supply of the population will deteriorate, crop yields will decrease, and hydropower production will decrease. Rising global temperatures are putting the country's most water-scarce regions in dire straits in the first place. In other words, the regions are working on new projects to create high-yielding, disease-resistant, fast-ripening varieties suitable for these conditions, water-saving, introduction of modern technologies to increase soil fertility, development of diversified farms, training of new generation farmers requires.

For example, in recent years in Uzbekistan, the area of water-intensive crops such as cotton and rice has been reduced, and instead of cereals, vegetables and melons and vineyards are being expanded. The growing need for fresh water in our daily lives is making many people think. At such times we are forced to look for various other reserves and opportunities. One such opportunity is the different ways of using rain and snow water.

This is because statistics show that rain and snow can fall at a height of 10 cm to 80 cm per  $m^2$  per year in the world.

If the slope of a hill or foothills relative to the horizontal plane is about  $45^0$ , it is theoretically justified that the amount of water collected on the slope is a few percent less. This can be seen in the form of the following geometric view.

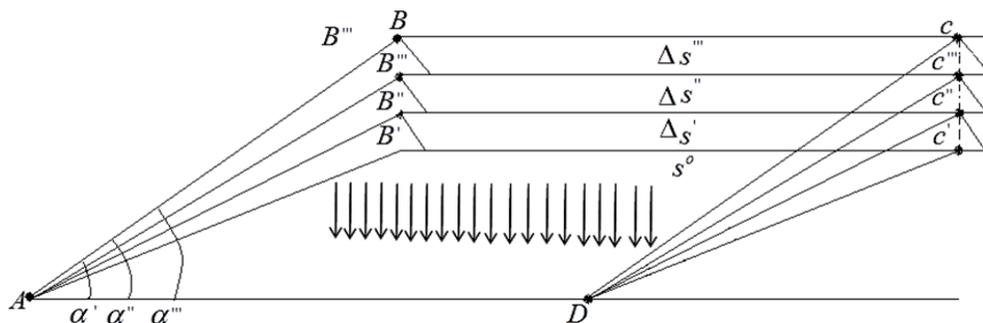


Figure 2 Shapes of different angular slopes

According to the long-term data of the Andijan regional center of hydrometeorology, the average annual amount of rain and snow water is  $0.24 m^3$  per  $1 m^2$  of horizontal flat land.

If we imagine the slopes of a hill or foothills in the form of a right angle, it can be described as follows (Figure 2). If the ABCD in Figure 2 is a sloping surface, then the surface  $A_1 B_1 C_1 D_1$  will be the surface in the horizontal plane.

Assuming that the angle of inclination of the hill or foothills is  $45^0$ , assuming  $\cos = 45^0$  in the triangle ABB, it is known that at  $\cos = 45^0$  its value is 0.705. It can be seen that if the slope of a

hill or foothills is 450, then in such places the amount of water collected in the horizontal plane of 1 m<sup>2</sup> is 0.24 x 0.705 = 0.17 m<sup>3</sup>. That means 170 liters. That is, mathematical expressions confirm that rain and snow water accumulates 30% less than on a flat horizontal surface with a slope of 45<sup>0</sup> degrees. [12]

It can be seen that the larger the slope angle of the hilly sloping area, the lower the accumulation of rain and snow water relative to the horizontal flat ground.

Therefore, in order to effectively collect rain and snow water on the slopes, it is advisable to place the reservoirs so that rain and snow fall vertically on the surfaces.

The volume of the annual accumulated rain and snow water storage tank should be calculated based on the amount of rain and snow water that averages 1 m<sup>2</sup> per year, based on perennial statistics at the site.

$$\begin{aligned} \alpha' &= 0; & S^0 &= AB'C'D \\ \cos \alpha' &= \sqrt{\frac{AB''C''D}{ABCD}}; & S' &= AB''C''D; & \alpha' &= 35^\circ \\ \cos \alpha'' &= \sqrt{\frac{AB'''C'''D}{ABCD}}; & S'' &= AB'''C'''D; & \alpha'' &= 40^\circ \\ \cos \alpha''' &= \sqrt{\frac{AB'C'D}{ABCD}}; & S''' &= ABCD; & \alpha''' &= 45^\circ \end{aligned}$$

If we express the surfaces of slopes on a horizontal flat surface and at different angles through their perimeters, then we can write the following expression.

$$\begin{aligned} S' &= S^0 + \Delta S'; & \cos \alpha' &= \frac{S^0}{S'} = \frac{S^0}{S^0 + \Delta S'} = \frac{1}{1 + \Delta S'} \\ S'' &= S^0 + \Delta S' + \Delta S''; & \cos \alpha'' &= \frac{S^0}{S''} = \frac{S^0}{S^0 + \Delta S' + \Delta S''} = \frac{1}{1 + \Delta S' + \Delta S''} \\ S''' &= S^0 + \Delta S' + \Delta S'' + \Delta S'''; \\ \cos \alpha''' &= \frac{S^0}{S^0 + \Delta S' + \Delta S'' + \Delta S'''} = \frac{1}{1 + \Delta S' + \Delta S'' + \Delta S'''} \end{aligned}$$

$$BB'CC' = 1 + \Delta S' + \Delta S'' + \Delta S'''$$

If the variable is expensive  $\Delta S' + \Delta S'' + \Delta S'''$

If we denote them by  $\beta$ , then  $BB'CC' = 1 + \beta$

is equal here  $\beta = 1 + BB'CC'$

As a result, the application of manure juice along with rain and snow water improves soil fertility and reclamation. Due to the establishment of intensive almond and pistachio farms on the farms located in the foothills of the country, the effective use of snow and rain water plays an important role in mitigating water shortages.

Based on the natural climatic conditions of the regions of the country, in order to save water on high-yielding, disease-resistant, fast-ripening varieties, to introduce modern technologies to increase soil fertility, in 2014-2018 in Andijan region 59.8 hectares, in Fergana region 22 , 2 hectares, 332 hectares in Namangan region, a total of 414 hectares were introduced for irrigation.

The effect of irrigation on snow and rainwater collected in the accumulator device for lemon seedlings grown in greenhouses was also studied.

In the Address of the President of the Republic of Uzbekistan Shavkat Miramonovich Mirziyoyev, special attention was paid to the reform of the agricultural management system, the introduction of advanced technologies for the rational use of land and water resources. Another important issue was the instruction on the importance of using water-saving irrigation technologies.

The first of these opportunities is the efficient use of foothills, where there is no water supply, and the second is the organization of the collection and efficient use of snow and rainwater, even on horizontal plains.

Of course, among these measures to prevent water shortages, which are of concern to the entire world today, the introduction of a storage device for the collection of snow and rainwater on the ground will help to solve the problem, at least in part.

At the same time, lemons are widely grown in Uzbekistan from citrus crops. Lemon, which is a perennial evergreen plant in our climate, can be grown only in greenhouses, creating an artificial environment.

Although it costs a lot to grow a lemon in a greenhouse, it can produce an average of 200-250 fruits per tree when grown in a trench. Experiments have confirmed that 400-500 lemons can be grown on trees irrigated with rain and snow water from each ball of seedlings grown in greenhouse conditions. One of the conditions required for a regular harvest of lemons is that the growing conditions meet the requirements of the variety. One of the most important of these is the plant's need for water.



Experiments have shown that Meyer, Pervenets, Uzbekistan and Willi Frank varieties of lemons are very suitable for growing in a greenhouse. For good growth and yield of lemons, the optimum soil moisture should be 70-85% of the marginal field moisture capacity (BFWC) Lemon seedlings of 3.5-4.0 sots grown in the same conditions at home were planted in 3 rows, from February to November 2018, the middle row of lemon seedlings with rain and snow water, the outer row of lemon seedlings with drinking water from 2 l to 5l per irrigation period. irrigated drip to.

The cost-effectiveness of the results of this experiment is presented in Tables 1-2.

### The effect of water given for irrigation on lemon seedlings

**TABLE 1**

Months	The number of lemon seedlings in a row.				Number of irrigations.	The water required for a bunch of lemons, l.	The number of lemon flowers left over from the flowering period.		Number of fruits in a row of lemon bushes, pcs	
	1 row	2 row	3 row	total			When irrigated with snow and rain water.	When irrigated with drinking water.	When irrigated with snow and rain water	When irrigated with drinking water.

March	25	25	25	75	2	3-4	210	90-95	210	90-95
April	25	25	25	75	3	5-6	200	90-95	200	90-95
May	25	25	25	75	3	9-10	190	70	190	70
June	25	25	25	75	4	8-12	190	70	190	70
July	25	25	25	75	5	8-12	190	70	190	70
August	25	25	25	75	5	10-12	190	70	190	70

### Economic efficiency of lemon cultivation

TABLE 2

Months observed	Number of irrigations (l)	Required water consumption (l)	Number of fruits per 1 seedling (pieces)	Average price of 1 lemon, UZS	Net income 25 bushes middle row, 50 bushes edge rows
February	When irrigated with snow and rain water	3	-	-	Middle row 165000, 2 end row 97000
	When irrigated with drinking water.	3	-	-	
March	When irrigated with snow and rain water	6			
	When irrigated with drinking water.	6			
April	When irrigated with snow and rain water	9	110	1,5	
	When irrigated with drinking water.	9	60-70	1,5	
May	When irrigated with snow and rain water	9	100	1,5	
	When irrigated with drinking water.	9	65	1,5	
June	When irrigated with snow and rain water	12	100	1,5	
	When irrigated with drinking water.	12	65	1,5	
July	When irrigated with snow and rain water	15	100	1,5	
	When irrigated with drinking water.	15	65	1,5	
August	When irrigated with snow and rain water	15	100	1,5	
	When irrigated with drinking water.	15	65	1,5	

September	When irrigated with snow and rain water	15	100	1,5	
	When irrigated with drinking water.	15	65	1,5	
October	When irrigated with snow and rain water	6	100	1,5	
	When irrigated with drinking water.	6	65	1,5	
November	When irrigated with snow and rain water	6	100	1,5	
	When irrigated with drinking water.	6	65	1,5	
Total					359000 x 25 =8.975.000

Of course, the number of irrigations depends on weather conditions and the condition of the plants. In our experiments in 2018, lemons in greenhouse soils averaged 1 time in February, 2 times in March, 3 times in April and May, 4 times in June, 4-5 times in July and August, 2 times in October and 2 times in November, drip irrigated, During these periods, fertilizer juice was given 5–6 times.

**Relevance of the topic:** Today, the reproduction of forest fruits and products plays an important role in ensuring an abundance of food. Based on the natural climatic conditions of the regions, the introduction of modern technologies for the creation of high-yielding, disease-resistant, fast-ripening varieties suitable for these conditions, water-saving, increasing soil fertility. In this context, the topic can be considered relevant.

**Objective:** To study the improvement of soil erosion protection and structure through the creation of almond and handon pistachios, spruce and various intensive orchards, applied to mountain and foothill slopes, and to study in depth the agronomic techniques of planting and cultivating handon pistachios for forestry production. development of scientific conclusions and recommendations.

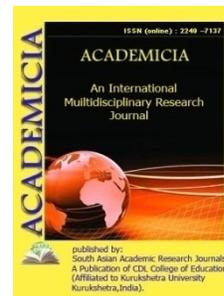
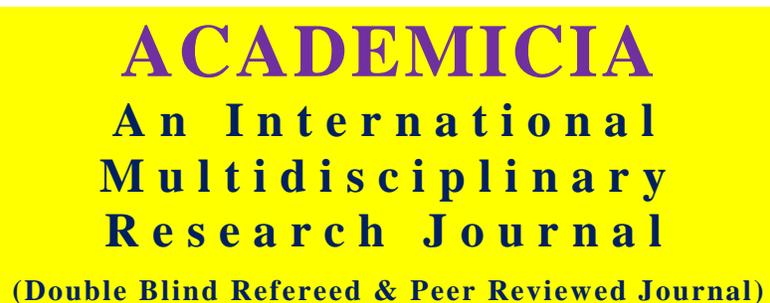
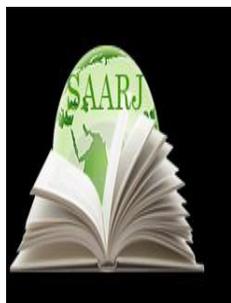
**The main tasks of the work** are to prepare and sow the seeds of pistachios for planting, to plant pistachios in the plantation method, to study the characteristics of pistachios and their transition to the phenological phase of flowering, crop formation, yield. , Placement of 8x10 m, ie to achieve 200 to 120 trees per hectare; -placing trees in the scheme 6x6 and 6x8 m (300-200 bushes) with a slope of 11-15 °; The aim is to place in the scheme -4x6 and 6x6 m (400-300 trees) when the slope is 16-20 °. Fruit seedlings placed on all slopes is to use the method of irrigation with snow and rain water collected in the accumulation device.

## IN CONCLUSION

our research has confirmed that the collection and use of snow and rainwater can be used not only in the foothills, but also in the cultivation of fruits and vegetables and various flowers grown in existing greenhouses in the conditions of farms

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## “CONFLICTING POLE” CONCEPTS IN THE WORKS OF SHUKUR KholmIRZAEV

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### ABSTRACT

*This article analyzes the works of Shukur Kholmiraev, lingvo-conceptual features, the specificity of the concept of "life and death", the stylistic expression of the concept of "good and evil". The discussion of the artist's works of art is useful for the development of language theory, language culture, describing the figurative and valuable aspects of personal-authorial concepts. It should be noted that the uniqueness of the Uzbek language among the Turkic languages is also in the richness of the lexical layer of words, phrases and translations. In this example, the following stylistic methods formalize the imaginative aspects of the concept under study: metaphor (take deposit-phrase), metonymy (passing your age; piety-combinations).*

**KEYWORDS:** *Lingvopoetics, Concept, Lingvokonceptuality, Lingvoconceptology, Personal-Author Concept, Opposite Polar Concept.*

### INTRODUCTION

In linguistics, with the growth of research and studies on the analysis of the language of the work, the interest in the literary text is gaining ground in the work done in the lingvopoetic, lingvoculturological and lingvoconceptological aspects. The personal-author's concept of the writer plays an important role in the creation of any perfect work of art. The concept of personal authorship is closely connected with the environment in which the artist lives.

Personal-authorial conceptual environment is considered as a mental education, consisting of a typical unit of understanding the importance of the experience stored in human memory, concepts in lingvoculture as an embodiment of the writer's personal worldview. Based on his

conceptual environment, the writer incorporates the subtleties of his work into his work and is determined to create his own ideal.

The writer's ideal is beauty, which appears as a natural and aesthetic beauty, but the tragedy is hidden under the influence of ugly, comic events. It relies on national and universal interests and interests. The writer's aesthetic ideal blends in with the positive character's aesthetic ideal. Society, people cannot live without example, that is, they need the ideal like water and air. Obviously, there is no art without an aesthetic ideal. But the aesthetic ideal is not a fixed size or boundary, but a writer must have it. The magical logic possessed by the writer is unique to each literary genre.

One of the main trends in modern lingvoconceptology is the study of personal-authorial concepts, which is the pursuit of concepts by writers and poets who reflect in their works the socio-political life of a particular language culture in their works. can be explained.

In particular, Shukur Kholmirzaev is considered a true fan of Uzbek writers, but so far no work has been created on the analysis of the author's personal-author's concept. The discussion of the artist's works of art is useful for the development of language theory, language culture, describing the figurative and valuable aspects of personal-authorial concepts. The personal-author's concept of the Uzbek language, which uses the opportunities of the Uzbek language wisely and attractively, bringing to the level of art the effective, concise and simple appearance of words in their works, as in the form of live communication, indicates the existence of unlimited possibilities.

Shukur Kholmirzaev's works make a special impression on the reader with their versatility and simplicity of language. Through the language of the author's work, the reader is thrilled to be exposed to the same environment. The author's personal-author's conceptual environment also plays an important role in this. His *"life and death"*, *"good and evil"*, *"hard work and laziness"*, *"righteousness and crookedness"*, *"wealth and poverty"*, *"hatred"*, *"loneliness"*, and *etc.* It is advisable to analyze the polar concepts from the linguistic side by psycholinguistic and lingocognitive. When we talk about the study of the personal-authorial conceptual environment of the artist, we note that he does not have a work that covers the whole of his work or the main periods.

In a literary text, the author's goal is to make an aesthetic impression on the student or reader, while in a non-fiction text, the author's main goal is to have a communicative effect on the student or reader. In other words, while the content and expression of a particular piece of information is primary in a non-fiction text, such information is not primary, but the idea that is to be conveyed in that medium is the aesthetic expression of the idea.

Based on the above, we need to focus on the opposite polar concepts. In the author's story "Smile", the concept of "life and death" is expressed by the author with a variety of colorful, contradictory concepts of the lives of the protagonists, which, in addition to their own and figurative meanings, it is also important in that it is expressed through the compounds. For example - *Jalil himself is also in front of the departure. Pain with a tumor. He knows. The doctors hid for a long time. But Jalil was afraid that he would lose weight.* (Sh.Kholmirzaev's story "Smile". T., 2020. p. 110). In this example, the unit "before leaving" indicates that the protagonist's life is meaningful, interesting, anxious, rich in the ups and downs of life, the end of his youth, his life, knowing that the protagonist of the work is suffering from an incurable

disease, that no one has ever lived with this disease, that he will die in the last moments of his life, that there is no other way. covering meanings such as. Also, different aspects of this life and death consensus from other forms of death also embody such concepts as helplessness. The conceptual aspects of the concept of *"life and death"* analyzed in the example are formalized by the following stylistic method: metonymy.

There is also the concept of *"life and death"* in the story, which means that the protagonist loses his meaningful, good and bad, adventurous, hungry and full days. For example, *I've lived my life to the fullest. Who are my peers left? Yes,.....he is Mumin. He is two or three years older than me. His heart is whole! Yes, his whole heart, - father Jalil began to think – he is different from me, to evil.....there's no death! Yes, let him live. Still, the world is not superior.*( this story, page:111). From the above example, it can be seen that the author strengthened the protagonist's interest in life, his superiority over the attitude to death, even in the last moments of his life through his thoughts. The contradictory polar concepts of *"life and death"* are evident in the speech of the protagonist. *"It simply came to our notice then. Let him live, too"*, it means the contradictory concepts of life, the meaning of continuing to live. In the protagonist's concluding remarks, the phrase *"the world is not superior"* is put to an end, with the concept of death implying that no one can live forever. In these examples, too, attempts have been made to reveal the imaginative aspects of the concept under analysis through stylistic methods such as metaphor (*no matter how superior to the world*), (*to evil does not have death*).

*-It is so. Now, neither action! While waiting until the deposit matures. The Shokir laughed warmly. – Your age has passed and you have become a righteous man.* (Sh.Kholmiraev's story "Smile". T., 2020. p. 114). In this example, too, we can see that the concepts of *life and death* are based on conflicting polarities. The notion that the protagonist confesses to death while he is still alive, that he is preparing for death, and that he feels that the life he has created, whether with constant pain or not, is coming to an end (sometimes in the concept of acknowledging this fate can be found) is an indication that Jalil still has a place in life by expressing the idea that he has become pious in old age, as expressed by his son Shokir. It should be noted that the uniqueness of the Uzbek language among the Turkic languages is also in the richness of the lexical layer of words, phrases and translations. In this example, the following stylistic methods formalize the imaginative aspects of the concept under study: metaphor (take deposit-phrase), metonymy (passing your age; piety-combinations).

*- "Yes, where?"- Mumin shouted and staggered closer to Jalil. - Orzikhoja sent me,- whispered Jalil.- "As long as we're alive".*(Sh.Kholmiraev's story "Smile". T., 2020. p. 120). In this example, too, the concept of *life and death* is based on a contradictory polarity. The protagonists of the work try to reveal the concept of life, which is the opposite of the concept of death, through the living lexical unit, through the unit of keeping alive the state of the person to be captured. The mission set by Orzikhoja was to shed light on the concept of life through the personal author's concept of the life of the Kuyun Korboshi, who was sentenced to death only in front of a crowd, so he had to be kept alive and taken to the village alive. In this example, the following stylistic method formalizes the imaginative aspects of the concept under study: metaphor (to keep alive).

Throughout the author's work, we can see the approach of the concept of *"life and death"* based on the specific Uzbek national mentality. Readers are also drawn to the fact that each word is

conveyed to the reader in the context of real life. For example, - *what punishment is worthy of the Kuyun? - **Death! Death!** – they said they were afraid. Orzikhoja asked Kuyun again, - Why did you fight again? - The Kuyun said, - .....For freedom..... - People! - cried Orzikhoja. - What's the punishment for a Kuyun? .....**Death, death! The Kuyun was shot here.*** (Sh.Kholmirzaev's story "Smile". T., 2020. p. 125). The above example also involved the lexeme of death, the basic linguistic meaning of which is the use of the concept of death as a punishment for wrong doing by a particular person as a result of the influence of another, another person or event, and this situation expresses the notion as a punishment for the deeds he has done, rather than simply the end of his life. Furthermore, it is not uncommon for a writer to go straight to death knowing that a tortoise would be sentenced to death, but he justifiably expressed it by saying that there were good reasons for it. The fact that the concept of death is carried out by shooting, which is one of the types of punishment, also indicates that the concept of death was used as a punishment. In this example, it can be seen that the concept of death is expressed in lexical units, not in stylistic means.

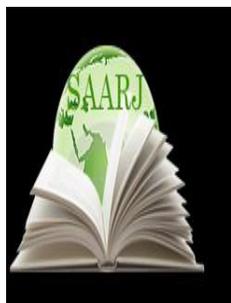
- *You're a boy, Jalil, - he said..... - I know that... **It could shoot you too.*** (Sh.Kholmirzaev's story "Smile". T., 2020. 124-p). In this example, the concept of death and life is expressed in terms of a unit that can shoot at the opposite pole, in which the notion of death can be pointed out. The uniqueness of the author's personal authorship concept served to reveal different aspects of the same concept of death. While in this example an attempt was made to reveal the imaginative aspects of the concept under study through the phenomenon of stylistic metaphor (can shoot), the means of parallelism from lingvopoetic means was very appropriate and served to convey emotionality. Because in the vocabulary of the Uzbek people there are many such cases. In this example, not only the concept of death but also the concept of the opposite pole of good and evil is emphasized. In the play, the writer portrays a character who does not turn away from evil through the unit that the writer can shoot, saying that the Mumin does not wish good to his friend or companion. In his personal authorship, the author reveals that the concept of death parallels the concept of evil.

*The Mumin has changed a lot since coming from Babatag. He shouted, - Go this way, go that way! - he said. **Then he went on to seduce him. As they approached the first village, he looked at Jalil: - Do you see what it's like to hold a press? - he said. Jalil sighed and said, - You didn't catch him. - The Mumin stopped. - Or are you? - ..... - You tied it.*** (Sh.Kholmirzaev's story "Smile". T., 2020. 124-p). In this example, Jalil's speech embodies the concept of good, while Mumin's speech embodies the concept of evil, which is considered to be the opposite of good. Such notions, which are part of the author's concept of personal authorship, show that they are widely used in the depiction of reality. The concept of evil served to reveal the concept of evil as the character's speech gradually shifted from positive to negative. Of the stylistic tools of the Uzbek language, metaphors and metonymic phenomena are used appropriately.

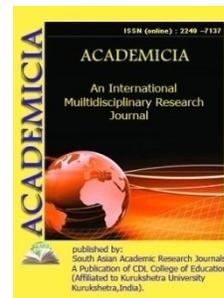
In short, in the works of the writer Shukur Kholmirzaev, the concepts of life and death, goodness and evil, enumerated from the opposite poles of the individual author, are the direct nominators of the concept of life and death and the concept of evil and goodness using stylistic means of the word such as metaphor, metonymy.

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## CONFESSONAL TOLERANCE IN UZBEKISTAN

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### ABSTRACT

*The Law of the Republic of Uzbekistan "On Freedom of Conscience and Religious Organizations", adopted on May 1, 1998, is the main normative legal document regulating relations with religious organizations in the Republic of Uzbekistan. Religious tolerance means the peaceful coexistence of representatives of different religions, regardless of the presence of dogmatic differences between them. Every person, being free to practice his faith, must acknowledge that others have the right to do so. The centers of world trade, culture and science were located here. A huge impetus to their prosperity was given by the tolerance, hospitality, kindness, respect for another culture and religion characteristic of our people from time immemorial.*

**KEYWORDS:** *Coexistence, Regardless, Conscience, Hospitality, Kindness,*

### INTRODUCTION

The purpose of this article: to show that Tolerance is a sign of civilization, high spirituality and culture. I want to remind you that tolerance is the most important ideal of Islam, and Islam has always stated and confirmed the fact of the coexistence of different civilizations, religions, peoples and cultures.

The development of each country, its place in the world community, first of all determines how strong peace and harmony are in it, how strong the spirit of tolerance is. The policy of Uzbekistan, which is one of the centers of Islamic culture, is built primarily on the basis of interreligious and interethnic harmony. Respect for other cultures, languages, beliefs and traditions has been transmitted as a spiritual value from generation to generation for many

centuries. Tolerance, in its broadest sense, has several dimensions. Of these, religious is of particular importance. Interreligious tolerance in our region has a long history, that is, it is a deep tradition for Uzbekistan.

An important source of peaceful coexistence of nations and nationalities on the land of Uzbekistan is based on the special mentality of the Uzbek people. What is the basis of the specific features of the mentality of the people? This is, first of all, the historical experience of the people, formed over the centuries, the system of customs and traditions.

“It should be noted that“ the majority of the people of Uzbekistan prioritize not their personal well-being, but care for the health and well-being of their families, relatives, relatives and neighbors. This is the highest spiritual value of a person. Our people never put themselves above other nations, showed due respect to other nations, representatives of other confessions. ”

This feature of the mentality of the Uzbek people has been formed over many centuries, when representatives of distinctive cultures and civilizations lived on the ancient and fertile land of Uzbekistan, which contributed to the formation of a special mentality of our people, distinguished by kindness, peacefulness, openness, breadth and generosity of soul. Here it is necessary to dwell briefly on the very term "tolerance". “Tolerance” is a concept widely used in various spheres of social life and scientific activity, such as politics and political science, sociology, philosophy, and theology. The Latin word "tolerare", meaning "to endure", "to endure", is mainly used to express the patient attitude of one person to the views and worldview of another.

Religious tolerance means the peaceful coexistence of representatives of different religions, regardless of the presence of dogmatic differences between them. Every person, being free to practice his faith, must acknowledge that others have the right to do so. As the antonym of religious tolerance, religious intolerance appeared and as a consequence - religious fanaticism and extremism.

In recent years, the media have tried to impose the stereotype of religious intolerance in Islam. Islamophobia is an extremely dangerous phenomenon, contributing to the reinforcement of the myth of Islam as a religion that has become an ideal ground for terrorism.

To eradicate Islamophobia, it is necessary to clarify the essence of Islam as a religion of peace, goodness and tolerance. Islam is a religion of tolerance, the origins of which originate in the Koran and the life practice of the Prophet Muhammad. A tolerant attitude towards dissent is not a thesis introduced into Islam from other faiths and ideologies. This is not a tribute to Western democracy, which recognizes pluralism at its most extreme. Muslims respect followers of various confessions because social relations in Islam are based only on the principle of justice and mercy.

Islam claims that all religions have a common source - the religion of Abraham - and makes its acceptance morally obligatory for conscientious followers of Moses, Christ and Muhammad. Muhammad decisively rejects his claim to be the first herald of Islam. “He legitimized for you in religion what He commanded Nuhu (Noah), and what We inspired you in revelation, and what We commanded Ibrahim (Abraham), Musa (Moses) and Isa (Jesus):“ Confess your religion and do not disagree about it. ”

"The truth is from your Lord. Whoever wants, let him believe, and whoever does not want, let him not believe. "

Shortly before his death, the Prophet Muhammad read his last sermon during the Hajj. It is known as The Last Sermon. This was an important instruction for the followers.

"All humanity is from Adam and Eve. An Arab has no superiority over a non-Arab in piety and good disposition. Know that every Muslim is a brother to a Muslim and that Muslims are one brotherhood. "

The ideas of peace and tolerance, respect for a person, regardless of belonging to any race, nationality, position in society, the principles of compassion and peaceful coexistence with other cultures and religions are the main values of Islam from the very beginning of its inception.

Tolerance, as the basis of intercultural and interfaith dialogue, the foundation of a tolerant society, has always occupied a key place in the Islamic political worldview. One of the hadiths says that once an amazing incident happened to the Prophet. The body of the deceased Jew was carried before him. The Prophet stood up, the companions were surprised and said: "This is the body of a Jew." The Prophet said, "Isn't he a man?" He continued to stand until the funeral procession was out of sight. And there were many such examples in the life of the Prophet. He is a role model in building relationships with people.

The Messenger of Allah said to Ashaj Abdu'l-Quais: truly, you have two qualities that Allah Most Loves and values: one of them is gentleness (meekness, kindness, prudence), the other is tolerance (endurance, tolerance, waiting)

Through the manifestation of these qualities, a person becomes closer to the Lord of the worlds.

1. "Softness" - as the absence of pressure and rough insistence.
2. "Tolerance" - as the ability to come to terms with those qualities or actions of people with whom you fundamentally disagree.

The Islamic religion widespread in Central Asia in the 8th century, in contact with local ethical norms, national traditions and rituals, local culture and way of life, took root in the form of the Hanafi madhhab, known for its tolerant teachings.

Islam considers freedom of religion as an inalienable right of a person with consciousness and will. The tolerance of the Muslim religion in relation to other religions is proved by the fact that in the Arab Caliphate, as well as in the Ottoman Empire, the attitude towards non-Muslims was quite tolerant. The population of the conquered countries either converted to Islam, or continued to profess their faith, but paid a special tax (jizya) and were not full subjects of the caliph. Islam denies religious centralism and does not strive for a world dominated by one religion: "And if your Lord had willed, he would have made people a single people. And they do not cease to disagree, except for those whom your Lord has mercy on. For this he created them. "

The Republic of Uzbekistan is a sovereign democratic state of a secular nature. This understanding is enshrined in the main law of the state - the Constitution of the Republic of Uzbekistan, which says: "Religious organizations and associations are separated from the state and equal before the law. The state does not interfere in the activities of religious associations" (Article 61).

The Constitution also states that "All citizens of the Republic of Uzbekistan have the same rights and freedoms and are equal before the law, without distinction of sex, race, nationality, language, religion, social origin, beliefs, personal and social status" (Article 18), "Freedom of conscience is guaranteed for everyone. Everyone has the right to profess any religion or not to profess any. Compulsory inculcation of religious views is inadmissible" (Article 31).

The Law of the Republic of Uzbekistan "On Freedom of Conscience and Religious Organizations", adopted on May 1, 1998, is the main normative legal document regulating relations with religious organizations in the Republic of Uzbekistan. This law develops and clarifies constitutional norms on freedom of conscience and religious organizations.

On the territory of the republic, 2,238 religious organizations belonging to 16 different confessions carry out their activities, of which 157 are Christian organizations, 8 Jewish communities, 6 Bahá'í communities, one Hare Krishna society, one Buddhist temple, as well as the Interfaith Bible Society of Uzbekistan. Believers freely celebrate their religious holidays. Every year, "Eid al-Adha" and "Ramadan-hait" are celebrated on a larger scale among Muslims, "Easter" and "Christmas" - among Christians, "Passover", "Purim" and "Hanukkah" - among Jews. On religious holidays, representatives of various confessions visit each other and take part in their celebration.

Every year believers make pilgrimages to holy places - Muslims to Saudi Arabia, Christians to Russia, Greece and Israel, Jews to Israel. More than 90 percent of the population of the republic professes Islam, about 4 percent - Orthodoxy, the rest are representatives of other confessions. To harmonize relations between the state and religions, a special body, the Committee for Religious Affairs, functions under the government of the republic. The system of religious education in Uzbekistan includes the Tashkent Islamic Institute, 9 madrassas, Orthodox and Protestant seminaries. All these educational institutions bring up a spiritually rich generation in the spirit of interreligious and national harmony, interfaith tolerance. The International Islamic Academy of Uzbekistan has been established on the basis of the Islamic Academy of Uzbekistan and the Tashkent Islamic University.

The International Center of Imam Bukhari operates in Samarkand. During the years of independence, not only Muslim shrines, but also dozens of churches, synagogues and houses of worship were built and restored. These include Orthodox churches in Tashkent, Samarkand, Navoi, a Catholic church and a Buddhist temple in Tashkent, and the Armenian Apostolic Church in Samarkand and Tashkent.

On December 21, 2017, at the initiative of Uzbekistan, the UN adopted the resolution "Enlightenment and Religious Tolerance" to ensure peace, tranquility and religious tolerance.

The resolution confirms the active support of the religious and educational initiatives of the President of Uzbekistan, our people and the international community. The Resolution "Enlightenment and Religious Tolerance", aimed at solving such acute problems of today worrying the world community as terrorism, extremism, violence, intolerance, promotes science and education, fair and tolerant attitude towards others and a policy of peacefulness.

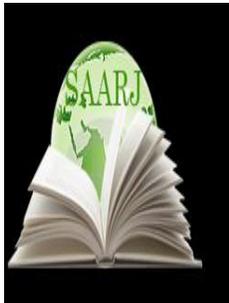
An analysis of the 38-year activity of extremist organizations around the world shows that only in 7% of cases the activities of radical groups were terminated through armed intervention, in

40% - through political negotiations. The main purpose of this document is to help ensure the rights of all citizens to receive education, eradicate ignorance and illiteracy.

An adherent of Islam will be so tolerant, how deep is his faith, how wide is his awareness of its teachings, how strong is his will to relentlessly follow all the precepts of his religion. Today in Uzbekistan strong interethnic harmony reigns, which has deep historical roots. For thousands of years our fertile land has been at the crossroads of the Great Silk Road. The centers of world trade, culture and science were located here. A huge impetus to their prosperity was given by the tolerance, hospitality, kindness, respect for another culture and religion characteristic of our people from time immemorial. There has always been a multilingual speech in our region, churches of various confessions have functioned, the traditions and customs of many peoples have peacefully coexisted and developed.

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**AS ONE OF THE FACTORS LEADING TO DIVORCE, CHARACTER  
 INCOMPATIBILITY, INTERFERENCE OF OTHERS, MATERIAL  
 DEPRIVATION, SEX LIFE**

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**ABSTRACT**

*When it comes to the factors that lead to divorce from marriage, it all comes down to young people's perceptions of the family and the issues surrounding it. It is necessary to try to solve the problem together, not to leave the tip of the iceberg in the hands of government agencies or parents. A married couple should be independent in all aspects of their self-sufficiency and reasoning, and should feel responsible not only for their own interests but also for the fate of their child. I want to comment on these through this article.*

**KEYWORDS:** *Divorce, Material Deprivation, Sex Life, Government, Family Code, Crime, Conflicts.*

**INTRODUCTION**

In recent years, some of the unhealthy vices of our people - family divorces, various conflicts, unhealthy family environment, depression, need, crime, the number of troubled, disabled, defective families and divorces are a serious concern.

In our opinion, the unhealthy environment in families, the emergence of conflict situations, divorce are the main reasons for the following factors:

- Psychological factor - a difficult psychological environment in the family, lack of mutual understanding, constant conflicts in the family, parental interference in the life of a young couple, alienation of young couples, indifference to each other, etc.;
- Social factor - alcoholism, infertility, poor health of the husband or wife, etc.;
- Spiritual and moral factor - long-term extramarital affair of one of the spouses, etc.;

- Economic factors - unsatisfactory living conditions, financial difficulties, unemployment, inability of the land to provide for the family, loss of contact with the family of one of the couples who went abroad as a labour migrant, non-payment of debts, etc.

One of the most common types of divorce claims in court practice is the incompatibility of characters between husband and wife.

It is natural for the character of two people to be incompatible. It is important to minimize the possibility of families breaking up under such pretexts.

To do this, a husband and wife who want to get married need to learn more about each other. Without trying to speed up the wedding day, it is important to first understand that it is a rewarding endeavour to test themselves in every area (community behaviour, eating culture, etc.). It is important to understand that in order for a family to be strong, it must never make hasty decisions. That is, it is advisable for the future husband and wife to communicate more and longer so that they can better understand each other.

In particular, in the civil case on divorce of the plaintiff H.A. against the defendant X.X, which was considered by the Fergana Inter district Civil Court on July 9, 2019, the plaintiff H.A. filed a lawsuit in court, upheld the claim in court on July 12, 2008. legally married, has three minor children from a joint marriage, incompatible personalities, family disputes, loss of mutual trust, love, has not lived with the defendant since June 2016, alimony on the basis of a court decision to support the child he asked the court to divorce him, testifying that he was charged, that there was no property dispute between them, that there was no possibility of rebuilding the family, that he married another woman in 2018 without a legal marriage and that he was living well in his next marriage.

X.X, who was questioned as a defendant in the trial, denied the claim and got married on July 12, 2008, had 3 minor children from their marriage, their personalities did not match, family disputes, mutual trust and love were lost. Therefore, he asked the court to dismiss the claim, stating that he had not lived with the plaintiff since June 2016. That alimony had been collected on the basis of a court order for the maintenance of his child, that there was no property dispute between them, and that the family could be restored.

The court, having examined all the circumstances relevant to the case, heard the testimony of the parties, examined the actual circumstances that led to the initiation of the claim, and found it necessary to satisfy the claim on the following grounds.

According to Article 41 of the Family Code of the Republic of Uzbekistan, if the court finds that it is no longer possible for the husband and wife to live together and maintain the family, they shall divorce them.

It was established that the parties were legally married on July 12, 2008. They have three children, Fatimahon and Zuhrakhon, born on July 12, 2009, and Akmaljon, born on April 3, 2014. The parties have not lived together since June 2016.

There is no property dispute between them. The plaintiff provided his wife and children with housing, i.e. apartment 40, 41a S.Temur Street, Fergana, was presented to Akhadjonov Akmaljon Akbarjonovich on April 25, 2017. Alimony was collected in court for the maintenance of his

child. Marital relations 3 years ago completed. The plaintiff has been legally married to another woman. The court's decision of November 10, 2016, rejected the parties' claim for divorce.

According to the court rulings of November 21, 2018 and March 6, 2019, the parties were given 2 to 3 months to reconcile. The Women's Committee of Fergana city, the reconciliation commission of Fergana city 46 "Oqariq" MFY, the imam of the mahalla took measures to reconcile the court was told that it was not possible to save the family.

The court examined the state of affairs in the case and concluded that there was no way to restore the family in the future, that the family was completely ruined, and that in such a case the claim should be upheld.

In addition, there are cases when marriages are marginalized, i.e. the husband has a higher education, and the wife has a secondary education, or vice versa. Therefore, it is necessary to eliminate this situation as much as possible.

In addition, the unpreparedness of married girls for marriage also leads to the breakdown of the family in the future.

There are cases when a woman's inability to cook after marriage, inability to keep the house clean, and inability to take care of her hygienically also lead to the breakdown of families. These cases are recorded in lawsuits and are reflected in court hearings.

Unfortunately, women get married at the age of 16 or 17 without having enough knowledge about the laws of life, that the family is a sacred place, and that it should always be kept clean and undamaged: the number of divorces among young families is increasing day by day; problems in obtaining general secondary special education (leaving many classes after marriage, not continuing to study) and violation of the requirements of the law on compulsory general secondary special education; leading to an increase in juvenile delinquency.<sup>1</sup>

The organization of marriage preparation classes for young people studying in the upper grades will help to prevent the above cases, at least in part.

When considering divorce cases, it is often the case that disputes arise as a result of unjustified interference by other persons in the marital relationship between the couple.

On the part of the husband, the mother-in-law's regular interference in the couple's personal affairs, her attempts to transfer her dominance to the bride, her attempts to separate the son from the bride, or the frequent repetition of the son's jealousy of the bride lead to gradual family breakdown. In addition, the mother-in-law's vague statement about "choosing a mother or wife" for her son also leads to family breakdown.

It is also the wrongdoing of in-laws who are married or divorced, and the inappropriate treatment of brides, in particular, that leads to the end of the relationship between the couple.

It is the fact that the wife and the mother sometimes unjustifiably express their views on the relationship between the couple and their family members. Their own views often do not give good results.

In practice, in cases like the above, the husband and wife who apply for divorce say that the relationship is good, they only go to court under the pressure of their parents, and they intend to continue the family relationship, they are forced to live in secret from their parents. Of course, in

such cases, the courts try to rectify the situation by summoning the perpetrators to court to take measures to restore the family. However, it is not always possible to do this.

It is also unfortunate that strangers try to misrepresent the husband or wife with all sorts of words, misinterpret events in the husband's (wife's) life with incomprehensible intentions, and try to change the minds of others in a negative way is calculated. In such situations, the couple is not always able to stand on their own two feet in their independent thinking. They hastily, without question, conclude that "now the family is broken."

However, one of the tasks of the current family law is to prevent any person from arbitrarily interfering in family matters, to ensure that family members can exercise their rights without hindrance and to protect these rights.<sup>2</sup>

It is necessary to explain more and more regularly and in meetings with women in the mahallas that the various rumours and unreasonable interference in the relationship between the couple will one day lead to the breakdown of the couple's family, orphans and an increase in the number of troubled families.

Although it is very difficult, it is important to make people aware that solving problems in the family is a personal matter for the husband and wife, and that it is not a good habit for a person to interfere in their affairs from the outside. Of course, this process pays off over the years, not a day or a month.

Another factor that can lead to divorce is financial insecurity in the family. Life does not always go the same way, of course, even in material matters.

There are also cases when a person who is unable to provide for his family is sued, claiming that he is the main cause of the family's breakdown. In such cases, an attempt is made to explain that the temporary difficulties will pass, that the financial support of the family is not only the duty of the husband, but also the financial and spiritual support of the family is the joint responsibility of the couple.

One such case in court practice was heard by the Fergana Inter district Civil Court on 20 February 2019, which upheld the claim of the plaintiff A.N. against the defendant A.S. as the plaintiff in the Court session on 10.01.1983. that they were legally married, that they had three children during their marriage, that they had not lived together since 1995, that the defendant did not respect her and her family members, that they had quarrelled over household failures and left their parents' house for six months; lost respect, and therefore the family broke up, married in Russia in 1997, brought his wife home in 1998, had 2 children from his second marriage, earlier in 2002 his claim was rejected, the defendant first demanded a husband, then a house, He built her a one-room house he stated that the defendant's claims had increased after the filing, that the family had not been restored even during the period given for reconciliation, and that there was no property dispute between the defendant and the plaintiff.

A.S., who was questioned as a defendant in the trial, denied the claim, arguing that he had been legally married to the plaintiff on 10.01.1983, that they had three children during their marriage, that they had not lived together since 1996, that the plaintiff had been irresponsible to the family, He was imprisoned, suffered a lot, endured insults, was forced to go to his father's house, the plaintiff's claim was rejected in 2002, the plaintiff agreed to divorce only if he settled his house, and the family was not restored during the reconciliation period. , asked to drop the claim.

The court, having examined all the circumstances relevant to the case, heard the explanations of the parties, examined the actual circumstances that led to the initiation of the claim, and found it necessary to satisfy the claim on the following grounds.

The parties have not lived together since 1995 due to disagreements. In 2002, the Fergana Inter district Civil Court ruled that the plaintiff's claim for divorce was rejected. The court ruling of August 20, 2018, set a six-month deadline for the parties to reconcile. According to the statement of the parties, it was not possible to restore the family during the given period.

The women's committee and neighbourhood civic assemblies in the respective area presented findings confirming that it was not possible for A.N. to restore his family with A.S.

As explained in paragraph 16 of the Resolution of the Plenum of the Supreme Court of the Republic of Uzbekistan dated July 20, 2011 No. 06 "On the practice of application of legislation by courts on divorce" and in accordance with Article 41 of the Family Code of the Republic of Uzbekistan. It must be satisfied only if it is determined that they can no longer live together and that it is impossible to maintain it because the family is completely broken.

The court ruled in favour of the plaintiff in considering the inability of the parties to restore the marriage, the unwillingness to restore the family, the impossibility of their further cohabitation and the complete failure of the family, the failure to restore the family even during the conciliation period, and the plaintiff's remarriage found it necessary to levy a state duty of 300 per cent of the minimum wage in favour of the state.

The regulation of family relations is based on the principles of mutual resolution of internal family issues, upbringing of children in the family, care for their well-being and maturity, protection of the rights and interests of minors and disabled family members.<sup>3</sup>

There are also cases where a wife earns more money than her husband, which in some ways leads to family breakdown.

In such cases, it is considered expedient for the prospective couple, who wish to get married, to get married after they have accumulated the funds that can support the family, at least in part, in the future. To do this, parents, the community and other members of the community need to be taught to live independently after their children grow up, and to take independent steps after they have grown up, bypassing all aspects of financial well-being. Of course, spiritual education must be constant. Only then will the young husband and wife feel independent living, and feelings of responsibility, commitment, aspiration for life, survival and appreciation of the family are formed. The reason is that many parents, instead of leaving their children financially to support their husbands and wives at a time when their families are on the verge of collapse, say, "I'll find you a new girl and marry you" or "you've been in our house for so many years." We can take care of it ourselves. The spiritual encouragement that is intertwined between them is to some extent the cause of the family's failure. In such cases, parents should encourage husbands and wives to take steps to reconcile the family, try to reduce the number of orphaned children, refrain from making all sorts of gossip about the failure of one family, and encourage parents to work together or, if necessary, both need to be nurtured.

It should also be noted that as a result of temporary disputes between husband and wife, many women apply to the court for alimony in a very short time before the divorce, in order to provide for their children. It is unfortunate that this situation is supported by the woman's parents. As a

result, this situation is considered to be one of the factors that lead the husband or his family to conclude that the wife has no desire to restore the family and break up the family.

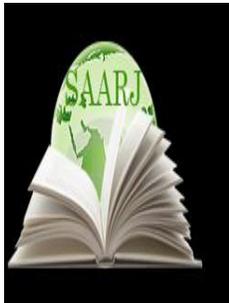
The weakening of sexuality in the family is also one of the causes of marital discord between couples. A sharp decline in sexual intimacy between couple can slowly lead to infidelity. To avoid such unpleasant situations, of course, both husband and wife should try to eliminate their shortcomings in this matter as much as possible. To do this, it is necessary to establish the practice of using the advice of a sexologist. It is also necessary to take seriously the teaching of sex culture to boys and girls approaching puberty. This is because in many cases, the unpreparedness of a married couple or one of them for sexual life can lead to the breakdown of families. As a result, one of the parties betrays the other.

Such cases are common in court practice. It is unfortunate that the husband and wife are unable to reconcile for trivial reasons, and are indifferent to the fate of the children in the middle, and hastily go to court with a petition for divorce.

For this reason, the district holds regular roundtables and meetings on the concept of marriage in cooperation with women's committees and "Family" Research and Practice organisations at public gatherings, higher education institutions, academic lyceums and secondary vocational colleges to teach young people how sacred the family is. It would be expedient to take in-depth measures to increase the responsibility for marriage in the future and to carry out a comprehensive explanatory work on state policy and legislation in this area.

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## IMPORTANT ASPECTS OF COOPERATION IN THE INCLUSIVE EDUCATIONAL PROCESS

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### ABSTRACT

*Humanitarian ideas such as the recognition of the uniqueness and values of human life, the right of the child to development, the guarantee of satisfaction of educational needs are reflected in a number of normative and legal acts adopted by the Government of the Republic of Uzbekistan and internationally. In particular, in our country, serious attention is paid to the education of children with developmental problems in the national spirit, mental, moral, physical development for social life at the level of independent citizenship. Therefore, in order to restore the health of children with developmental problems, improve their education, and consistently reform the social protection system, a number of measures are being planned and successfully implemented in the state programs adopted each year to address these issues. In this article I would like to describe important aspects of cooperation in the inclusive educational process.*

**KEYWORDS:** *Education, Development, Inclusive Process, Cooperation, Sick Children, Adaptation.*

### INTRODUCTION

A number of positive developments in the field of education in recent years are closely linked with the integration of activities in various areas in addressing the fate of children with developmental problems. Early diagnosis of abnormalities in child development, rehabilitation of the consequences of the problem, pedagogical assistance to children with early and early developmental problems, the development of models for their adaptation to secondary education remain among the pressing issues on the agenda.

To date, the issue of effective implementation of inclusive education for employees of the special education system is on the agenda as the most thought-provoking issue.

The scale of work in this direction is gradually increasing in Uzbekistan. Currently, a number of projects have been implemented in various regions of the country for several years in cooperation with the Ministry of Public Education and a number of international and non-governmental partner organizations. The analysis of research conducted within the framework of these projects shows that the experience of the program on inclusive education in educational institutions of the country shows the advantages of this method in ensuring human rights, in particular, the rights and freedoms of children:

- The rights of children with special educational needs to development in their families and communities are ensured;
- The participation of children with special educational needs in the educational process is ensured;
- Increased interest in life through the right of the child with special needs in education to be in the community of healthy peers;
- Children in need of special attention in education began to feel that they were among others.

The most remarkable aspect of the work done in this regard is that positive changes have taken place not only in the lives and minds of children with disabilities, but also in the minds of healthy children who are educated together with them. That is, healthy children began to treat children with disabilities not as they treated sick children, but as friends who were experiencing specific development.

However, despite the positive results in inclusive education institutions, a number of challenges have begun to be faced. These problems have been identified for a number of reasons. In other words, in addressing all issues related to the involvement of children with special needs in social life, without separating them behind the walls of special educational institutions, at first glance, they face completely different issues that are not directly related to this main issue. Most importantly, it is necessary to provide these children with the necessary aids, radically change and equip secondary schools, as well as to create special scientific and methodological literature for teachers, to train specialists, so that children with special needs in education can adapt to general education.

Another socially important issue in the success of inclusive education is the issue of mentality.

For many years, society has been dominated by the idea that children with developmental disabilities should be educated in special institutions, and that it is difficult to allow them to be educated together with normally developing children. It will take a long time of patience to change public opinion to solve this problem. After all, the idea that a child with developmental disabilities has the right to free education, like all children, should be instilled not only in himself, but also in those around him (peers, parents of normal children, and, above all, the institutional community).

We also believe that the introduction of inclusive education should be based on the idea that the family is the most effective place for the development of a child with special needs, as well as the fundamental right of the child to be at home.

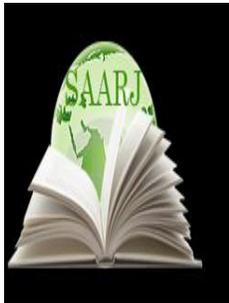
Since the quality of education and the availability of school conditions are key factors in solving the problem, rather than the child's abilities, the inclusive institution should identify the following at the beginning of its activities:

- Every child has the right to education in a secondary school;
- The conditions for the child should be adapted to his capabilities, not to his shortcomings;
- Corrective assistance should also be provided for the child's full education;
- In order for the child to successfully adapt to the process in the institution, it is necessary to have the joint influence of adults and peers around him;
- Attention should be paid to both the quantitative and qualitative composition of children in the class or group;
- Teachers of educational institutions should have a comprehensive understanding of this area;
- It is necessary to pay attention to ensuring the participation of all children in the organization of the educational process;
- It is important that the environment in the institution is adapted to the capabilities of children in all respects.

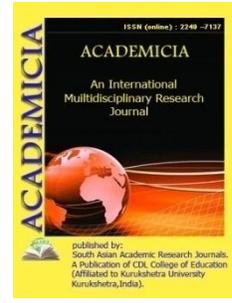
The idea of "From inclusive schools to inclusive society" should be considered only as an important factor in ensuring the freedom of the child in need of special assistance in each education, the right to be in the family, to grow up in their own home and neighborhood, to receive equal education. We can achieve the current implementation. It is enough for us to carry out enough joint activities.

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## FINGER LICKING FOOD FOR THOUGHT: JOURNEY OF AN ENTREPRENEUR

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### ABSTRACT

*This case reflects the life of an entrepreneur. Entrepreneurship is the most powerful term which is imperative across the world. The progress of any country depends on entrepreneurship. Hence, entrepreneurship is inevitable and indispensable. Entrepreneurship includes more essential things such as initiative, creativity, innovative ideas, understanding the customers and competitors, satisfying the customers, know the market and a lot of uncertainties and challenges. Entrepreneurship can be classified into large and small businesses. Now a day's small scale business plays a vital role to accelerate the country's growth. As India's population is vast with a different culture, wherein small scale business predominantly plays a major role. Moreover, small scale businesses satisfy the customer needs, bring more innovations, highly competitive, good quality and variety of products and services, specifically focus on rural areas, create more entrepreneurs, employment and support their livelihood. This case talks about one such entrepreneur who is running the hotel and his entrepreneurship strategies. I have described more details about the hotel and the business model in this case. It is a small hotel named "UBM HOTEL". Last decade, if Customers wants to have non-veg food, UBM hotel would be their first and foremost choice. This case described the quality of the products, goodwill of the business, customer service, loyalty to the customer and ethics in business.*

**KEYWORDS:** *Customer Service, Entrepreneurship, Loyal To The Customer, Goodwill Of The Business, Business Ethics*

*This case is solely developed for the students' purpose for classroom discussion. The case is developed based on secondary sources. The case does not indent to illustrate either effective or ineffective management or Managerial situation.*

## INTRODUCTION

### Background of the Hotel

UBM hotel is small in size and which is being called (NAMMA VEETU VIRUNTHU). It is located in a small village near Seenapuram, en route of Perundurai to kunnathur in the Erode district of Tamilnadu, India. The owner of this hotel is Mr. Karunaivel. In 1992-93, Karunaivel's family started a canteen at saw-mill in their village. When he started his business, the very first day he got the order for the food. As he was very happy to deliver the food, he had a great shock. He was asked to provide the food for the canteen employees at less cost (almost 50% less) than the prepared cost of the food. Though he felt sad, he wanted to satisfy the people through his food service as he loved his business. He took it on the positive side and continued the business. After a few days, some other issues had come, eventually, he was not able to continue the business at the saw mill. As he loved the hotel business intensively, he did not take any other business. He introspected again and again. Eventually, after six years, he decided to set up the hotel at his home itself.

UBM hotel was started in the year of 1998 by Mr. Karunaivel and Ms. Swarnalakshmi as a vegetarian mess. The hotel is located on the road, people were commuting for their daily and business purposes, government officials were passing through on the road would stop and have food. Gradually, the hotel became famous; people started coming from around 20 to 25 km to have the food. In the course of time, the UBM hotel was famous for both Veg and Non-veg. Gradually customers started liking the taste of the non-veg food of UBM hotel. UBM's Non-Veg food holds the upper hand than Veg food. On account of the high demand for non-veg food, propelled the hotel to Non-veg diners. Mr. Karunaivel said his family is meant for giving good hospitality to people. Mr. Karunaivel grew up being fed with a variety of delicious food at home. His grandparents thought that nobody visiting our house would go back hungry which was passed to my parents thus we have been following the same in our life.

Surprising aspects of UBM hotel, it serves food only for lunchtime, whereas normal hotels were serving food three times a day. The hotel got customers from nearby places, districts, and states as well. Totally more than 20 different varieties of Non-veg items were served there, all the non-veg items were unlimited. A very interesting factor is Karunaivel & Swarnalakshmi both are vegetarians who gave Non-veg feast to the customers every day. All the non-veg items were prepared by the owner's own experience.

### Infrastructure

UBM hotel is located in a small place, the hotel did not have any big infrastructure. The front portion of the home was converted as a hotel. Normally, now a day's in the hotel business, a high volume of money to be spent on infrastructure like A.C, tables, chairs, menu cards, parking space, attractive ambiance all those things are inevitable, whereas UBM Hotel did not have those things. In fact, the hotel did not bother with those stuffs. In fact, the UBM hotel is set up in the

thatched roof, tables were set up in the cement stone with plastic chairs. Maximum 20 people can sit simultaneously and the rest of them have to wait outside under the shadow of the trees where chairs were put up by the roadside for the customers to wait and small family lounge is also there. At lunchtime, the entire hotel area is surrounded by swanky cars parked outside the hotel; customers are curiously waiting and getting drool in their mouths to have food.

### **Customers**

Nowadays the customers' objective is to go to the hotel is different from the earlier period. Now the customer preferences to choose the hotel based on the location, infrastructure, Parking space, Time, Air condition than food which is pretty common in today's hotel business. Generally, every place has its own culture and taste pertaining to food. UBM hotel served the food at par with the culture of the region. Mr. Karunaivel understood customer preferences well. As he was keen on customer satisfaction, he had a practice that customers have to make an appointment for lunch through phone prior come to the hotel. Based on the total count, food will be prepared. Since customers were coming from faraway places, he ensured that all customers must have food and avoid overcrowding as well. Hence, he has been following the procedure of getting an appointment before coming to UBM. On weekdays and weekends around 50 and 100 plus people respectively visit there. Mr. Karunaivel received calls for the food from many states for appointments; Customers were coming from all across Tamilnadu and other states nearby like Bangalore, Kerala. In some interesting cases, people have visited UBM from other countries as well. Some famous celebrities visited the UBM hotel were Tamil Director Mr. Sandana Bharathi, Mr. Pandiarajan and his family, Tamil actor Mr. Prabhu and his family, National award lyricist Mr. Vairamuthu, Tamil comedian Mr. Mayilsamy, Actress Ms. Kajal Aggarwal and other celebrities. Recently Belgium couple had visited the hotel and enjoyed the food; they told that never had such kind of food anywhere else. Generally, the Erode district in Tamilnadu is meant for agriculture, surrounded by farmlands that are famous for shooting. Whenever a shooting happens in nearby places, the shooting unit visited the UBM for food.

### **Quality of the Food**

Karunaivelu and his wife Swarnalakshmi are much particular in food preparation. They used to check the quality of ingredients, which is being used for cooking. Mr. Karunaivel said the appointment is made either a day before the customer arrives or morning on the day. Based on the appointment, he checked and bought fresh and quality meat from the butchers every day. UBM believes, "Taste, quality, and authenticity is one thing which can't be compromised anymore. The recipe for each dish, which has been modified to cater to making non-veg dishes is a gift passed on from our elders. He gave clear instructions on making the masala pastes and mixes for the food. Since quality is the most important criterion, meat isn't kept in the refrigerator at any circumstances. They did not use any of the readymade spice powder which is available in the market. They ground all masalas in grinding stone as traditionally on a daily basis which is very special in UBM. Mr. Karunaivel's wife is a sole cook; she put utmost care in the quality of the food and taste. Once the preparation is over with the meticulous plan of Mr. Karunaivel, the taste of the food is checked by him, after that food will be served to the customers.

**Service**

First and foremost once customers entered the hotel, they are welcomed by Mr. Karunaivel and asked to be seated politely based on the crowd for having the food. Big plantain leaf around 2.5 feet is put for serving the food to all customers. His intention was to provide the home atmosphere to each customer while they were having food. That may be the reason; one big single plantain leaf is put for the whole family members wherein all the dishes were served to the entire family. In fact, this brought the old culture which was being practiced by the ancestors in front of our eyes. For individuals and friends, who were interested to have the food from the different plantain leaf, they served the food individually on smaller leaves. UBM had a clear practice that food was served to the customer only by Mr. Karunaivel and his wife; no other people were allowed to serve the food to the customers. While serving the food, he was wearing a pure white shirt and dhoti and his wife wore starched cotton saree, sacred ash on her forehead, warm smile with high positive energy which portrayed the culture of the region and resembled the state of a mother while serving the food. The motto of his business is, every customer must be considered as a family member, therefore he ensured that complete customer satisfaction while customers were leaving from the hotel. At times, when customers were not much aware of the variety of dishes and their benefits, he explained very passionately and told the advantages of those dishes. As the food is unlimited, he encouraged the customers to have more food and insisted them to ask furthermore in the father's stature. He had spent a good quality of time with each and every customer. Though the crowd was high, he never urged any customer in order to manage the crowd. Since money was not a primary concern, he took only limited orders every day to satisfy the customer. At times any vegetarian comes; he satisfied them as every day at least enough vegetarian food was available for few people to pass through.

**Variety of Food**

In plantain leaf salt was kept first followed by one bottle of mineral water is kept, after that small quantity of rice then non-veg dishes started to be served one by one which included mutton, Chicken, Quail, Duck, Egg, Turkey, Fish. Mutton dishes which included blood poriyal, intestines, mutton masal, aattu kaal varuval, liver fry, thalai curry and nalli. For those who prefer poultry, there's chicken biriyani, chicken kolumbu, varuval, pepper chicken, crumb fried drumstick and masal; quail roast, turkey varuval, pigeon masal. Seafood lovers have fish fry, fish kolumbu and uppu kandam, with biriyani, rasam, curd and payasam. After the food, customers were served ice cream and betel leaf. Generally, Mr. Karunaivel told that, once those items were served, immediately customers said "enough" but he said that "kindly take the food very slowly so that you can have more food and enjoy this". After the food, if customers wanted to take rest for a while, chairs and small wooden cots were put under the trees.

**Public relation**

Mr. Karunaivel strongly believed that serving food to the people is a gift of God by which we can directly associate with people's hearts. Since Mr. Karunaivel runs the business not only for the profit motto, he gave more attention to customer satisfaction, good service, quality of food, goodwill of the hotel. Generally, UBM hotel did not have any advertisements, websites, everything through word of mouth. New customers were generated through existing customers. Information about the hotel was rapidly passed from existing customers to their network; eventually, they tend to visit the hotel. It's possible for him to flourish his business to a great

level and start as many as branches with ease, but he was not interested. During the interview, “he said categorically that people who are hungry and need quality food, they have to be satisfied. Customers are the great ambassadors; as long as the quality is there we don’t want to run behind the customers, a customer will follow us”. It’s precise that, he never concentrated on the advertisement or any other promotional activities. As customers were coming from faraway places, it was recommended to see the Facebook page to know about the venue of the hotel, testimonials, photos, and ratings which were mentioned much clear about the hotel information to the customers.

## Testimonials

### Virundhombal!

1. Eating at UBM Namma veetu saapadu has been in my bucket list for a long time, after seeing photos and reading reviews. And we decided to go there while on our visit to Coimbatore for Sukanya's wedding. We called them and made reservation a day before. Today, we hired a zoomcar and while on our way we asked them if they would accept card, and they answered in negative. But we had already come a long way from Coimbatore by then. With the demonetization effect, a few ATMs on the way and all were closed and we were not able to get from petrol bunks too. We planned to go there, have lunch and hunt for ATMs then as it was already 2:30 PM.

We went there and told them we did not have enough cash and that we would withdraw n give. He simply said, "saapdunga modhala, kaasu daana, enga poyida poringa, apparam paathukalam"(Eat first, and we'll discuss this later, do not worry).

Lunch started with 2 huge banana leaves, with one leaf for 3(Like the banana leaf in senthil's comedy where one can lie on that). He said, "rice dan side dish" while about to start serving. Few quantity of rice, but the non veg varieties were infinite, including chicken, mutton, fish, pigeon, Turkey with a number of options in each, including raththa poriyal, thala kari that I lost track on the number of dishes. Their chicken, fish fry was among the bestest. Everything was cooked properly, making justice to the hotel name. Lunch ended with a complimentary ice cream.

After lunch, we literally wiped our wallets, still we were short of the total amount. And the man was like, "paravala magane idu podum, varuthapada venam," and after taking pics, "muzhusa thodachitinga nu solringa, selavuku iranooru venuma?"

A heavy lunch in a heavenly place, worth a 80 kms drive. A paradise for non vegetarians.

P.S: The hotel is run by an elderly couple, both being vegetarians.

### *Authentic and tasty non veg food*

2. Homely environment, very nice couple.. Primarily had chicken, mutton and fish dishes..the food was awesome..if you are a non vegetarian and love food, you should definitely try this once. worth the money and wait.. Don't forget to reserve ahead.

### *Gastronomically Surprised*

3. The hotel in itself is very non descriptive but the story begins after that. The meal that is served is epic.7-8 types of chicken. 3-4 types of mutton. Egg, Veggies, fish, Rice , biriyani. Food quality is very good although quite spicy. The hospitality extended is beyond par. Superb set of

hosts actually make your lunch worthy of it. We travelled from bangalore just for the lunch and boy o boy we were so happy after this. Please call them up and inform about your visit. Must go place. Meal cost is 550 per person

4. Good food. More over awesome people. Hospitality was great. They treat you like their own family members. They Invest at least 10 mins on each person.

5. These are homemade food and they don't have any servers to serve us. They do it by their own. My suggestion is to go on a weekday and the food is worthy than 500Rs. I rate it 5/5, just for their passion towards service.

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<https://www.facebook.com/pages/Ubm-Hotel-Kunnathur/380815158668001>

[https://youtu.be/1fu\\_YuRn7UA](https://youtu.be/1fu_YuRn7UA)- UBM YOUTUBE LINK

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<https://youtu.be/qVuwEbiWfo> - UBM YOUTUBE LINK

[www.thehindu.com/features/metroplus/how-to-make-bruschetta-with-tomatoes/article6793769.ece](http://www.thehindu.com/features/metroplus/how-to-make-bruschetta-with-tomatoes/article6793769.ece)

[www.theweekendleader.com/Success/2407/family-lunch.html](http://www.theweekendleader.com/Success/2407/family-lunch.html)

[www.vikatan.com/timepassvikatan/2016-apr-02/world-news/117455-ubm-hotel-karunaivel.html](http://www.vikatan.com/timepassvikatan/2016-apr-02/world-news/117455-ubm-hotel-karunaivel.html)

## Face book Testimonials

Selvakumar Ramadass added 5 new photos — eating lunch with Bavani Kumar and 2 others at Ubm Namma Veetu Saappaadu. **June 10 at 6:07pm** · Perundurai ·

Paulouse Moses added 5 new photos — at Ubm Namma Veetu Saappaadu. **June 5 at 5:40pm** · Perundurai ·

Cripers Manoj added 2 new photos — feeling tasty with Dhivakar Padmanaban at Ubm Namma Veetu Saappaadu.

Joseph Anand added 2 new photos — with Balaji Krishnan and Venkat Raman at Ubm Namma Veetu Saappaadu. May 19 · Perundurai ·

**UBM HOTEL IMAGES**



**BANANA LEAF FOR SERVING THE FOOD**



**VARIETY OF NON-VEG DISHES**



**Mr. Karunaivel & Ms. Swarnalakshmi serving the Food to customers**



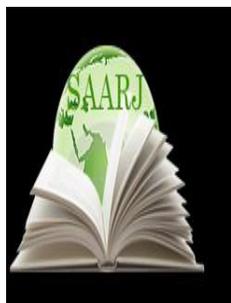
*Karunaivel feeding a chicken leg piece to a customer*



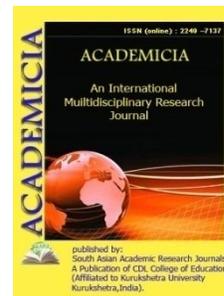
*Karunaivel and his wife and feeding the food to the people to their heart's content*



*Front view of the UBM hotel*



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## CHARACTERISTICS OF SPEECH CORRECTION OF CHILDREN WITH INTELLECTUAL INSUFFICIENCY

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### ABSTRACT

*This article describes in detail the specifics of speech correction for children with intellectual disabilities. In addition, special attention is paid to the organization of correctional education for children with intellectual disabilities in cooperation with special preschool institutions and families of children with intellectual disabilities.*

**KEYWORDS:** *Children With Intellectual Disabilities, Speech Defects, Cognitive Processes, Preschool Special Education Institutions, Correctional Classes, Education, Upbringing.*

### 1. INTRODUCTION

In the world, the social and legal protection of childhood in practice is divided into several categories, which exist in the specific complex conditions of children and are therefore the least protected part of any developed society. Among them, mental activity lags behind development that there is also a separate group of children with developmental disorders of sensory, motor, emotional and volitional aspects. These children's life activities and ability to work will be limited by themselves. Educational, correctional and correctional work with such children from pre-school age is very effective. In general, a lot of normative and legal documents have been signed to radically reform my pre-school education system. Including:

On December 29, 2017, the President of Uzbekistan Shavkat Mirziyoyev signed a decree "On measures to further improve the system of preschool education in 2017-2021". As a result of implementation of complex measures defined by the decision, the following will be achieved:

- Ensuring high quality pre-school education, radically improving the preparation of children for quality school, the introduction of alternative programs in the educational process;
- Organize 6,100 short-term groups as an alternative form of preparing children for school;

- Organize the preparation of children aged 3-6, who are not covered by preschool education, and their parents for school education by providing them with methodological manuals;
- Expand the network of pre-school educational institutions through 50 new constructions and reconstruction of 1167 existing institutions and overhaul of 983 existing ones;
- Reduce parental fees by 30% in rural preschools;
- Increase the coverage of children in preschool education by 1.5 times.

## 2. Main part

The effective implementation of the program will be under the constant control of government agencies through systematic monitoring of the implementation of the indicators set out in it.

The implementation of the resolution will ensure an integral and step-by-step development path to further reform the system of continuing education in the country as one of the main priorities of state policy.<sup>1</sup>

To achieve these goals, a variety of educational, pedagogical and correctional work is being carried out with children with intellectual disabilities of preschool age. It is stated in all special literature that the correction of their cognitive and speech defects should be based on a system of correctional work. In this regard, cooperation with the family is also important in the upbringing of a child with a developmental disability, especially a mentally retarded child. A speech pathologist should not only bring up a child with developmental disabilities in a special institution, but also work with his family. The defectologist should provide psychological assistance to the child's family and instruct the child's parents on how to organize the upbringing. It is important for a specialist involved in working with a mentally retarded child to understand the characteristics of his or her family situation in order to help the child closely, but it should be noted that parents do not take their children with disabilities to specialists because they are ashamed to take it out. Lack of communication with the outside world is a serious obstacle to the speech development of mentally retarded children. In mentally retarded children, there is an underdevelopment of higher forms of cognitive activity, superficiality of thinking, slow development of speech and qualitative specificity, impaired verbal control of behavior, incomplete emotional-volitional sphere. Late speech development is characteristic of mentally retarded children. Strong lag is observed in the period before the speech. If congestion occurs normally in infants from 4 to 8 months of age, in mentally retarded children it occurs between 12 and 24 months of age (I.V. Carlin. M. Strazulla.)

According to M. Zeeman, the first words appear in children with mental retardation at the age of 3 years. Studies by IV Carlin and M. Strazulla show that the first words appear in such children between the ages of 2.5 and 5 years. (Normal development of the first words in children is from 10 to 18 months).

Significant retardation of speech development in mentally retarded children is reflected in the emergence of expressive speech. In this case, the interval between the first words and the phrase is longer than in normal children.

Specific aspects of speech development in mentally retarded children have been studied by many authors in the psychological aspect (V. Petrova, M. Pevzner, I. Carlin, M. Strazulla, S. Borel, Mezonni, Schlezinger, M. Zeeman and others. ).

Speech disorders in mentally retarded children have been studied by speech therapists M.Khvatsev, R.E.Levina, G.A.Kashe, D.I.Orlova, M.A.Savchenko, E.F.Sobottovich, R.I.Lalaeva, K.K.Karlep. According to these studies, 40-60% of children in the primary grades of secondary school have obvious deficiencies. According to M.E. Khvatsev, G.A. Kashe, the number of children with speech defects in the first grades of the secondary school is quite high.

There is a lot of research being done on how to effectively develop a child's speech and how to fully contribute to the social development of this child, how to organize the work on speech development of preschool children with intellectual disabilities. .

Here are some suggestions on how to improve the speech of children with intellectual disabilities:

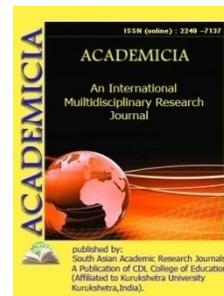
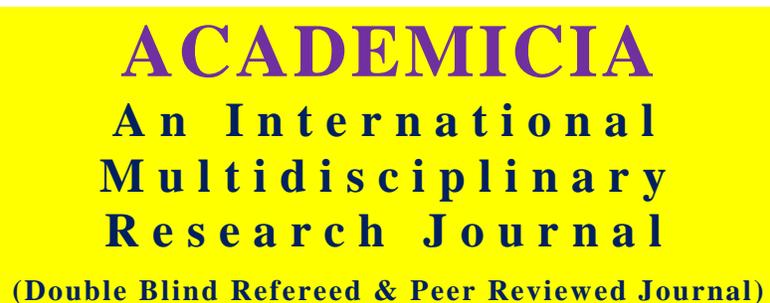
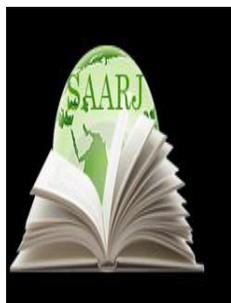
- The choice of teaching methods in speech development classes should be such that they effectively help the mentally retarded child to gain a deeper understanding of existence and to develop speech and thinking;
- All opportunities should be used to activate speaking skills;
- increasing children's vocabulary based on the development of their interest in objects and events in the world;
- It is advisable to follow the following requirements when using visual aids in the educational process. The picture chosen should be clear, interesting, colorful and large for all children.

### 3. CONCLUSION

By expanding the speech capabilities of mentally retarded children, their thinking is formed, because the cognitive processes are inextricably linked with speech, which at the same time allows children to develop speech and develop imagination, to solve problems of acquainting them with the environment. As a result, it is easier for mentally retarded children to integrate into society.

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DOI: [10.5958/2249-7137.2020.01336.1](https://doi.org/10.5958/2249-7137.2020.01336.1)

## NAMES OF THE ANIMALS USED IN ALISHER NAVOI'S POEMS

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### ABSTRACT

*In this article, the names of animals used in the works of the great poet, their semantics, the frequency of animal names used in the devons of "Khazoinul-maoniy" and a number of thematic groups are presented.*

**KEYWORDS:** *Nature, Ornithonyms, Ankabut, Chugs, Anqo, Butterfly, Propeller, Snake, Fable Art, Sayd, Suyi, Qaqnus, Oshyon.*

### INTRODUCTION

Fiction helps an individual find his or her place in society. This process takes place through reading the works read, drawing appropriate conclusions from them, being influenced by the artistic word, purifying the heart, enjoying the virtues that are pleasing to one's relatives, and most importantly, self-improvement through works of art. It is necessary to "pay tribute to the memory of our ancestor Alisher Navoi, to study his sacred heritage, to pass it on to our younger generation." There are endless aspects of studying the works of Alisher Navoi. By studying them, the reflection of the environment, language, culture and social life of the poet's time emerges.

The term animal refers to terrestrial, winged, reptile, aquatic creatures. In the narrow sense, the term refers to the mammalian family, while in the broad sense, it refers to the entire animal kingdom, in direct opposition to the plant kingdom.

Zoonymic units are the object of study of onomastics as a noun and semantics as a cognate noun. The meaning of the term zoonim is broader than that of an animal lexeme. During the historical period of the Uzbek language, 337 words belonging to the animal world were used, and these names are mentioned in the annotated dictionary of Alisher Navoi's works. From them, 76 are the names of livestock, 71 are the names of livestock, 94 are the names of birds, 9 are the names of reptiles, 48 are the names of wild and wild animals, 41 are the names of small animals and beasts, 6 are the names of aquatic animals, 12 the names of legendary animals. Our linguists

divide the words belonging to the animal world into such names as the names of livestock, the names of wild animals, the names of reptiles, the names of birds.

Fauna and flora play a key and important role in the Turkish lexical layer of the Uzbek literary language dictionary. Words belonging to this layer are characterized by the fact that they are active lexical units, expressing necessary and vital concepts and ideas. In the modern Uzbek literary language there are the following semantic groups of zoonyms in the Turkic lexical layer: names of animals, birds and poultry, names of their members, names of insects, ants.

It is well known that when it comes to this or that creative potential, the focus is not on what it depicts, but on how it is portrayed. Alisher Navoi, comparing the lexical possibilities of the Persian and Turkic languages in his work "Muhokamatul-lugatayn", noted that all Persian-Tajik waterfowl are called "murgobi", in Uzbek there are about 70 of them, and gave some examples of their names.

We were able to determine the frequency of use of 18 lexemes from the names of animals, birds and insects used in Alisher Navoi's "Khazoin ul-Maoniy". This can be expressed as a table.

№	Lexemes	Frequency of use of lexemes in devons (Collection)				
		In Garoyibus-sig'ar(GS)	In Navodirush-shabob(NS)	In Badoyiul-vasat(BV)	In Favoyid uk-kibor(FK)	Total
	<b>Name of the birds</b>					
1	<i>Bird</i>	75	70	74	100	309
	<i>Bulbul</i>	108	71	62	61	304
2	<i>Spider</i>	5	2	1	2	10
3	<i>Peacock</i>	7	2	2	4	15
4	<i>Chugz</i>	9	6	7	12	34
5	<i>Pigeon</i>	5	6	10	5	26
	<b>The name of the legendary birds</b>					
6	<i>Anqo</i>	5	3	1	2	10
	<b>Name of insect</b>					
7	<i>The butterfly</i>	2	1	2	1	6
8	<i>Parvona</i>	32	23	25	37	127
9	<i>Fly</i>	8	3	0	2	13
	<b>Reptiles</b>					
10	<i>Snake</i>	12	6	2	4	24
	<b>Swimmers</b>					
11	<i>Fish</i>	5	6	0	2	13
	<b>Name of domestic animals</b>					
12	<i>Donkey</i>	3	2	2	0	7
	<b>The name of the wild animals</b>					

13	<i>Deer</i>	11	2	4	4	21
14	<i>elephant</i>	5	3	4	1	13
15	<i>fox</i>	1	2	1	1	5
16	<i>Lion</i>	0	1	0	0	1
17	<i>duiker</i>	2	1	0	1	4

The **bird** lexeme serves to express metaphorical meaning in ghazals. The combination of the *soul bird* has the meaning of analogy on this basis. For example:

*O'qi rashkidin erur ko'ksum aro ko'nglum qushi,*  
 [My soul bird in my chest melts from jealousy arrow]  
*Ul kabutarkim, qabaq ichinda qilg'ay iztirob(GS).*  
 [It is a pigeon and it suffers in the cage]

The dog lexeme has a special significance in mystical poetry. As a symbol of fidelity, the nights for the divine lover carry the notion of a faithful companion.

*Itiing hisobig'a kirgan hisob vaqtida,*  
 [At the time of the account entered into the dog's account]  
*Agarchi jurmi erur behisob, emas mahsub. (GS)*  
 [If I don't walk so much I am not beloved]  
*O'yqunga moni' agar bo'lmasa ul ko'y ichra,*  
 [If it doesn't interrupt my sleep by that melody]  
*Yugurub itlar ila kecha tong otquncha huray. (NS)*  
 [I will bark and run among dogs until sunrise]

The following example illustrates the condition of the Sufi more impressively. To do this, the poet uses the associative signs of the word dog. That is, bone and gnaw bring lexemes into the text.

*To'rt ayog'lanib iting xayli aro men majnun,*  
 [I am a beloved as I am running by four legs like a dog,]  
*Gar kesak otsang o'pay, gar so'ngak otsang ko'muray. (GS)*  
 [If you throw wodge I will kiss, if you throw bone I will gnaw]

In the poet's work, the snake lexeme is chosen as the standard of comparison. It is often compared to the hair of a yarn. The poet used this lexeme in the form of a snake.

*Yilon kebi, ne ajab, ganj asrag'an kishining*  
 [Like a snake, what a strange, grief-stricken man],  
*Hamesha komida gar zahr erur, tanida shikanj. (GS)*  
 [There is a poison inside him, thorn in his body]

*Dunyo arusi zulfini tutqan ne ogah faqrdin,  
 [World's bride holds her ringlet being aware of poor,]  
 Ganj istamas ulkim, **yilon** tutmoq bila xursand erur. (GS)  
 [She doesn't want grief, she makes her happy by catching snake]*

In the following example, the poet reveals the art of fables (reality comparable to a natural phenomenon) through the word snake. The lover's snarling at the sight of a snake is likened to a bird screaming at the sight of a snake. The state of love is compared to a natural phenomenon. This is to increase the visual impact and convey the lyrical protagonist's experiences in a simple way. For example:

*Ko 'ngullar nolasi zulfung kamandin nogahon ko 'rgach,  
 [Wail of souls when they see your ringlet accidentally,]  
 Erur andoqki, **qushlar** qichqirishqaylar **yilon** ko 'rgach. (GS)  
 [Like a birds' chirping when they notice a snake]  
 Yana zulfung buzug 'luq soldi ko 'nglum xonumoninda,  
 [Also, your ringlet break my soul]  
**Yilon** andoqki solg 'ay qo 'zg 'olon qush oshyoninda. (NS)  
 [Like a snake, make a revolt in birds' nest.]*

In the following example, too, the poet used the lexeme of fish to create another form of parable art. My heart was pounding with red tears, let's look at the verse that says, as if seeing blood in a river and understanding a fish wound:

*Ko 'ngul chokin ko 'zumda ashki rangin elga fosh etti,  
 [My eyes' seam makes my heart griefts to people]  
**Balig'** zaxmini fahm aylarlar el daryoda qon ko 'rgach. (GS)  
 [People notice fish's injury when they notice blood in river]*

This is exactly what is repeated in the following example. Only here did the lexemes change places. Now the word sayd, not fish, serves to express this notion. Only then does the local concept occur in the sense of land.

*Ko 'zum qon yosh to 'kar, netib ko 'ngul zaxmin yashuraykim,  
 [My eyes drop blood tears, how can I hide my soul griefts,]  
 Toparlar yerda zaxmin **sayd** qonidin nishon ko 'rgach. (GS)  
 [It is noticed injury when they it is find blood]  
 Junun ermas **kiyiklar** suhbatlari dermen manga shoyad,  
 [I said that it is not insane deer's talk to me but]  
 Bir o'q tekkay g'alat, ul qoshi yo garmshikor o'lg'ach. (GS)*

*[A strange arrow stabs, that eyebrows or attractive die]*

In many places the names of plants and animals are used together. For example, in the bytes where the word nightingale is present, the word flower or flowerbed is definitely present. In the following verse, the poet is interpreted as a subject who plucks the feathers on a nightingale's wing, likening the petals to a flower.

*Gul yafrog 'i tirnog 'lar erur bu chaman ichra,*

*[Leaf of the flower is a Neal in this flower garden,]*

**Bulbul** *paru bolini yulub bergali barbod. (GS)*

*[Those nails are bulbul's feather and chirp.]*

The animal lexeme used in the poet's poems is combined with the word water, which is not understood in the literal sense we understand today, but in the lexical sense of the word, i.e. in the sense of "water of life":

*Soqiyo, ber o 'tki, kul qilg 'ay vujudum xirmanin,*

*[Drinker, give me fire, it makes my heart ash,]*

*Aylaman hayvon suyinkim, aylagay ihyo, pisand. (GS)*

*[His eyes resurrect like the water of life]*

The lexeme of the donkey is also used in the composition of the proverb quoted in the ghazal, and in such examples the irony is felt. The poet used this lexeme to remind the exemplary thought in the vernacular in order to reinforce the analogy. As a result, we can see that the word is used in the same place. The poet finds it necessary to use a wise phrase in this context, which prefers straw to halva for a donkey.

*Or etar pashminadin ablah tilab zarrishtani*

*[The poor man prefers a warm woolen garment over a golden thread, and is ashamed of a golden thread]*

*Kim, eshak halvoni andoqkim somon ko 'rmas laziz. (GS)*

*(For a donkey, straw is more precious than halva)*

*Soqoli shayxi riyoiyg 'a garchi keldi harom,*

*[The beard is also haram for hypocrite sheikh]*

*Vale kularga eshak bo 'iniga kerak g 'ujg 'ov. (BV)*

*[It's like tying a donkey's tail around its neck]*

Based on the examples, it can be said that the use of the word elephant in the bytes where the word mosquito is used is mainly seen as one of the ways to form an antithesis in the byte. As a result, the words fly and elephant become the object of comparison in ghazals. It is noteworthy that the poet also used half-and-half adjectives in relation to this lexeme in the text to show the weakness of the fly:

*Bu turfaki, daf'ini yarim pashshag 'a qo 'ydung,*

*[Surprisingly, you put all your task into a weak fly]*

Har **pil** nihodeki sanga qildi takabbur. (GS)

*[The elephants were arrogant towards you]*

**Yarimchuq pashsha** nishi bila ojiz qilursen,

*(You are intimidated by a small, weak mosquito bite)*

Nechakim **pil** yanglig‘ qaviydur xasmi bebok. (NS)

*(It was as if a few elephants were frightening the enemy)*

In the following example, a fly and a legendary angolan are chosen as the opposing units.

Ko ‘rguzub chun domi zulfu donai xol aylabon,

*[Underneath her hair, she slowly showed the grains on her face]*

Bulbulu qumri demonkim, **pashsha to anqoni** sayd. (FK)

*[I became like a fly hunter, not a nightingale]*

In the following examples, a contextual antonym is formed between a lion and an ant, a lion and a deer, a lion and a fox using the lion lexeme:

Gar **sherdurki, mo‘rcha** yo ‘qtur hisob anga,

*[They do not call an ant a lion]*

Kim topmadi ko ‘zi bu yobon gardidin sharaf. (BV)

*[No one is honored with tears]*

Fano yo ‘li **kiyikni** ayla sayd, **sher** ersang

*[If you are a lion, hunt a deer on the path of fano]*

Ki, dahr jiyfasini jo ‘stujo ‘ qilur **itlar**. (FK)

*[Dogs are also search deadly in the world]*

Junun zanjirida oshiq yonida hiylagar zohid,

*[He who dies in the presence of a stranger and a poor lover is a deceiver]*

Kishi ko ‘rsa tasavvur aylagay **sher** ollida **tulku**. (NS)

*[Anyone who sees this imagines a fox walking in front of a lion]*

Tilar ko ‘nglum qushi **anqodin** o ‘tsam nari yuz vodiy,

*[my heart longs to cross the valley like a bird]*

Munungdek sayr etarga qofdin ortuq sabotim bor. (GS)

*[I have more strength and endurance than a mountain on such a trip]*

Alisher Navoi skillfully used linguistic materials on all layers and lexical groups of the Uzbek vocabulary in his works, highlighting the diversity of artistic and methodological potential of our language. Therefore, in his works one can also find poetic symbols and images of the most

ancient lexical layer of our language. The ornithonyms used in the works of the poet can be divided into the following groups according to this aspect.

1. In the works of Alisher Navoi, bird names were widely used, which performed various xii lexical-spiritual-methodological-semantic functions in connection with the poet's artistic intention.
2. The language of the poet's works and the modern Uzbek literary language and its dialects have ornithonyms with the same form and meaning: nightingale, tuti, goose, peacock, etc.
3. Ornithonyms not recorded in modern Uzbek literary language: chugz, uqob, bum.
4. The use of bird names in the works of Alisher Navoi in the lexicon of the Uzbek literary language with certain phonetic changes: chubchuk-chumchuk, crane-crane, kabudtar-kabutar-kaptar, karchigay-korchigay.
5. Legendary bird names used in the works of the poet: Qaqnus, Humo, Anko, Simurg.

This type of description can open a wide range of historical and etymological study of ornithonyms, their place in the vocabulary of our language and the study of their semantic nature on the basis of direct written and oral materials.

Similarly, in the lexicon of the poet's works, along with real bird names, we have witnessed the active participation of mythological bird names, which are symbolic symbols in our imaginary imagination, in both prose and verse. For example, through the ornithonyms Qaqnus, Humo, Anko, Simurg, he used the poetic analysis of a particular situation of a lyrical hero or event, as well as a vivid reflection of an epic reality.

Anqoni kishi qachon qilur yod,

[When people thought that anqo is strange for them,]

Ul lahzani bulbul etsa faryod.

[It would be the time that bulbul cries.]

Anqo is a legendary bird, there is no evidence that anyone saw him. The peoples of the ancient East, including the Uzbek people, are the patrons of the protagonist in legends, fairy tales and epics. It is invisible to the human eye, its wings and feathers are made of gold and silver, and it is described as fiery. There is an opinion among our people that "Anko" is happiness, fortune, the bird of the state, and whoever is overshadowed, will be happy.

Anqo is an Arabic word that means a bird that has a name but it is not real. It is noted that it is used in two senses:

- a) It has a name, a legendary bird that does not exist;
- b) Anything that doesn't exist in the world.(UTIL.1-volume,42p)

Humo is a Persian word meaning "bird of happiness". The semantic scope of the humo ornithonymy includes the semantics of "happiness" and "luck".

Humoyi ishrating madum ekinmu,

[Isn't your happiness in love with the humo bird]

Boshing‘a soya solgan bum ekinmu?

[Isn't that the shadow of happiness on your head?]

The word qaqnus is an ornithonym denoting the name of a legendary bird. According to popular belief, this legendary bird had three hundred and sixty holes in its beak, each of which emitted a musical sound in a unique tone. That's where the beautiful melody of Qaqnus sings comes from.

Bo‘yla Qaqnusga bu sifat tovu,

[If the squirrel has the quality of a peacock-like kindness]

Hamnavolig‘ aro bo‘lib ma‘yus.

[attracts along with the melancholy melody]

Sometimes the poet does not overlook the anomalies in the world of birds. These aspects help the creator to strengthen the image of the situation. For example, the poet tried to describe the state of the peacock, in which the owl left and took the place of the ruin in its place, in a byte beginning with the word non-introductory.

*G‘ayrkim, mahv o‘ldiyu sensen buzug‘ ko‘nglum aro,*

*[Surprising, you are in my heart as soon as invader of my heart died]*

*Chug‘z itib, tovu er tutmish ajab vayronadur. (GS)*

*[The owl left and made the ruined peacock's place]*

In ghazals, along with each zoonym or ornithonym, their specific behavior or character is also present in the byte. For example, in the text in which the word dog is present, verbs such as hurmoq and chase, otmog (kesak) are involved. In texts composed with the participation of a bird lexeme, lexical units such as fly, wing, and nest are involved spontaneously. The lexeme of fish is used in conjunction with water. The word devastation is always present in the bytes in which the owl is present. In the bytes in which the spider is present, the words bond and narrow are present. Through this, beautiful specimens of the gazelle were created.

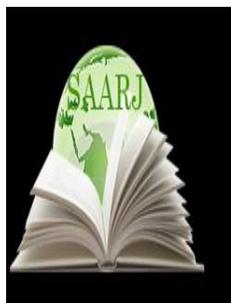
## CONCLUSION

In short, Alisher Navoi skillfully used linguistic materials on all layers and lexical groups of the Uzbek vocabulary in his works, highlighting the diversity of artistic and methodological potential of our language. That is why his works also use poetic symbols and images of the most ancient lexical layer of our language.

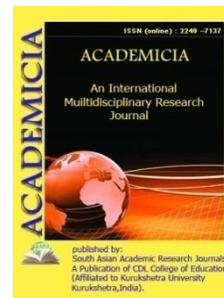
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## A NEW QUICK METHOD TO DETERMINE BEER COLOR

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### ABSTRACT

*The article describes the essence of the colorimetric scale method based on the spectra in the new RGB color model of visual determination of beer color index. The development of such a new rapid colorimetric scale method of visual determination of beer color index; the introduction of a new colorimetric method for determining the color of beer for customs examination; The practical significance of the results of the study is explained by the fact that the newly developed rapid colorimetric method for determining the color index of beer will serve to increase the efficiency of certification bodies, customs and other analytical laboratories. It is noted that the rapid colorimetric method, which allows to determine the color of beer, has been introduced into practice by the Agency "Uzstandard" standardization, metrology and certification, which allows for rapid and high-quality analysis of beer products.*

**KEYWORDS:** *Beer, Chemical Composition Of Beer, Physical And Chemical Indicators Of Beer, Color Indicators Of Beer, Light-Colored Beer, Dark Beer, RGB Color Model Spectra, Colorimetric Scale.*

### INTRODUCTION

Organoleptic and physicochemical parameters play a key role in determining the brand status of beer. According to the real standard, beer is a low-alcohol, frothy cool drink, mainly produced in light and dark beers. Depending on the amount of initial extract, beers are divided into the following groups.

**Light colored beers**

10% light beer  
 11% light beer  
 12% light beer  
 13% light beer  
 14% light beer  
 15% light beer  
 16% light beer  
 17% light beer  
 18% light beer  
 20% light colored beer

**Dark colored beers**

12% dark beer  
 13% dark beer  
 14% dark beer  
 15% dark beer  
 16% dark beer  
 17% dark beer  
 18% dark beer  
 20% dark beer  
 21% dark beer

Depending on the processing, it is divided into pasteurized and unpasteurized beers [1; 4-p; ].

The following is used for brewing:

- 1) Beer barley malt caramelized malt or thermally processed beer malt.
- 2) Drinking water (GOST 2874-82).
- 3) Xmel (GOST 21947-76).
- 4) Hmel extract, seemingly briquetted hmel or granular hmel must be approved by the Ministry of Health of the Republic of Uzbekistan.
- 5) Unsalted raw materials: barley (GOST 5060-86), rice flour (GOST 6292-70), corn flour (GOST 6002-69); sugar (GOST 21-78), sugar, malt extract [2; 4-17 –p.].

According to the literature, the taste, color, odor, clarity of beer is considered its organoleptic characteristics and is crucial in determining the quality of beer, which depends on the type of raw material used, the quality (amount of malt extract, barley malt used for beer or fodder, production method, technological modes).

According to the requirements of the standard, each beer has its own characteristic taste, aroma and aroma, and there should be no additional tastes and odors. With the exception of dark and caramel beers, all breweries are required to be clear and transparent. Beer should be stored in a dark room, in the temperature range 2-12 °C. When quality beer is poured at 10-12 °C, it should gradually release CO<sub>2</sub> gas bubbles, forming a compact, stable foam on the surface of the container.

Depending on the recipe and brewing time, there are three types of local beers:

- Light and dark;
- Hungry special and dark special;
- Hungry is divided into original.

In Uzbekistan, many light-colored beer products are produced, such as "Kibray", "Sarbast", "Almalyk", "Zarafshan", "Sherdor", "Pulsar", "Golden Autumn", "Fergana Special", "Fortuna". As a result of economic reforms carried out in the country in recent years, positive changes have

been made in the infrastructure of the food industry, and joint ventures have been established with a number of foreign investors.

The technology of preparation of light and dark varieties of beer differs by a number of physicochemical parameters, energetically light beers provide 1700-2200 kJ / kg, dark beers 3400 kJ / kg.

Tables 1 and 2 below show the organoleptic and physicochemical characteristics of light-colored beers "Zarafshon", "Sherdor", "Fortuna", "Shifobakhsh Fortuna" and dark-colored "Barkamol" selected for research.

Table 1 shows that the organoleptic characteristics of beer must meet the following requirements and norms [3; 17-550-p,].

**TABLE 1 ORGANOLEPTIC CHARACTERISTICS OF BEER**

№	Indicator name	Description and norm
1	Appearance	A clear, clear liquid without additives and sediments
2	Foam	Beer poured into a clean cylindrical glass bottle with a height of 105-110 mm and a diameter of 70-75 mm at a temperature of 12 ° C from a height of 25 mm (distance from the bottle or barrel to the top of the bottle) should form a compact foam and emit SO <sub>2</sub> gas, and meet the following specifications need: <i>High quality beer poured into a bottle.</i> <i>Foam height</i> <i>the content of dry matter in the original juice is not less than 35 mm in beer up to 13%;</i> <i>Above 13% and not less than 40 mm; Foam stability 4.0 min. not less.</i> <i>Bottled beer</i> <i>The height of the foam is not less than 20 mm.</i> <i>Foam stability is not less than 2.0 min.</i> <i>Beer in a barrel</i> <i>The height of the foam is not less than 15 mm.</i> <i>Foam stability is not less than 1.5 min.</i>
3	Taste and aroma	With no added odors and flavors, the hmel flavor and aroma of xmel have the pure taste and aroma of a fermented malt drink.

Physicochemical parameters of beer include: alcohol content (%), actual extract content, initial extract density, acidity, color, CO<sub>2</sub> (%) content, pH index, etc. (they are determined by chemical methods and using physical instruments).

Prior to chemical analysis, the gas in the beer is released at room temperature (by pouring from container to container). Opaque beers are filtered.

Determination of the color index of beer based on GOST is based on the comparison of the color of beer with iodine solution. [9]

In addition, TN Volkova suggested that the color of beer can also be determined by the method of comparison to the mixture of equalizers.

R.A. Kolchaeva, G.A. Ermolaeva highlight the existence of a colorimetric method for determining color. To do this, the prepared beer is poured into a washed cuvette, the optical density of which is measured and calculated relative to the density of distilled water [4; 16 -134 - p].

**TABLE 2 ORGANOLEPTIC CHARACTERISTICS OF LIGHT AND DARK BEER DRINKS**

№	Indicator type	Beer type	Characteristics and norms
1	Appearance	Light colored beer	A clear liquid with no external additives, no sediment
		Dark beer	A brown liquid with no external additives, no sediment
2	Foam	Light colored beer	Beer poured into a cylinder with $\varnothing = 70-75$ mm, $h = 105-110$ mm forms a compact foam that does not break for 1.5-3 min at a height of not less than 20 mm at 12 °C.
		Dark beer	Beer poured into a cylinder with $\varnothing = 70-75$ mm, $h = 105-110$ mm forms a compact foam that does not break for 1.5-3 min at a height of not less than 20 mm at 12 °C.
3	Taste and aroma	Light colored beer	Hmel should have a malt taste and smell with sourness
		Dark beer	It should have a malt taste and smell with hmel sourness as well as a small amount of caramel taste

**TABLE 3 PHYSICOCHEMICAL PROPERTIES OF VARIOUS BEER DRINKS**

Indicator type	Beer varieties				
	Zarafshon	Sherdor	Fortuna	Shifobaxsh Fortuna	Barkamol
Alcohol content, %	2,7±0,5	3,4±0,1	4,4±0,2	2,8±0,2	2,8±0,5
Actual extract amount, %	5,3±0,2	5,4±0,2	5,0±0,2	4,2±0,2	5,4±0,2
Initial slurry density, dry matter content, %	10,5±0,2	12,0±0,2	14,0±0,2	11,0±0,2	11,0±0,2
Acidity (NaOH solution with 1 mol / dm <sup>3</sup> per 100 cm <sup>3</sup> of beer, cm <sup>3</sup> )	2,2±0,5	2,5±0,5	2,9±0,7	2,7±0,3	2,3±0,5
Color index (1 mol / dm <sup>3</sup> of iodine solution per 100 cm <sup>3</sup> of water, cm <sup>3</sup> )	1,0±0,5	0,9±0,3	0,8±0,3	0,8±0,2	4,5±0,5
CO <sub>2</sub> content, %	0,30±0,05	0,30±0,05	0,33±0,05	0,30±0,05	0,33±0,05

As can be seen from Table 3, the content of alcohol in light-colored beers is 2.2-4.6%, the amount of real extract is 4.0-5.6%, the density of the initial slurry, the amount of dry matter is 10.3-14.2%, the acidity is 1, 7-3.6 conventional units, color index 0.6-1.5 conventional units, carbon dioxide content is in the range of 0.25-0.38%, dark beer alcohol content is 2.3-3.3%, real extract content 5.2-5.6%, initial slurry density, dry matter content 10.8-11.2%, acidity 1.7-2.8 conventional units, color index 4.0-5.0 conventional units, the amount of carbon dioxide was in the range of 0.28-0.38%, and the main major difference was found in the color index.

The light-colored beer has a delicate xmel bitterness, followed by a light taste of malt extract. Dark beers, on the other hand, have a distinct malt taste and aroma and are sweeter.

According to B. Bamfort and other scientists, the fullness of taste is one of the important indicators of beer. Taste completeness is provided not only by dextrans and melanoids, but also by other substances that affect the taste organs. Such substances include nitrogenous substances and the bitter substances of hmel, and the substances mixed with the bitter substances of hmel form complex taste complexes. Pentosans, ethyl alcohol, high alcohols, esters, glutamic acid, and some amino acids also affect taste completeness. Melanoids also affect the taste completeness of dark beers. The fact that beer is saturated with CO<sub>2</sub> also affects its taste completeness. The CO<sub>2</sub> in the beer must be chemically bound and slightly dispersed and slowly separated. Only then will the beer have a fresh, delicate taste. The taste of beer is also affected by the degree of dispersion of colloids in the extract, and as the dispersion of xmel substances increases, the beer acquires a bitter taste. Temperature also has an effect on the taste, causing a change in the colloidal system in the beer. Excessive drop in temperature also spoils the taste, and such beer becomes tasteless, dry. Suitable temperature for consumption is 8-12 °C [5; 7-15-p].

Color and transparency are the most important organoleptic indicators. In some scientific literature, color and transparency are the first organoleptic indicators that characterize the quality of beer. The color of beer is reddened by melanoids, some substances of barley (flavin, carotene), red pigment - flobafen, which is a product of oxidation of the additives of hmel. Light-colored beers have a light golden-yellow color. This color indicates that they have a delicate, delicate taste. The color index of light beers is 0.5-3.0 ml compared to 0.1 n J<sub>2</sub>, while the color index of dark beers is 3-8 ml. In any case, the beer should be transparent and the beer should sparkle and shine when viewed through the bottle.

Beer turbidity can be determined using the visual and nephelometric method (Tseys). Blurring of light-colored beers begins quickly. In addition to biological turbidity, there are physicochemical turbidity, protein turbidity, glistening turbidity, velvet tar and oxalate turbidity. The most dangerous of these is the protein turbidity, which is known after it is poured into a bottle.

The malt production process is divided into the following technological stages:

1. Grain cleaning and sorting;
2. Grain freezing;
3. Grain production;

These 3 processed grains can be called semi-finished or raw malt. Raw malt is a confectionery product, ready for the production of alcohol. But in the production of beer, the malt is dried. The purpose of drying is that the malt accumulates odors and dyes, and it can be stored for a long

time. Dried malt is the main raw material for beer production. So beer malt is barley that is harvested, then dried.

Some studies have found that the final temperature in the preparation of dark malts is higher than that of light malts. The final temperature does not exceed 105 °C. Otherwise many enzymes will break down. During drying, amylolytic activity is reduced by 30-40% in light-colored malts and up to 70% in dark-colored malts. High temperature resistant  $\beta$ -amylase is activated. In the dry state, proteolytic enzymes do not degrade even at 100°C. Acid-forming enzymes (phytase, glycerophosphatase, nucleotidases) are rapidly broken down [6; 20-21 p].

The composition of malt determines the chemical composition of the finished product. The average chemical composition of malt is as follows (relative to dry matter): starch 57% reduction sugar 4%, sucrose 5%, dissolved pentosans 1%, insoluble pentosans and hexosans 9%, cellulose 5.5%, nitrogen-fixing compounds 10%, non-coagulated nitrogen compounds 2.5%, oils 2.5%, minerals 2.5%. It also contains small amounts of inositol, dyes, additives and bitter substances. Enzymes include amylophosphatase,  $\alpha$ -amylase,  $\beta$ -amylase, proteinase, peptidase, cytase, and phytases.

Light malt extract contains 65-72% maltose, while dark malt extract contains 59-65% maltose. One more important indicator is the determination of amylolytic activity. Amylolytic activity refers to the formation of sugars under the influence of  $\beta$ -amylase. Amylolytic activity is determined using two types: the Lintner method and the Vindish-Kolbach method.

Barkamol beer is the first dark Uzbek beer obtained by adding sugar cooler to the technological regime of light-colored beer, which is added to the range of Uzbek beer and is highly valued by consumers for its unique appearance, smell and taste [7; 97 p].

Experiences of world brewing practice show that dark beer is gaining success in the consumer market with its demand. Therefore, the creation of the basis for the production of dark beer in Uzbek brewing, certification of dark beers and the introduction and classification of commodity codes used in international economic relations are among the current issues [8; 102-107 p].

The traditional standard for determining the color index, which is one of the main indicators in the classification and certification of beer varieties - iodine solutions (according to GOST 12789-87, the color index is a conventional unit of consumption of 0.1 mol / dm<sup>3</sup> of iodine solution in 100 cm<sup>3</sup> of water until the color of beer. instead) using the colorimetric scale method proposed by us saves time and reagent. This uses a colorimetric scale on the finished paper, which reflects the unique color units that cover the color characteristics of beer varieties.

For the preparation of a colorimetric scale, the RGB (red-red, green-green, blue-blue) color model of the spectra in the range of 0-255 units of iodine in 0.1 mol / dm<sup>3</sup> of iodine solution added to 100 cm<sup>3</sup> of water to match the color of beer The following scale, corresponding to the color index of beer, was prepared and recommended for use in practice in determining the color index of beer.

In the proposed colorimetric scale method, a color scale standard was placed on one side of a 10-chamber test tube, and a sample of beer was taken from the test tubes and the indicator in the cell corresponding to the color on the colorimetric scale was determined.

RGB	1	2	3	4	5	6	7	8	9	10
RK	0,1- 0,5	0,6- 1,0	1,1- 1,5	1,6- 2,0	2,1- 2,5	2,6- 3,0	3,1- 3,5	3,6- 4,0	4,1- 4,5	4,6- 5,0

Note: RK is the color index (the amount of iodine solution with a concentration of 0.1 mol / dm<sup>3</sup> consumed when added to 100 cm<sup>3</sup> of distilled water until a color corresponding to the color of beer is formed)

Light colored beers include beers corresponding to 1-5 units of RGB (0.1-2.5 units according to the amount of iodine solution with a concentration of 0.1 mol / dm<sup>3</sup> consumed when added to 100 cm<sup>3</sup> of distilled water until a color corresponding to the color of the beer is formed);

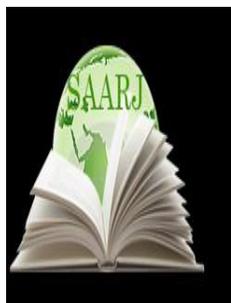
Dark beers include 5-10 units of RGB (2.6-5 units of iodine solution with a concentration of 0.1 mol / dm<sup>3</sup> consumed in 100 cm<sup>3</sup> of distilled water until a color corresponding to the color of the beer is formed).

Color index should be one of the main indicators in the certification of beer varieties.

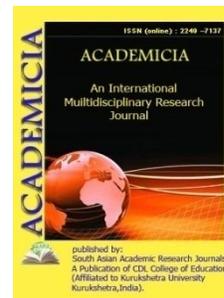
As a result of the research, a new colorimetric scale standard was developed and recommended to certification bodies for practical use, which allows to reduce the cost of chemical reagents in the process of certification of beer products and save time in laboratory testing. The Uzstandard Agency has also introduced a rapid practice of determining the color index of beer for use in foreign economic activity.

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## EFFECTS OF DEEP CULTIVATION BETWEEN COTTON ROWS ON PLANT ROOT SYSTEM

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### ABSTRACT

*The result of the research have been scientifically proven to be the best agro technology for the formation, growth and cultivation of high-quality cotton yields by differentiating inter-row cultivation in the conditions of old irrigated and original soils of Andijan region.*

**KEYWORDS:** *Depths Of Inter-Row Processing Of Cotton, Irrigation Regime, Agrophysical And Agrochemical Features Of Soil, Growth And Development, Root System, Productivity.*

### INTRODUCTION

When growing high-quality cotton in Uzbekistan, deep loosening of cotton rows (chisel up to 23-25 cm) plays an important role. Because as a result of the application of this agronomic measure, the agrophysical, agrochemical, agrobiological and water properties of the soil layer 23-25 cm, where the cotton root system is most numerous, will change for the better.

This agrotechnical measure was carried out on most cotton fields without any scientific basis, and cotton growers based on the conclusions "the more processing (cultivation, chisel) of cotton is applied between the rows, the better", loosening deeper between the rows continued until the cotton reaches 50% flowering. Therefore, in our research we examined the optimal amount and duration of deep cultivation or chiselling between rows of cotton.

In our view, the theoretical basis for deep softening of cotton row spacing is as follows:

- In the process of maintaining soil moisture, preparing the soil for sowing, sowing seeds, watering seeds, inter-row cotton cultivation, after watering, the equipment enters the field at least 4 times. As a result, the density of the 0-25 cm layer increases, in which the cotton root is more widespread, the porosity decreases, and a somewhat unfavorable soil environment is created for optimal growth and development of the cotton root system.

According to scientific evidence, although small roots (callus) grow from a damaged or cut area of a cotton root, this root cannot fully restore its function (1).

**Research method.** Based on the foregoing, we conducted field experiments in the following order in the conditions of the ancient irrigated initial gray soils of the Istikbol Dalasi farm in the Kurgantepa district of the Andijan region in order to determine the effect of deep cultivation or chiselling between rows of cotton.

Option 1. All surface treatments (cultivation) were carried out to 14-16 cm, no deep treatment was carried out (control).

Option 2. Cultivation was differentiated into several rows: the first 17-18 cm and the second 14-16 cm.

Option 3. Differentiated processing of row spacings, deep 23-25 cm loosening (chiseling) before weeding

Option 4. After cultivating the rows, a deep loosening of 23-25 cm was carried out.

Option 5. Cultivation was differentiated into several rows in period of weeding was done deep softening (chiseling) to 23-25 cm

In the experiment, the options were placed in four repetitions, and the parts in a row. Observations, calculations, determinations made in the course of research were carried out on the basis of "Methodology of field experiments" (2007), B.A. Dospekhova "Methodology of field experiments" (1983) of the former research institute of cotton growing.

The soil of the experimental field is original (typical) gray, irrigated from time immemorial, the mechanical composition is medium sand, humus level of the processing layer is 1.2 percent. Groundwater is located at a depth of 10-12 meters above the ground. Cotton was irrigated at a rate of 70-70-60% of the border field moisture capacity.

**Research results.** The main nutritional organ of cotton is the roots and leaves. The root system reacts with the products of photosynthesis of minerals and organic matter in its nutrient field to synthesize complex substances: nucleoproteins, energy-rich phosphorus compounds, various biocatalysts, growth stimulants, etc., delivering them to the surface of the cotton.

Since the activity of roots takes place in the soil environment, in order to optimize this activity, it is necessary to take measures to improve its agrophysical, agrochemical, biological and water properties in order to optimize the soil environment in which they are distributed.

Based on the above, the studies provided an in-depth analysis of the root system, number, and range of distribution of the cotton plant in the soil layers. This is because it is natural for the side roots to be damaged and cut during the processing of cotton row spacing.

The research initially identified the formation of a root system at the beginning of the cotton application period (Table 1).

According to the data, in the conditions of the original gray soils from the seed stage of cotton - in the period before weeding, the main root is 15.2-55.5 cm long. The number of lateral roots is 41.0.

**TABLE 1 FORMATION OF COTTON ROOT SYSTEM AT THE BEGINNING OF THE APPLICATION PERIOD**

Option №	Stages of development	Length of the main root, cm	Number of primary lateral roots, pcs	Spread width of lateral roots, cm
1	Seed leaves	15,2	16,3	4,2
2	1-2 petalsleaves	26,4	32,2	11,5
3	3-4 petalsleaves	41,3	37,7	29,1
4	Weedingperiod	55,5	41,0	42,3

The lateral roots of the cotton spread sideways to 42.3 cm during growth and development. It is necessary and necessary to take this into account when deep processing between rows of cotton.

Deep tillage of 23–25 cm between cotton rows will undoubtedly have a negative effect on its root system, as shown in Table 1. In particular, the ability to trim the lateral roots of cotton begins at the stage when the plant forms 3-4 petals. The implementation of this agronomic measure during the formation of 1-2 petals in cotton leads to a sharp decrease in damage or pruning of the root system.

In the course of the study, the study of the next development of the cotton root was carried out at the beginning of the flowering-fruitlet phase of the plant. In this case, the working depths between the rows of cotton were carried out according to the experimental method (table 2).

In particular, in the 1st option, where the spacing of the cotton rows was regularly shallow, not deeply loosened, a single cotton root produced 17 primary lateral roots. As a result of deep tillage between the rows, the number of primary side roots increased by 5-9.

**TABLE 2 EFFECT OF COTTON ROW SPACING DEPTH ON ROOT SYSTEM AT THE END OF THE DEVELOPMENT PERIOD (0-40 CM)**

Option №	Number of primary lateral roots, pcs	Cut from it, pcs	The volume of a plant root, cm <sup>3</sup>	Weight of a plant root, g
1	17	4	11,8	8,543
2	18	6	8,5	8,523
3	26	4	14,1	10,201
4	24	4	12,8	9,771
5	20	10	9,8	8,307

It should be noted that in our research, cotton was damaged during the processing of row spacing, forming a covering tissue (callus) in the incision, the wound was closed, the callus and a little above it appeared 2-3 young small roots, reaching a length of 2-4 cm. just In short, it was found that the cut primary side roots could not restore them to their original shape, length, size.

This is evidenced by the size and dry weight of the root system. Consequently, deep processing between the rows of cotton during the period of mowing of the plant revealed a lot of damage to the plant root system (10 pieces), a plant root volume (9.8 cm<sup>3</sup>) and low weight (8,307 g).

In the research, it was found that the number of primary lateral roots was 26-24 when the cotton was softened by 23-25 cm before and after weeding, and only 4 lateral roots were cut or damaged during cultivation. In addition, the volume (14.1–12.8 cm<sup>3</sup>) and weight (10,201–9,771gr) of a plant root were observed to be higher than in options 1,2 and 5 of the experiment.

This, of course, has also affected the growth and development of cotton in the experiment. In particular, control variant cotton increased by 84.1 cm on 1 August. In option 3, it increased by 88.2 cm, and in option 5 by 82.3 cm. So, when the plant produces 4–5 leaves between rows of cotton, and deep processing at the stage of mowing, the side roots are cut, causing damage.

The periods of deep processing between the rows were evident in the cotton yield of the cotton. In particular, 32.2 c/ha of cotton was harvested from Option 1 (control), 36.8 c/ha from Option 3, and 35.5 c/ha from Option 4. Only 33.5 c/ha was harvested from the next option 5.

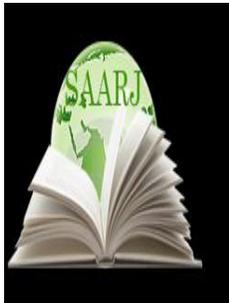
### CONCLUSION

Under the conditions of ancient irrigated, original gray soils of Andijan region, the primary lateral roots of cotton develop mainly in the 0-30 cm layer. It is desirable to carry out deep tillage (23-25 cm) between rows of cotton or chiseling until uniformity, the number of primary lateral roots is on average 26, during pruning the cutting or damage of lateral roots is sharply reduced.

The size and weight of the root of a plant will be higher than if the cotton was not deeply plowed between rows or this agronomic measure was carried out during the weeding period. As a result, high-quality raw (36.8 c/ha) is grown from cotton.

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## **THE ROLE OF THE FAMILY IN THE UPBRINGING OF MENTALLY RETARDED STUDENTS IN SECONDARY SCHOOLS**

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### **ABSTRACT**

*Education officials often point out that the upbringing and education of a child depends directly on the family - parents or relatives. Although officials emphasize the importance of the role of parents in children's development, in reality very few take their opinions and voices into account. It is important for every parent to recognize that their child is an "expert" and that their goal is to be directly involved in curriculum development and to conduct joint research to study their children's needs, and I would like to highlight this topic in this article.*

**KEYWORDS:** *Education, Mentally Retarded Students, Parents, Harmonization, Maturity, Intelligence.*

### **INTRODUCTION**

The family, the upbringing of children in the family, the upbringing of parents and children with disabilities, the relationship to children with disabilities has been one of the most pressing issues since the early days of human society. As human society develops, the importance of this problem is growing. Because the achievements of mankind are assimilated more in the family environment, in the upbringing of parents and children with disabilities, in the system of relations with them, than in any other social institution and system of relations, in the form of traditions, spiritual heritage from generation to generation. Therefore, the future of this or that society, people, nation depends in many respects on the education in this family. To do this, it is necessary to achieve a healthy, spiritually strong growth of the child in the family. The relationship between the problems of the family today and the preparation of the younger generation for independent living, or rather, the education of the future head of the family is a

topical issue of today. In this sense, it is the responsibility of parents and the general public to prepare young people for such a responsible task as family life, housekeeping, household chores, to cultivate in them the qualities of "man" and "woman", to form the etiquette of mutual relations, to teach them what is the love of a mother, the care of a father, the gratitude of a child, and the need to follow them in life. The preparation of mentally retarded students for marriage, as well as the healthy youth of our society, is important for the development of our society.

Modern development requires each person to correctly understand the situation, draw conclusions, moral purity and emotional endurance, to be strong and active in all spheres of life in our society. It is known that the family establishes shapes and develops such social, emotional, moral and other qualities of the person. What our future looks like depends on the young people we are raising today. The family is the foundation that carries out such a huge task and creates material and basic wealth. The family, as the primary social unit of society, has a complex structure, and in its activities the needs and abilities of family members reflect not only the goals and objectives of various activities, but also educational activities. The vitality of his complex and multifaceted activity is twofold:

- First of all, it is a small part of society, a sign that reflects and reflects social changes. Based on this, family upbringing should be considered as one of the main parts of social upbringing.
- secondly, it should not be overlooked that the complex and multifaceted activities of the family and its functions and the social activity of the structure depend on its functions, lifestyle, social activities of family members, the relationship of all their interests and needs.

The most important thing for the methodology and methodology of family nature is the harmonization of its relevant aspects, i.e. the harmonization of educational tasks, the identification of the specific features of the family and the existing opportunities.

In the analysis of the structure and functions of the family, it is once again clear that it is the social and spiritual core of society. Therefore, the family must have a clear space, a foundation, and it is necessary to regulate the relationships between people, to form in young people moral qualities, physical maturity and mental intelligence. The peculiarity of family upbringing is that it not only ensures the general and emotional development of the individual, but also enhances the existing capabilities and moral maturity of the individual by transmitting the qualities of parental kinship to mentally retarded children. The main task is to teach and advise the mentally retarded child not only on the experience of adults, but also on the lifestyle of the family, the environment, the profession of the parents, the family. The main spiritual relations of the members play. The research of scientists dealing with the problems of family and family upbringing focuses on the current division of the family and the active level of parents in the upbringing of mentally retarded children.

The complexity of family upbringing is that each family is a unique world, a unique sub-organization of society, which manifests its own characteristics in the work of upbringing. That is why it is inconvenient and difficult to generalize the forms and methods of family upbringing and give any recommendations to it. The richer, more faithful, and more educated parents are, the more they raise their children in a highly developed way. They nurture not only counsel, encouragement, reward, punishment, conversation and storytelling, exchange of ideas, but also personal examples, auxiliary school work with mentally retarded students, involving them in labor activities. Participating in the activities of mentally retarded students in the secondary

school is the most effective way to influence them educationally. If mentally retarded children are treated with great interest by the parents in the lessons, a friendly relationship will be established between them. Mentally retarded children learn the criteria of interaction from their parents, brothers and sisters, what is good and what is bad, what is good and what is bad? They have a clear idea about the students. In addition, the family unites people of different ages in terms of experience and profession. The richer the family members' life and life experiences, cultural levels, the closer they are to mentally retarded children, and the more likely they are to cultivate the interests of mentally retarded children. Society is also interested in the development of young people who are physically strong, morally clean, hardworking and cultured. Therefore, even if the family itself strives for it, society imposes demands and obligations. Here, the goals and aspirations of the family and society form a mutual integrity.

The rise of the general, cultural information levels of parents and the determination of social activity lead to a change in the nature of school and family relations. If the school respects the family upbringing uses its riches that is the upbringing of parents on the basis of prestige, personal example and positive emotions. Then parental fatherhood becomes a great force, a criterion for ensuring the effectiveness of upbringing. The ultimate goal of the family and the content of the actions are to prepare mentally retarded children for future labor activities in accordance with the norms of universal behavior. In addition, attention is paid to their ideological, political, cultural and educational interests. In this regard, it should not be forgotten that the upbringing in different families is different. If the roommates in the family are older people, if they are enjoying the bread of labor, if there are human beliefs, then the young people raised in such a family will grow up to be worthy people in their lives.

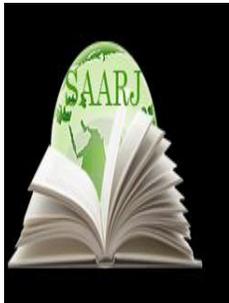
The prestige and personal example of parents and adults in the family is a determining factor in the effectiveness of educational influence. At the same time, the consistent and harmonious nature of the educational impact, the natural assimilation of experiences in the family community, their sensitivity to the activities of the individual due to their kinship and mutual trust, attitude and love, emotional clarity in communication are intelligent and defines the main features of upbringing in servant families. Educational effectiveness is determined by the work of mentally retarded children in the family, their active participation in the household, as well as family living conditions. It can be seen that in families living in a private home, domestic labor is clearly defined in the traditional way, depending on the age and sex of mentally retarded children. Collaborative work to educate mentally retarded students are to monitor their reading and extracurricular activities, to increase their interest and love for work, and to organize their leisure time properly. Involvement in useful types of work is one of the most pressing issues today.

In conclusion, the reputation and personal example of the parents and the adults around the child in the family have an educational impact on the preparation of mentally retarded swimmers for the family. Therefore, mutual love, trust, consequences, attention, mutual respect, emotional, expressive relationships in the relationship play an important role in preparing mentally retarded students for the family. Diligence, loyalty, devotion, and the ability to work diligently for the family are also important for students with intellectual disabilities. Explain to mentally retarded students from an early age that the family is sacred, that parenting is a responsibility, but that life is meaningful, that being a father, being a mother is a heavy responsibility. The following characteristics of family activities: living conditions and environment, cultural opportunities,

field of activity, family relations, civic attitudes have a direct impact on the process of raising children. The level of pedagogical culture of parents is also of great importance. Deficiencies in family upbringing are the result of poor relationships between parents and children: excessive rigidity or excessive love of the child, lack or insufficiency of control, low level of parental culture, lack of marriage, they set a bad example, and so on. In order to overcome the difficulties in family upbringing, the society is constantly improving the system of educational and labor communities, labor and moral education, improving the organization of public services and leisure with the support of children's institutions, schools and the community and enhances the pedagogical culture.

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## DIFFERENTIATION – AS A BASIS OF VOCATIONAL TRAINING SYSTEM

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### ABSTRACT

*This article shows the essence of the concept of differentiation, forms and types of differentiated instruction and studied their significance in the training of future teachers college. Also in the article studied the types of differentiated instruction on general and special abilities, interests, aptitudes, projected profession, including the levels of differentiation.*

**KEYWORDS:** *Differentiation, Differentiation Of Education, Variability, Types Of Differentiation, Differentiation Level, Elective Differentiation, Internal Differentiation, Degree Of Differentiation*

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### INTRODUCTION

In preparing professional teachers for future careers, special attention should be paid to the differentiated education of students. Differentiation is derived from the Latin word *differentia*, which means “difference, division”.

The concept of differentiation in the pedagogical dictionary is interpreted as follows: differentiation of education is a method of organizing the learning process, which takes into account the individual-typological characteristics of the individual (abilities, interests, inclinations, characteristics of mental activity). Differentiation is characterized by the formation of a group of students in which the elements of the didactic system differ. The concept of differentiated system has a narrower meaning. A differentiated system is an education that takes into account the individual typological characteristics of the learner.

The need for differentiation stems from the differences that exist in humans. If the classroom system does not differentiate the learning process, its effectiveness will vary. There are elements of practical and speech-logical thinking among students of different ages, which are manifested

at different levels. Some students with logical thinking are well versed in the natural sciences and have no interest in the humanities. At the same time, there are students who are well-developed figurative thinking, emotional, but do not like the exact sciences.

Differentiation of education allows to organize the learning process taking into account the individuality of the individual, requiring all students to master the content of education. The learning process brings the student as close as possible to the desire to learn in the context of differentiation.

An important aspect of the educational process is the comprehensive, mental, emotional, volitional development of the student.

The purpose of differentiated education is to ensure the maximum development of each student's abilities, to meet the need for knowledge, and so on.

Although this concept has been used for many years in the psychological and pedagogical literature, the content of education is still the subject of much debate. In the analysis of the literature, we have focused on the interpretation of the psychological and pedagogical theories of great scientists on the concept of "differentiated education".

Many works are devoted to this problem, which shed light on the general and specific aspects of the problem. We have reviewed studies that have studied this problem in detail. It is noteworthy that a number of scholars have confused the concepts of differentiation and individualization. Advocacy for this or that term occurs as a result of more traditionalism or conciliation in pedagogy. Individualization is understood as the highest and boundary variant of differentiation, and the learning process is organized not in groups, but on the basis of the characteristics of each individual student. Let's look at some of them:

1. In understanding the differentiation and individualization, the individual characteristics of the person are considered as the main link (V.P.Barabash, I.Unt, N.M.Shaxmaev).
2. Differentiation of education is the formation of a balanced self-assessment in students, taking into account the volume and complexity of the tasks offered to them (E.Yu.Kirillova, N.V.Promotova).
3. Differentiated learning is differentiated assignments (G.D.Glaser) that involve providing students with a certain amount of learning aid (information cards).
4. N.Roganovsky proposes to divide into two stages: preparation and the main stage, the tasks of the preparatory stage - the formation of students' interests. At the main stage, compulsory subjects and elective subjects of students are determined, and these subjects are studied at the general cultural and higher level.

The concept of variability is common in the modern pedagogical literature and is sometimes confused with differentiation. If changes in the content of education are specific to differentiation and individualization, then variability is understood to mean changes in the personal qualities of the learner and the teacher. Therefore, the concept of variability is much broader. Therefore, there is no need to compare these concepts.

In the literature studied, many authors refer to the cases in which differentiation is manifested as differentiated forms of education, the manifestations of which are generalized and realized at different levels.

Types of differentiation are determined based on the individual-typological characteristics of the learners to be taken into account.

Generally, the following types of differentiated education are distinguished: general and special abilities, interests and aptitudes in relation to the intended profession. At the heart of the division are individual-typological features that allow students to be divided into groups.

In V.I.Shakhov's research, along with ability-based differentiation, disability-based differentiation is also emphasized. Without distinguishing these types of differentiation, we believe that differentiation based on general ability implies a general level of ability of students, that their low level of ability is the basis for differentiation based on incompetence [1].

Changes in educational paradigms, the placement of the student's personality in the learning center has led to an increase in the role of human psychological characteristics in differentiation, in particular the separation of a group of students with strong and weak nervous system, memory type, level of voluntary memory development and other characteristics.

Differentiation takes place at different levels. Ronald De Grot, for example, distinguishes three levels of differentiation. Microsat 1 is the formation of separate groups within a group as a result of different approaches. This level of differentiation is sometimes referred to as a group within a group. Mezo surface 2 is a college level, where differentiation is carried out within a separate group, specialty and direction within the educational institution. Macro level 3 is the differentiation between groups in which different types of colleges are created. Levels 2 and 3 constitute external differentiation [1].

The classification of differentiated forms of education is extremely convenient for the analysis of the differentiated content of a particular educational institution.

Thus, in this article, we have tried to analyze in a certain way the manifestation of the observed differentiation in the practice of foreign and domestic educational institutions.

In-depth study of individual subjects and specialized groups are a common form of differentiation according to students' interests. Such groups are formed by students whose interests are clearly expressed in vocational colleges.

Specialized groups are formed from students who want to enter higher education institutions. They take special courses and subjects close to their chosen specialties.

It is not advisable to form specialized groups in the 1st year. In addition, academic work should be planned according to the interests of students, not their abilities. At the same time, the main aspect in specialized groups is that students' interest is further enhanced if the program material is relied on rather than deepened.

Flexible content groups include students with a high level of education. When such a group reaches the age of 14-15, they show interest and tendency to knowledge, and by this time the group has formed a community, a form of mental activity.

Elective differentiation is a form of differentiation according to students' interests, which allows them to study a number of subjects on a selective basis. Elective subjects do not include basic subjects. The selected disciplines expand and deepen the knowledge and interests of students, and this process can take place in the humanities, natural sciences, mathematics.

In the process of organizing electronic differentiation, each student can choose a certain number of subjects and special courses. Groups specializing in admission to higher education institutions are a form of differentiated education based on a student's planned profession. They are organized in preparation for admission to selected higher education institutions in 2-3 courses.

Selection for such groups is conducted by the college. Vocational-oriented subjects are taught by teachers of higher education institutions. The peculiarity of such groups is that they include professionally oriented courses in the field of educational disciplines.

Currently, there is a lot of distribution of students based on the level of their common characteristics, which mainly takes into account the intellectual development of each student, and this division is called group differentiation.

The most common form of group differentiation is the performance of tasks by students with varying levels of complexity. In this case, the complication may be due to the need to engage the material covered, to communicate with different parts of the subject. The task can be complicated by complicating the types of work, increasing creativity in its execution. For example, in the simplest form, students are asked to read a specific paragraph in a textbook, to tell it, to emphasize the main idea, and in the more complex form, students are asked to make questions, plan, and in a more complex form, read the paragraph and write an annotation and review.

Among the differentiated tasks, tasks in different areas are common, including those that address knowledge gaps and identify existing knowledge in the learner. A teacher-to-student criterion that facilitates assignments to group differentiation forms (dividing a text or exercise into independent parts), a written recommendation task (for example, showing a sequence of actions), working with preparatory exercises (each preparatory exercise is a phase of basic exercise), visual drawing, you can add work with drawing.

While completing the task with the help of a standardized aid, the student receives the necessary recommendation envelope and voluntarily uses it or not. In this case, the norm of assistance is determined by the student.

Intra-class differentiation according to the general abilities of students is a level differentiation (A.N.Orlov and V.M.Monakhov). The authors base this on the fact that the content of educational material is always designed to the maximum level in the learning process of students [2, 3].

Each student has the right and opportunity to determine the level of mastery of the subject under study. The only requirement is that they must master the level of their choice and not be below the required level. The teacher explains the teaching material well enough above the minimum level. In doing so, the teacher clearly indicates the content of the learning material that the student must master and the results that must be achieved.

Thus, not only the intellectual ability but also the interests of the learner are taken into account in level differentiation.

It is a form of internal differentiation that also serves as a group work of students on the model of full mastery of knowledge. The model of full mastery of knowledge requires a clear definition of the goals of educational activities, that is, what students know, what they can do, what values are

formed in the process of learning. In this case, it is especially important that the goals are of a technological nature, that is, that their achievements can be verified and accurately evaluated. After a particular topic material is studied and tested at the level of the basic content, the class is divided into two: the first group, which masters the topic, with which the study material is studied in detail and in depth. The second group is a group of students who have not mastered the topic, with whom additional training will be conducted.

In the second group, after retraining, they work on developing skills that have not been adequately mastered. Those in the first group can be involved in this process as consultants, assistants. In this way, the differentiated learning in this model focuses on determining the nature of the student group activity after the final control on the results of mastering a specific fragment in the learning material.

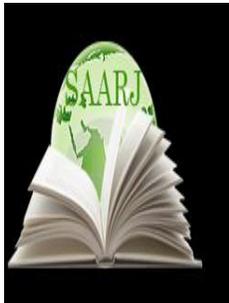
Internal differentiation is often determined by the general ability levels of students, but in practice other types are also manifested: for example, internal differentiation based on special ability, which is the manifestation of artistic, musical and other abilities in the performance of a given task. Intra-class differentiation is also based on the individual-psychological characteristics of students.

In short, differentiated education is an educational process organized taking into account the individual-psychological characteristics of students. Differentiation of education requires the organization of the teaching process aimed at ensuring that all students master the content of education, taking into account the individual characteristics of students. In a context of differentiation, the learning process should be as focused as possible on the learning processes, needs, and individual characteristics of the learners.

The types of differentiation depend on the individual-typological characteristics of the learners being considered. Traditionally, types of education differentiation have been distinguished according to general and specific abilities, interests, aptitudes, and chosen profession. Differentiated education is based on individual-typological features that allow students to be divided into groups.

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**METHODS AND MEANS OF PREPARING STUDENTS FOR  
 PROFESSIONAL ACTIVITIES IN THE TEACHING OF THE MODULE  
 "SPECIAL METHODS OF TEACHING THE NATIVE LANGUAGE"**

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**ABSTRACT**

*This article provides recommendations for organizing practical training to improve the quality of higher education. At the same time, the effectiveness of the methodological service depends on the quality of staff and the need to adapt the goals and objectives of the educational institution, based on the requirements of social order, to the qualification requirements of future professionals. In particular, the stages of "Pionino" technology and the content of the work carried out at these stages are given.*

**KEYWORDS:** *Higher Education, Innovation Methods, Non-Traditional Teaching Methods, Professional Competencies, Piano Technology, Innovative Environment.*

**INTRODUCTION**

The content of the professional activity of future specialists in the field of deaf pedagogy is directly related to the work on the speech of deaf and hard of hearing children. Students become acquainted with these tasks during classes on methods of teaching native language to deaf and hard of hearing children. The effectiveness of mother tongue teaching to deaf and hard of hearing children is directly related to the consideration of the individual characteristics of each student. Preparation of students for the use of individual approach begins in the process of lectures and practical classes. Differential (stratified) and individual approach in the system of special education, which has a correctional-compensatory and developmental character, is aimed at correcting the existing problems in children, the prevention of possible secondary problems. In addition, an important feature of mother tongue lessons is that it teaches students ways to reform certain qualities by encouraging self-expression, self-assessment, and equipping them

with the skills and competencies needed not only to survive among healthy people but to actively and effectively participate in various relationships. In schools for deaf and hard of hearing children, lessons and individual lessons designed to develop students' speaking skills are a key form of the pedagogical process.

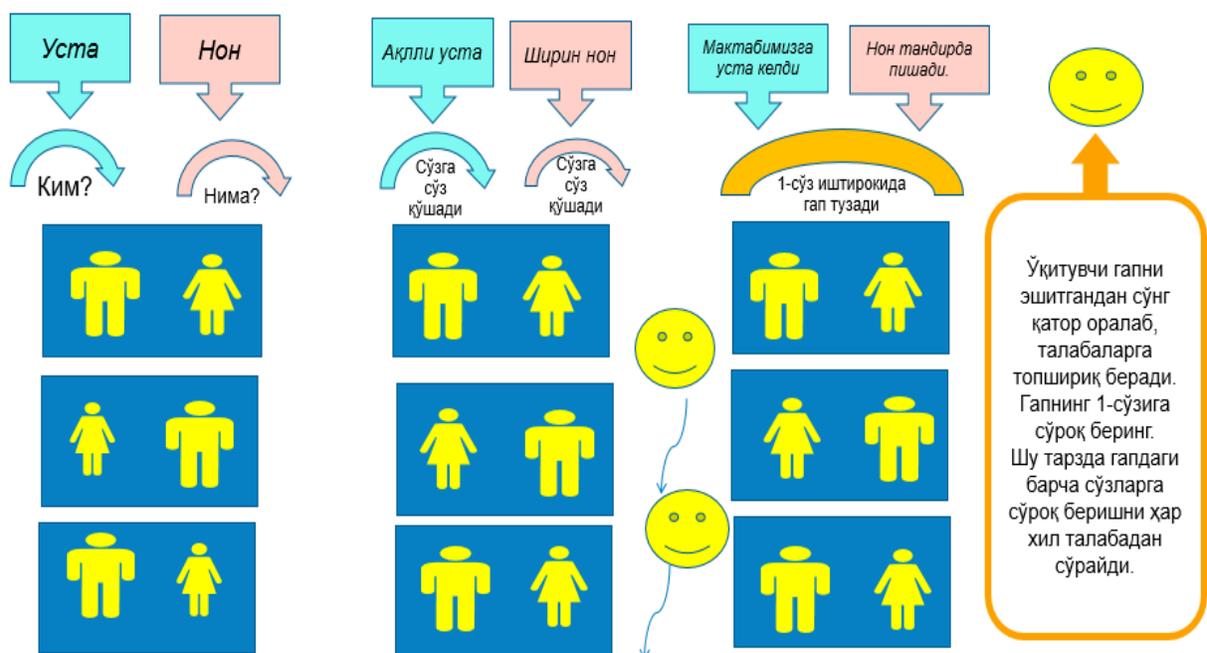
The main direction of preparation of the future specialist for professional practice is methodologically correct organization of lessons and correctional lessons in special boarding schools. Therefore, in the process of teaching the module "Special methods of teaching the native language" we conducted experimental work to achieve effective preparation of students for professional activities through the use of a number of interactive methods and educational technologies. Here are examples of interactive methods and educational technologies used in these experiments, as well as their didactic potential.

### 1. Piano technology.

Based on this technology, the training is organized in small groups. At the same time, assignments are given in a systematic way on the lines available in the classroom. Several variations of this technology on the topics of practical training have been applied in practice.

#### 1<sup>st</sup> option:

"Who?" "What?" the task of thinking of the words that answer the question is given. Row 2 students add words to the spoken word. The students in row 3 form a sentence in the presence of the first spoken word. After the teacher hears the sentence, the students go through the lines and give assignments. Question the 1st word in the sentence. In this way, he asks a different student to question all the words in the sentence. The following diagram is shown on the screen to explain to students the use of this method in the practice of teaching the deaf mother tongue.

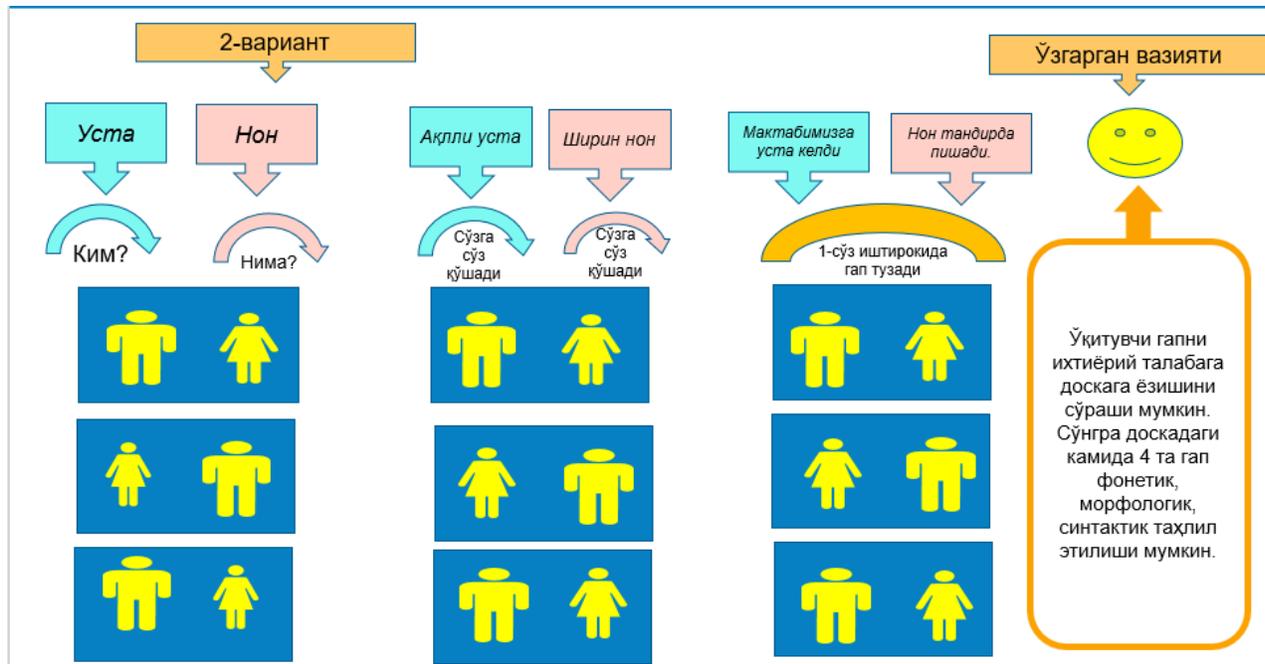


**2<sup>nd</sup> option**

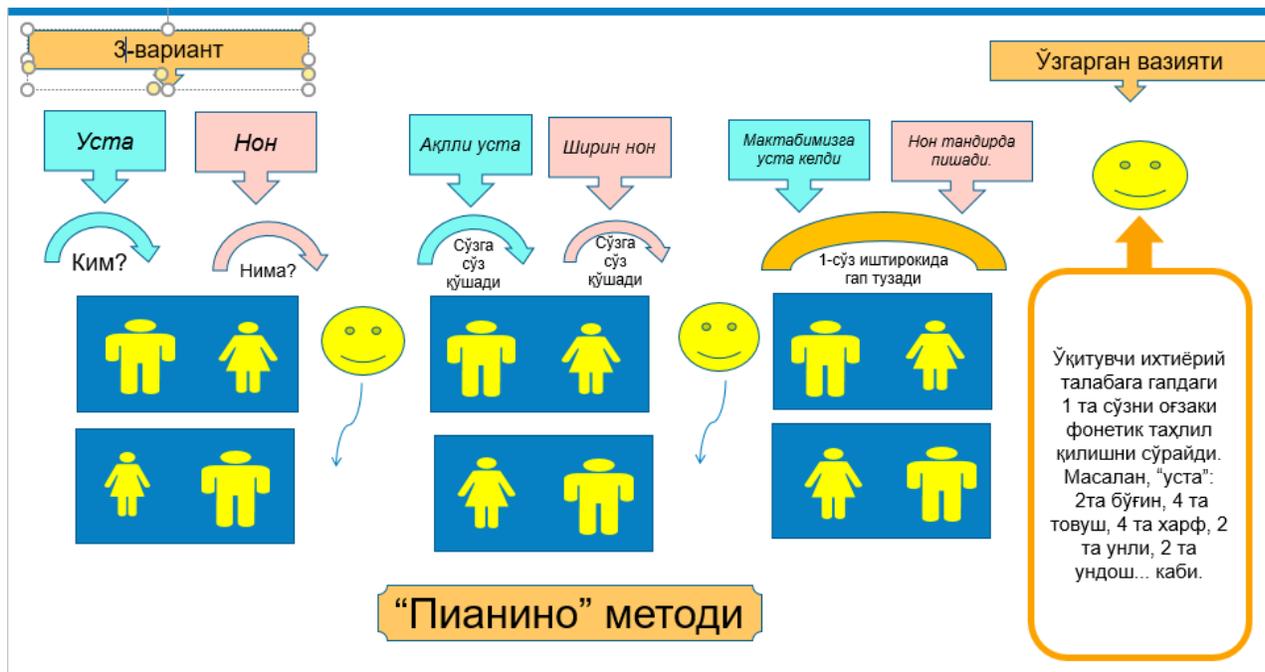
In Option 2, pupil thinks of words that answer the question in the first line "Who?", "What?" Line 2 adds a word to the word. Line 3 forms a sentence in the presence of a word. A changed situation is then presented, i.e. the teacher can ask any volunteer to write the sentence on the board. Then at least 4 sentences on the board are analyzed syntactically, morphologically. In addition, students were recommended to write words on the basis of special spelling rules and in accordance with the rules of calligraphy. As a result, students have the opportunity to master the methods and ways of teaching students the rules of writing in the primary grades. In particular, the following methods of acquiring writing skills were selected as a separate task:



The following diagram is displayed on the screen:



### 3<sup>rd</sup> option



The following technologies for effective teaching of mother tongue to deaf and hard of hearing students of students of deaf pedagogy were effectively used in the course of lectures and practical training of the module. The use of this technology in deaf education is methodologically convenient and interesting for students.

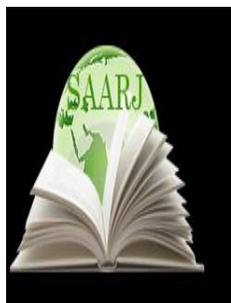
In conclusion, it can be said that the role of practical training in the effective organization of the module "Special methods of teaching the mother tongue" is great, because in the process of

practical training students are organizationally and methodologically prepared for future professional activities. The issues discussed during the practical training will strengthen the theoretical information provided in the report. Therefore, special attention should be paid to ensuring the active participation of each student in the lessons.

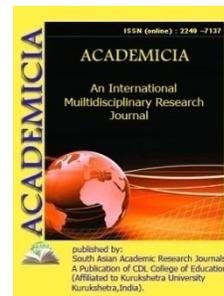
In practical training, priority should be given to educational technologies based on interaction. Practical training on modules in higher education institutions is a group, group training. When an atmosphere of kindness and mutual trust prevails during the course for students, they feel free, are not afraid to ask questions that are not clear, and as a result have the opportunity to fully master the field. Because a mistake made in any exercise will be corrected and major problems that may occur in future professional activities will be prevented.

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## DYNAMICS OF DEVELOPMENT OF BAKHSHI SCHOOLS IN THE SOUTHERN REGIONS OF UZBEKISTAN

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### ABSTRACT

*This article discusses the dynamics of development of Bakhshi schools in the southern regions of Uzbekistan. In this day and age, when it is necessary to further develop and refine the unique treasury of baxshichi created by our ancestors and passed on to future generations, teaching the art of baxshik as a science in all systems of education meets educational standards. The tasks of creating news and training manuals remain relevant.*

**KEYWORDS:** *Folklore, Songs, Epics, Legends, Legends, Baxshi, Heritage, National Values, Music.*

### INTRODUCTION

Uzbek folklore has an ancient history. Even before the advent of writing, the people created various examples of their songs, epics, legends and stories. Folklore is a product of oral creativity, created orally at different stages of human history, passed down orally from generation to generation, from teacher to student, and passed down to us. One of the suppliers of these masterpieces to the public is the great poets, akyns and khalfas.

In this day and age, when it is necessary to further develop and refine the unique treasury of baxshichi created by our ancestors and passed on to future generations, teaching the art of baxshik as a science in all systems of education meets educational standards. The tasks of creating news and training manuals remain relevant.

It was a responsibility to restore our national values, to find and revive the treasures of our national musical heritage. The art of baxshi was revived, grew and developed in a short period of time. Bakhshi schools were restored. The participation of poets and poetesses in all public events and national holidays across the country has been ensured. Folklore festivals, baxshi

competitions were organized. As a result, epic and national performance among the people further developed, professional performers emerged.

### **Main part**

Many bakhshis living in the southern regions of Uzbekistan are associated with the Sherabad school of epic poetry. Shernazar Beknazar oglu, a well-known representative of this school who lived in the second half of the 19th century and the beginning of the 20th century, raised a number of students. Mardonaqul Avliyoqul oglu, Umir Safar oglu, Normurad baxshi, Ahmad baxshi, Nurali Boymat oglu, Mamatrayim baxshi, Boriboy Ahmad oglu, Yusuf Otagan og Dozens of epic writers like 'li join this school and several epics have been written from them.

When we look at the repertoire of these bakhshis, we encounter the relatively lower stages of epic writing, the less developed forms of artistic thinking. Surkhandarya and Kashkadarya bakhshis in the southern regions of Uzbekistan are in constant contact with each other, and many of them are connected with the Sherabad bakhshis school. Some of the epics in the repertoire of the representatives of this school, such as "Golden Pumpkin", "Brown Merchant" are not found elsewhere. The repertoire of Sherabad school bakhshis is based on the epics "Alpomish" and "Gorogly". There are more than forty epics in the Gorogly series. More than a hundred Gorogly epics have been written by folk singers. The category includes the following epics: "Birth and childhood of Gorogly", "Zaydinoy", "Yunus pari", "Misqol pari", "Gulnor pari", "Girdob", "Sinsuluv pari", "Mrs. ", "Golden Pumpkin ", "Territory of Avaz ", "Khushkeldi ", "Sentence of Avaz to Death ", "Balkhuvon ", "Nurali ", "Malla Savdogar ", "Nurali's Youth ", "Ravshan ", "Jahongir ", "Erogli" and others.

According to the narrators, "Erogli" is the last epic of the series, which depicts the old age of Gorogly and his disappearance on Mount Sulduzi. Although Gorogly is given a long life - 120 years, he will not die, but will disappear on the legendary Mount Sulduzi. According to the legends, the beloved fairies Yunus and Misqal promised to gorogly that when you grow old, we will not erase your name, we will tell your friend. The fairies do not die, they land on the bakhshis and suck the words of Gorogly into them, so the bakhshis are also the sons of Gorogly. Due to such beliefs, the epic "Erogli" was widely known, but singing as widely as other works was not a picture among the poets. That's why we couldn't write the perfect version. Some of its unfinished versions are preserved in the Surkhandarya Bakhshi in the southern regions of Uzbekistan. The epic "Shahidnoma" written by M.Afzalov in 1945 from the son of Yusuf Otagan from Surkhandarya, which is still considered to be relatively complete, did not perfectly retain all the features of the epic "Erogli" in the repertoire of bakhshis. . If the epics of the Gorogly series come together, there are about half a million poetic and prose lines, which testify to the high creative genius of our people living in the southern regions of Uzbekistan. The epics of the Gorogly series are an epic that describes the life of the people, their life and dreams, their hopes and realities, their moral aesthetics and social views.

Alpomish, Gorogly, Avazkhan, Beva Barchin or Barchin beka, Avazning tug, which have been repeatedly tested, decorated and polished at the Sherabad school of epic poetry in the southern part of Uzbekistan. Dozens of epics, such as "Malishi savdogar", "Kuntugmish", "Nurali", "Hasankhan", "Oltin zucchini", "Avaz va Oyzaynab", "Oyparcha", "Zarnigor" as a rare and rare specimen has taken a firm place in our literature. For this, we should be grateful to our ancestors, our people, whose hard-working poets and poetesses are his clever and truthful children, whose

memory is long-lasting, mature and sharp. There is no doubt in our minds that the folklore of our distant ancestors, which has survived the waves and trials of many generations and brought us to the present day, is our priceless treasure.

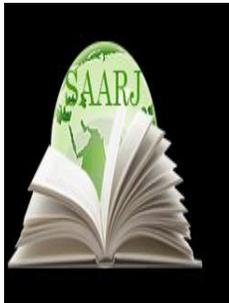
On November 1, 2018, the President of the Republic of Uzbekistan signed a decree "On the preservation and development of unique examples of the Uzbek national art of baxshi and epic poetry, its widespread promotion, respect and attention to this type of art in the hearts of the younger generation. On holding the International Festival of the Art of Bakhchisarai "with the aim of strengthening the ties of friendship and brotherhood between different peoples, creative cooperation, further expansion of cultural and spiritual ties on an international scale" The resolution became a state-level policy document and guide for the development and dissemination of the art of Uzbek epic poetry around the world.

### CONCLUSION

In summary, this article analyzes the history of the art of baxshi in Uzbekistan, the analysis of the historical roots of baxshi in Uzbek folklore, the importance of baxshi schools in Uzbekistan, the life and work of baxshi schools in the southern regions of Uzbekistan. the role of the work of the bakhshis who lived and worked on the ground in the bakhshi schools, the teaching methods in the bakhshi schools were explained step by step.

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**“ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND JOB SATISFACTION AMONG NON ACADEMIC EMPLOYEES OF NATIONAL UNIVERSITIES IN THE EASTERN PROVINCE OF SRI LANKA”**

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**ABSTRACT**

**Introduction:** Universities are the academic institutions which facilitate the students and mould to prepare them to work in the world of work. Academics and curricula directly support to achieve the goal of universities. Meanwhile non academic employees are part and parcel to support mainly for the administrative activities to achieve the overall vision of the universities. It is disputable that the nonacademic employees also behind the success of the development path of the universities. The Job satisfaction is the key ingredient that leads to recognition, income, and promotion, the achievement of other goals that lead to a feeling of fulfillment and Organizational citizenship Behavior. Organizations could not prosper without their members behaving as good citizens by engaging in all sorts of positive behaviors. So there is a need for identify how job satisfaction affect on organizational citizenship behavior.

**Objective:** The aim of the paper is to study the impact of job satisfaction on Organizational Citizenship Behavior (OCB) among the nonacademic employees of national universities in the Eastern province of Sri Lanka. **Methodology:** This is an explanatory study among 260 non academic employees working in Universities, using a structured questionnaire based on simple random sampling method. **Findings:** It was found that job satisfaction is one of the factors for determining the Organizational Citizenship Behavior (OCB) and the relationship was shown to be significant. When the employees are satisfied with their job only they will extend their extra activities and would be committed towards organizational success. If the employees are found with organizational citizenship behavior, it is no doubt any organization would be in running very smoothly without any obstacles in the path of achieving the organizational vision. Findings

*of this research effort could enable organizations to re think or reshape their job satisfaction system in order to achieve their desired organizational goals.*

**KEYWORDS:** *Job Satisfaction, Organizational Citizenship Behaviour (OCB), Non-Academic Employee*

## INTRODUCTION

Organizational Citizenship Behavior (OCB) is referred as set of discretionary workplace behaviors that exceed one's basic job requirements (Bateman & Organ, 1983). They are often described as behaviors that go beyond the call of duty. Organizational Citizenship Behaviors (OCBs) are a special type of work behavior that are defined as individual behaviors that are beneficial to the organization and are discretionary, not directly or explicitly recognized by the formal reward system. These behaviors are rather a matter of personal choice, such that their omissions are not generally understood as punishable. OCBs are thought to have an important impact on the effectiveness and efficiency of work teams and organizations, therefore contributing to the overall productivity of the organization (<http://en.wikipedia.org>).

Successful organizations have employees who go beyond their formal job responsibilities and freely give of their time and energy to succeed at the assigned job. Such altruism is neither prescribed nor required; yet it contributes to the smooth functioning of the organization.

Job satisfaction involving cognitive, affective and evaluative reactions or attitudes states it is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". Job satisfaction is a result of employees' perception of how well their job provides those things that are viewed as important (Fred Luthans 2004). Job satisfaction describes how content an individual is with his or her job. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job an affective reaction to one's job and an attitude towards one's job.

The job satisfaction which in turn has a significant influence on employees' absenteeism, turnover, and psychological distress. Individuals with higher levels of job satisfaction demonstrate decreased propensity to search for another job and a decreasing propensity to leave. The job satisfaction is very important to all employees. Without job satisfaction the employee can't work properly. When the employees are satisfied their jobs, then only he/she likely to work. The Job satisfaction is the key ingredient that leads to recognition, income, and promotion, the achievement of other goals that lead to a feeling of fulfillment and Organizational citizenship Behavior. So there is a need for identify how job satisfaction affect on organizational citizenship behavior. The job satisfaction is one of the major determinants for organizational citizenship behavior.

Hence, this research aims to identify the empirical relationship between OCB and JS among the sample of non academic employees in Universities in the Eastern part of Sri Lanka.

### Objectives of the Study

- To identify major determinants of the organizational citizenship behavior.
- To find out how the Job satisfaction impact on the organizational citizenship behavior.

This research was attempted to examine to how job satisfaction positively impact the organization citizenship behavior. Findings of this research effort could enable organizations to re think or reshape their job satisfaction system.

## **LITERATURE REVIEW**

### **Organizational Citizenship Behaviors (OCBs)**

OCB is very popular construct in organizational behavior introduced with both a dispositional/personality and job attitudes theoretical foundation. Organ (1983) defines OCB as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregated promotes the effective functioning of the organization.”

The personality foundation of these OCBs reflects the employee’s predisposition traits to be cooperative, helpful, caring, and conscientious. The attitudinal foundations indicate that employees engage in OCBs in order to reciprocate the actions of their organizations. Motivational dimensions, job satisfaction, and organizational commitment and job involvement clearly relate to OCBs. More important to OCBs, however, is that employees must perceive that they are being treated fairly, that the procedures and outcomes are fair. A number of studies have found a strong relationship between justice and OCBs. It seems that procedural justice affects employees by influencing their perceived organizational support, which in turn prompts them to reciprocate with OCBs, going beyond the formal job requirements.

Besides being extra-role or going beyond “the call of duty,” other major dimensions are that OCBs are discretionary or voluntary in nature and that they are not necessarily recognized by the formal reward system if the organization

Recent research also examines antecedents such as job attitudes that account for loyalty OCBs, personality that accounts for service delivery OCBs, customer knowledge and personality that jointly predict participation OCBs, and relationship quality and relationship context as antecedents of person-and task-focused interpersonal citizenship behaviors.

Obviously, all these different types of OCBs are valuable to organizations and, although they frequently go undetected by the reward system, there is evidence that individual who exhibit OCBs do perform better and receive higher performance and evaluations. In addition, OCBs do relate to group and organization performance and effectiveness. However, as with job satisfaction and organizational commitment, there is still some criticism of the conceptualization and research on OCBs, and more research is certainly warranted. For example, a recent study found that OCBs do influence organizational outcomes rather than the other way around and another study has begun to analyze the influence of gender on the performance of OCBs. Today’s managers would be very wise in trying to enhance not only job satisfaction and organizational commitment, but also pro social, organizational citizenship behaviors of their employees (Fred Luthans 2004).

### **Job Satisfaction**

Job satisfaction as involving cognitive, affective, and evaluative reactions or attitudes and states it is “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience.”(Locke E.A. 1976). Job satisfaction is a result employees’ perception of how well

their job provides those things that are viewed as important. It is generally recognized in the organizational behavior field that job satisfaction is the most important and frequently studied attitude.

Although theoretical analyses have criticized job satisfaction as being too narrow conceptually (Andre Bussing et al 1999), there are three generally accepted dimensions to job satisfaction. Job Satisfaction is an emotional response to a situation. As such, it cannot be seen; it can only be inferred. Job Satisfaction is often determined by how well outcomes meet or exceed expectations. For example, if organizational participants feel that they are working much harder than others in the department but are receiving fewer rewards, they will probably have a negative attitude toward their work, boss, and/ or coworkers. They will be dissatisfied. On the other hand, if they feel they are being treated very well and are paying equitably, they are likely to have a positive attitude toward the job. They will be job-satisfied.

There are a number of factors that influence Job Satisfaction. For example, one study even found that if college students' majors coincided with their jobs, this relationship predicted subsequent Job Satisfaction (Mary Ann M. Ferico and Terry A. Beehr 1992). They are the work itself, pay, promotion, supervision, work group, and working condition

In summary, most organizational behavior, scholars as well as practicing managers would argue that job satisfaction is important to an organization. Some critics have argued, however, that this is pure conjecture because there is so much we do not know about the positive effects of satisfaction. On the other hand, when job satisfaction is low, there seem to be negative effects on the organization that have been documented. So if only from the standpoint of viewing job satisfaction as a minimum requirement or point of departure, it is of value to the organization's overall health and effectiveness and is deserving of study and application in the field of organizational behavior.

## **RESEARCH METHODOLOGY**

This research was an explanatory study. The investigation of the study was the cross sectional correlation examination. The study design was the survey method using a structured questionnaire as the research tool and unit of analysis was done with the individuals. The likert scale was used for the statements attained for the variables ranging from strongly disagree to strongly agree.

The research was conducted among a sample of 260 non academic employees of the Universities in the Eastern Province using simple random sampling method. The SPSS 16.0 student version statistical software has been used to analyze the data. And the correlation and regression analysis were done mainly to test the hypothesis.

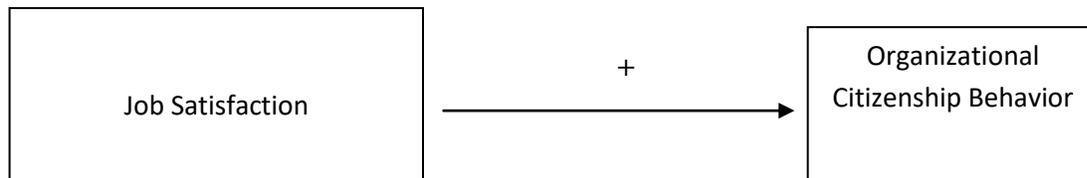
### **Research Framework**

The model developed for the present study includes the constructs related to OCB and Job satisfaction.

Thus, the conceptual model for this research is as follows;

Independent Variables

Dependent Variable



Hence, the following hypothesis was developed.

H1: Job satisfaction is positively related to organizational citizenship behavior

### Measures

This study is intended to examine the hypothesized relationship between job satisfaction as independent variable and OCB as dependent variable.

#### Measuring job satisfaction

The job satisfaction has been operationalized as the degree to which a non academic employee is satisfied with his /her job. The Job satisfaction was measured the work itself, pay, promotion, supervision, work group, working conditions. That is, to what extent an non academic employee in university has satisfaction on his/her job. Hence, the job satisfaction is a highly qualitative aspect, which has been taken in to a scale to analyze quantitatively. The job satisfaction is evaluated by a developed scale under the following dimensions.

Job Satisfaction represents several related attitudes. Through the years five job dimensions have been identified to represent the most important characteristics of a job about which employees have affective responses. These are:

1. The work itself: The extent to which the job provides the individual with interesting, tasks, opportunities for learning and the chance to accept responsibility.
2. Pay: The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization.
3. Promotion opportunities: The chance for advancement in the career in the organization.
4. Supervision: The abilities of the supervisor to provide technical assistance and behavioral support.
5. Coworkers: The degree to which fellow workers are technically proficient and socially supportive.
6. Working conditions: The degree to which an employee is willing to work in a work setting condition (clean, attractive surroundings, hot, noisy surroundings, for instance).

Thus, 32 question items were developed to measure the 06 dimensions of this variable on a five point scale that varies from strongly disagree to strongly agree.

#### Measuring OCB

Organizational citizenship behavior also was measured the altruism, conscientiousness, courtesy, civic virtue, sportsmanship. Every variables includes dimensions, each dimension has number of indicators to investigate the sample of population. Developed questionnaire by (Podsakoff, et al. 1990).

1. Altruism (e.g. helping out when a coworker is not feeling well), Altruism refers to behaviours that are voluntary. For example, being cooperative, helpful and other instances of extra-role behaviour, which helps a specific individual with a given work related problem (Podsakoff, MacKenzie, Moorman & Fetter 1990).
2. Conscientiousness (e.g. staying late to finish a project), Conscientiousness refers to the extent of behaviours to which someone is punctual, high in attendance and goes beyond normal requirements or expectations.
3. Civic virtue (e.g. volunteering for a community program to represent the firm), Civic virtue consists of those behaviours that are concerned with the political life of the organization (e.g., attend meetings, engage in policy debates, and express one's opinions in implementing a new policy).
4. Sportsmanship (e.g. sharing failure of a team project that would have been successful by following the member's advice), Sportsmanship describes those individuals who tolerate the annoyances that are inevitable in the workplace a set of behaviours that demonstrate tolerance of less than ideal conditions at work without complaining and
5. Courtesy (e.g. being understanding and empathetic even when provoked). Courtesy refers to behaviours that are directed to the prevention of future problems, which is different from altruism because altruism is helping someone who has a problem, while courtesy is helping to prevent problems, performing thoughtful or considerate gestures towards others

#### Reliability Analysis of the Questionnaire

A reliability analysis was done to check the inter item consistency reliability. The Cronbach's Alpha was measured. Accordingly, the Cronbach's alpha reliability coefficients of the independent and dependent variables were obtained. Accordingly, the alpha value for job satisfaction and OCB showed a good reliability. Also the reliability coefficients of the dimension of these two variables were obtained as follows:

The work itself is 0.828, Pay is 0.764, Promotion is 0.682, Supervision is 0.820, Work group is 0.771, Working conditions is 0.757, Altruism is 0.821, Conscientiousness is 0.832, Courtesy is 0.671, Civic virtue is 0.732, and sportsmanship is 0.765. All constructs display good internal consistency.

#### **Descriptive measures:**

#### **Descriptive Statistics**

	Mean	Std. Deviation	N
OCB	1.9229	.38253	260
Job Satisfaction	2.0103	.31741	260

(Source: Survey Data)

OCB has a mean value of 1.92 with the standard deviation of 0.38 and job satisfaction has a mean value of 2.01 with the standard deviation of 0.317. These shows the non academic employees are less satisfied with their jobs and show lesser organizational citizenship behavior.

### Correlation of Job satisfaction with OCB

Observing the correlations of independent variable-JS with the dependent variable- OCB, there is a positive correlation of ( $r = 0.477$ ,  $p = 0.000$ ) and significant at 0.01 level. Mean time, the correlation between the f JS with the dimensions of OCB derived as follows; where  $p = 0.000$  and significant at 0.01 level.

Altruism- 0.487, Conscientiousness-0.339, Courtesy-0.297, Civic virtue-0.392, sportsmanship-0.273. Accordingly the employees who are highly satisfied show greater altruism, conscientious, and civic virtue than courtesy and sportsmanship.

### Correlations

		Altruism	Conscientiousness	Courtesy	Civic Virtue	Sportsmanship	OCB	Job Satisfaction
Altruism	Pearson Correlation	1	.636**	.5201*	.534**	.557**	.622*	.487**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.001
	N	260	260	260	260	260	260	260
Conscientiousness	Pearson Correlation		1	.552**	.429**	.431**	.737*	.339*
	Sig. (2-tailed)			.000	.000	.000	.000	.022
	N		260	260	260	260	260	260
Courtesy	Pearson Correlation			1	.460**	.474**	.589*	.297
	Sig. (2-tailed)				.000	.001	.000	.192
	N			260	260	260	260	260
Civic_Virtue	Pearson Correlation				1	.467**	.590*	.392*
	Sig. (2-tailed)					.000	.000	.026
	N				260	260	260	260
Sportsmanship	Pearson Correlation					1	.581*	.273
	Sig. (2-tailed)						.000	.424
	N					260	260	260
OCB	Pearson Correlation						1	.477*
	Sig. (2-tailed)							.010
	N						260	260

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Correlations**

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OCB	Pearson Correlation						1	.477*
	Sig. (2-tailed)							.010
	N						260	260

\*. Correlation is significant at the 0.05 level (2-tailed).

(Source: Survey Data)

**Regression**

The overall model explains the fit for the research.  $R^2$  in the table given below shows this aspect. This coefficient is a measure of how well the regression equation fits the data. Here, we have the  $R^2$  is 0.143, hence, the regression equation apparently have a perfect fit with the data. So, we can predict our dependent variable (OCB) with the independent variable (JS). Here,  $P = 0.000 < 0.05$ . So the model is significant and model exists.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.477 <sup>a</sup>	.241	.221	.36316

a. Predictors: (Constant), Job\_Satisfaction

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.733	.382		2.132	.040
	Job_Satisfaction	.451	.176	.473	2.677	.010

a. Dependent Variable: OCB

At first, if we consider the constant variable in the equation. Its values;  $P = 0.000 < 0.05$ , hence, significant to model. Job satisfaction is considered;  $P = 0.000 < 0.05$ , hence, it is significant to the model and explain the dependent variable.

Hence, the following Model fit equation is derived.

$$OCB = 0.733 + 0.451 JS$$

**Hypotheses Testing**

The most common policy in statistical hypothesis testing is to establish a significance level, denoted by  $\alpha$ , and to reject  $H_0$  when the  $p$  – value falls below it. When this policy is followed, one can be sure that the maximum probability of the type I error is  $\alpha$  (*Policy: when P-value is less than  $\alpha$ , reject  $H_0$* ) Here, the hypotheses are tested at 5% confidence level ( $\alpha = 0.05$ ).  $P$  values are denoted ‘Sig.’ in the above Table.

The following table shows the rejection and acceptance of the hypothesis.

Variable	Hypothesis	P - Value	$\alpha = 5\%$	$H_0$	$H_A$
JS with OCB	$H_0, H_1$	0.010	0.05	Reject	Accept

Source: Survey Data

$H_0$  = no association between Job satisfaction and OCB.

$H_1$  = There is an association between Job satisfaction and service OCB.

The  $p$  value is for variable JS is 0.010.

Since  $p \text{ value } 0.010 \leq \alpha$ , so the null hypothesis is rejected and the alternative hypothesis is accepted as the  $P \text{ value } < \alpha$ . Therefore we statistically conclude that there is an association between Job satisfaction and OCB.

Hence, this means there is a positive relationship between JS and OCB. Also the result in correlation table (Correlation coefficient = 0.477;  $p=0.000$ ) support this hypothesis. Thus, the attitude of job satisfaction is a predictor of OCB of the employees.

According to the findings the 24.1% of the OCB is determined by job satisfaction and there is a positive correlation between job satisfactions OCB.

## CONCLUSION

Organizational Citizenship Behavior is a result of the employees satisfied their work. The OCB has been measured by the altruism, conscientiousness, courtesy, civic virtue and sportsmanship. These variables have number of dimensions and indicators to measure OCB broadly. The study has been done on the non-academic employees of universities in the Eastern Province. For the evaluation purpose the mean, correlation, regression and standard deviation has been used.

We first hypothesized a significant relationship between job satisfaction and organizational citizenship behavior, based on theory and extent literature that supports such a relationship. The relationship was shown to be significant, and  $H1$  was supported ( $0.010 \leq \alpha$ ). Hence, this means there is a positive relationship between JS and OCB. Also the result in correlation table (Correlation coefficient = 0.477;  $p=0.000$ ) support this hypothesis. Thus, the attitude of job satisfaction is a predictor of OCB of the employees.

All employees are fulfilling their responsibilities stated in their job descriptions. In this way the non academic employees in the selected universities also fulfill their responsibility. But, organizational citizenship behavior comes who are the employees satisfied overall factors determining the job satisfaction. So, this study attempted to identify the relationship between job satisfaction and OCB. As far as the non academic employees of the selected universities are seen less satisfied with their job and accordingly show less organizational citizenship behavior. Work overload, less salary, negative attitude of the supervisors and coworkers are some them. However most of the employees are satisfied with their working condition. And most of them are dissatisfied with recently implemented finger print system to control employee attendance as they face stress and anxiety during their working period.

## Recommendations

The work itself, pay, supervision, and work group were not highly satisfied to non academic employees. Therefore management should consider the following matters and they can improve their employees' job satisfaction.

- Improve and consider the employees' work contents.
- Improve the payments (Salary revision should be done at the University Grand Commission (UGC) level and other benefits of employees.
- They should redesign their promotion system.
- Create positive attitudes among superiors as well as subordinates.

- They should create a friendly manner relationship among the employees.
- Maintain a flexible work schedule by means of introducing flexi-working hours.

According to the findings the 24.3% of the OCB is determined by job satisfaction. There are another factors also determine the OCB. Therefore future researchers find out other factors and can do good research.

When the employees are satisfied with their job only they will extend their extra activities and would be committed towards organizational success. If the employees are found with organizational citizenship behavior, it is no doubt any organization would be in running very smoothly without any obstacles in the path of achieving the organizational vision.

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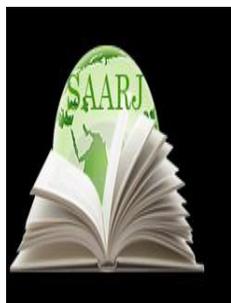
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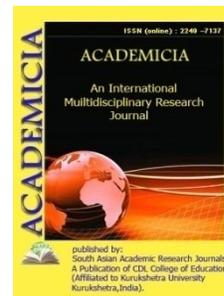
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## ISSUES OF FORMATION OF IDEOLOGICAL IMMUNITY IN THE MINDS AND HEARTS OF YOUNG PEOPLE

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### ABSTRACT

*The formation of ideological immunity does not mean forcing the same Foya into the minds of people, but the separation of ok-kora in people, cultivating the qualities of vigilance and awareness against harmful Foya. Where there are interests, there will inevitably be aspirations for the realization of imaginary, impure interests. The social sciences play an important role in cultivating ideological immunity in young people. Formation of beneficial immunity is an important criterion for the effectiveness of educational work.*

**KEYWORDS:** *Youth Consciousness, Ideological Immunity, Society, Globalization, Spiritual-Educational*

*It should be clear to all of us that in the so-called "information age" of the XXI century, no state or society can live around an iron wall. At the same time, it is not right to sit idly by saying that the situation is like this, and in response to such threats, we must also take the necessary measures without being naive.*

**Islam Karimov**

### INTRODUCTION

At a time when the world is undergoing profound changes in the geopolitical, economic and social, information and communication landscape, the debate between different ideologies is sharpening, we all know that the struggle against thought, against idea, against ignorance is more important than ever is1.

In this era of rapid globalization, first of all, we must form ideological immunity in the minds and hearts of our youth (lat. Immunitatis - to be free from something), to educate our motherland in the spirit of love, rich history, devotion to the sacred religion of our ancestors. Immunity is a medical concept and is the body's ability to protect itself from various diseases. Ideological immunity, on the other hand, ensures ideological inviolability in society. The main and first element of ideological immunity is knowledge. Of course, it is natural for our young people to study a lot, to study themselves, to go through various life trials, and as a result, our young people's worldview expands, they can express their views on the processes around them, trust the words of different "storytellers" and do not follow them. As our President said, "Let our young people become people who have a deep understanding of their national identity, as well as the world, and keep pace with the times. That is when the ignorant fanatics

"Even ideas that are completely foreign to us, which reject the notion of morality, cannot influence them."

Given today's ideological attacks and their negative consequences, one of our main priorities is to nurture individuals who can stand up to them. With this in mind, the Resolution of the President of the Republic of Uzbekistan dated August 25, 2006 No PQ-451 "On increasing the effectiveness of the national idea and spiritual and educational work", special attention is paid to strengthening the ideological immunity of our society. Ideological immunity is not only the transmission of spiritual, educational, socio-political, aesthetic and legal knowledge to our youth, but also the formation of skills to respond to ideological struggles, the events of globalization, to respond to unhealthy ideas in the form of "mass culture". and educating mentally healthy young people who understand that the consequences of such influences do not lead to good results. That is why ideological immunity is divided into two threats; a) the threat of external information against the ideas aimed at the realization of such sacred values as the development of the Motherland, peace, social cooperation, interethnic harmony, religious tolerance, the perfect man, which embody the meaning of our ideology; b) be directed to an internal threat in the form of ideas, thoughts and actions aimed at ultimately self-harm to the Motherland, its compatriots.

The processes of life themselves show that some states and some political centers today are trying to focus on the human mind and heart. The main weapon of such political forces is the "idea", and the most important target is the young people who are simple, confident, the owners of our future, who do not yet fully understand the world. Of course, this is natural, because the main driving force of our society, our state, is the youth. Although such ideological propaganda does not work in the short term, it is natural that the young people who are affected will grow up and serve their people, not for their country, but for the benefit of "swindlers". The Marquis de Sade, a French writer known for promoting the idea of immorality, said of the dependence of nations on ideology: "We will continue to fight for world domination, intensify wars, and kill French soldiers in almost every corner of the globe. and the boots do not necessarily rot. If we can spread our morality to other countries, especially to the East (or rather, because De Sad's works are mainly focused on immorality) in books and other ways like mine, and turn it into a way of life for those peoples, the whole world will fall under our feet. we will succeed ..."

We have noted a number of positive aspects of the globalization process above, and at the same time, a number of challenges are emerging as a result of globalization. One of them is related to

the upbringing of young people, their moral and spiritual outlook. The negative effects of globalization on the education of young people can be explained as follows:

First, as a result of the high development of information technology, the penetration of the Internet, mobile phones, telecommunications and various information publications. The “values” offered by these means often alienate our youth from our national values, in other words, lead to the formation of specific “rootless individuals”.

Second, the prevalence of different forms of “popular culture” among young people. These are mainly manifested in dress, hobbies, leisure, tastes, attitudes to national values. "Popular culture", which embodies the values of Western culture, causes such defects in our youth as Western individualism, egocentrism, nihilism, apathy, obscenity and violence, indifference to national values and social interests.

Thirdly, there are cases of imitation among young people, blind adherence to Western ideals. At the same time, it is not difficult to see that the moral and spiritual patterns of behavior prevalent abroad are engulfing the minds of our youth through movies, fashion and various advertisements. As a result, young people are becoming more accustomed to spending time in front of a computer than watching books, watching movies of different genres with shallow content.

We want to illustrate the extent to which ideological interaction is effective in the following example. That is, at the height of the Cold War between the former Soviet Union and the West in the late 1970s, a Pentagon general said, "Yellow cubs did not benefit from V-52s (strategic bombers armed with nuclear bombs) in the fight against the USSR." . However, in the collapse of the USSR, American blue jeans are more useful than V-52s ”1.

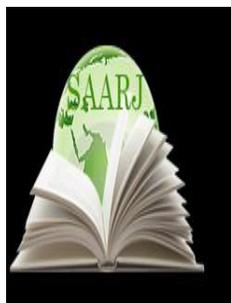
It is of great scientific and practical importance to find new mechanisms that serve to form ideological immunity in our youth. As long as ideological immunity is instilled in the minds and hearts of members of society, especially young people, it will not be easy to capture the minds and hearts of people in our society and members of our society will not succumb to foreign ideas. We all know that the development of a society depends on the scientific, professional, socio-political, moral, aesthetic perfection of the individuals and social groups that make it up. It is especially important that people understand themselves and consciously perform the tasks they face. In this sense, the socialization of the human person, in which the formation of a national mentality, requires that we feed the direction and content of human life with ideological immunity and never be indifferent to what is happening around us.

In his book, the President emphasizes: “It should be clear to all of us that where indifference and indifference prevail, when the most pressing issues are left to selfishness, then spirituality becomes the weakest point. Conversely, where vigilance and zeal, high intellect and contemplation prevail, spirituality becomes a powerful force ”1.

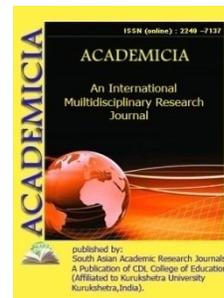
The Eastern world is distinguished by its unique values, such as sincere humanity among people, respect for the great, respect for the small, in contrast to the Western world, not individualism, but collectiveness. You and we and none of us must not allow our spirituality, based on such universal values, to be lost as a result of various influences. If we do not bravely go through these negative processes and keep our identity, our history, our sacred religion clean, we will not be able to be worthy heirs to our ancestors.

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## CLIMATE OF ARCHITECTURAL STRUCTURES

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### ABSTRACT

*The article describes the peculiarities of the organization of work with climatic conditions in the construction of architectural structures, the topology of climatology and the architecture of urban construction. His ability to learn about climate protection is reflected in the article. The article discusses climate analysis using architectural ready-made climate indicators.*

**KEYWORDS:** *Microclimate, Composition, Topology, Convection, Conduction, Radiation, Humidity, Evaporation, Hygiene, Construction, Economics, Aesthetics.*

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### INTRODUCTION

Architectural climatology studies the relationship between the architecture of buildings and urban structures and climatic conditions. An architect who has a complete idea of these connections will be able to create the artificial environment created during the design process, taking into account the climatic conditions of the construction site as much as possible.

Architectural climatology is closely related to the typology of architectural structures, general climatology, hygiene, construction physics, economics, aesthetics.

The climatic typology of architectural structures enriches the architect with the knowledge, methods and tools necessary to improve the environment, protect man and his surroundings from heat and cold, as well as the experience of regulating the microclimate accumulated over the centuries.

Climate protection means: displacement methods (horizontal orientation, air exchange or protection of the environment from the wind, use of various levels of the open environment, roofing, lawns, lawns, orchards). ), engineering equipment (heating, cooling, air exchange, etc.)

The climatic typology of residential buildings is of greater importance than the climatic typology of other types of buildings. Because a person spends most of his time in a building.

**Main part**

Architectural climatology provides the architect with detailed information about the climate of the design district, climatic factors, their changes over time and methods of climate analysis.

Household hygiene helps to understand the changes in the physical and spiritual functions of the human body, the maintenance of the external environment and the microclimate in the building.

Knowledge of economics (construction, operation, operating costs, socio-economic efficiency) helps the architect to choose a rational solution in all respects.

The mechanism associated with aesthetics, including the theory of architectural composition, has not been fully explored in conjunction with climatic architecture. However, there are categories of such architectural compositions, and the architect always takes into account the climate when choosing them. These include the creation of architectural space, volumetric solutions of different levels of springs, stickiness and orientation, plastic solutions of surfaces with different levels of splitting, texture, color solutions, etc.

Thus, architectural climatology is much more scientific disciplines, but these are independent of climatology does not prevent it from becoming an architectural science. The most important basic climatic factors in architectural design consists of: horizontal when the weather is clear and cloudy, and solar radiation falling on vertical surfaces in different directions; temperature factors - the coldest and hottest day of the month, the absolute minimum, maximum and average maximum for the hottest month of the month, the daily or five-day cold days in the coldest period of winter; Humidity factors - humidity, absolute, average daily, monthly water vapor pressure, amount of precipitation, etc .; wind direction, average directional velocity, maximum and minimum velocities (m / s), etc. k.As a result of the passage of large air masses over the land, there is a tendency for the top layer to heat up evenly. Climate analysis in architectural design is general goes into privacy.

The architect uses ready-made climate indicators, analyzes the climate, assesses the conditions of the latitude, determines the area where construction is planned, assesses the seasons and each climatic factor. In assessing the microclimate, the architect studies the landscape, the terrain, the direction of the wind, the calculation of insulations. The above may not be sufficient for a complete analysis, so it is necessary to use the basics of geodesy at construction sites.

Since the architectural environment is created for man, the architect must know the requirements of the human body to the environment.

Extremely hot - when the external environment is unable to actively absorb heat, cold - if more heat is absorbed by the environment than the heat produced by the body, heat is transmitted to the external environment by the following factors: a) by convection, a) by convection; ) by evaporation of moisture.

External protection devices, engineering equipment must fully meet the microclimate conditions of the environment (optimal temperature, humidity, air circulation, etc.). Home microclimate requirements man

It depends on the adaptation, the climate and the seasons of the place, the character of the person, the clothes, the health of the person, the age and so on.

In winter, the temperature in residential buildings should be 18-20 oC, in the north 21-22 oC, in the southern districts 17-19 oC, in summer the temperature in residential buildings in the climatic districts is 23-24 oC, in the southern districts 25-26 oC, in refrigerated rooms It should be 26 oC.

Some microclimate parameters and their combination together have a direct impact on the choice of architectural solutions. Air temperature is the main criterion in the environment, without which it is difficult to estimate other parameters. The effect of temperature on surfaces depends on the selected material, for example floor devices. Depending on the material of the floor, "cold" is made of large heat-absorbing materials, stone, marble floors are more suitable in countries with hot climates, in temperate northern regions it is advisable to use "warm", ie wooden floors. The space-creating architect must correctly interpret and evaluate the wind, which is more important than air temperature and humidity.

**TABLE 2.1. HYGIENE REQUIREMENTS FOR THE HEATING SYSTEM OF RESIDENTIAL BUILDINGS IN DIFFERENT CLIMATIC REGIONS**

indicator	seasons	climatic regions			
		I	II	III	IV
air temperature, S	Winter	21-22	18-20	18-19	17-19
	Summer	23-24	23-24	25-26	25-26
humidity,%	Winter	30-45	30-45	35-50	35-50
	Summer	35-50	35-50	30-60	30-60
wind speed	Winter	0,08-0,10	0,08-0,10	0,08-0,10	0,08-0,10
	Summer	0,08-0,10	0,08-0,10	0,1-0,15	0,1-0,15
Receiver of devices	Winter	21	18	18	18
internal surfaces temperature	Summer	26	26-27	28	28

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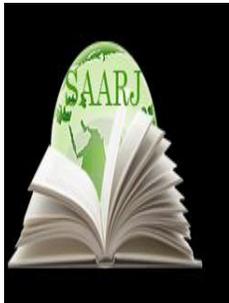
## CONCLUSION

Some microclimate parameters and their combination together have a direct impact on the choice of architectural solutions. Air temperature is the main criterion in the environment, without which it is difficult to estimate other parameters. The effect of temperature on surfaces depends on the selected material, for example floor devices. Depending on the material of the floor, "cold" is made of large heat-absorbing materials, stone, marble floors are more suitable in countries with hot climates, in temperate northern regions it is advisable to use "warm", ie wooden floors. The space-creating architect must correctly interpret and evaluate the wind, which is more important than air temperature and humidity. For example,

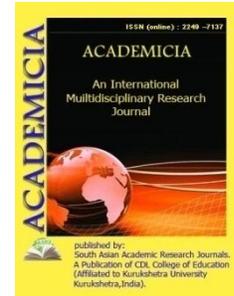
at 30 oC, even the weakest wind (2-3 m / s) does not allow a person to move freely in the open air. Such winds have a significant cooling effect when the air temperature is around + 5 oC to + 20 oC. At temperatures above 20 oC, air humidity plays a key role. Moisture makes it difficult to evaporate in the air, and only the wind cools the body. Increasing the air temperature from 19 oC to 29 oC reduces the corresponding air humidity from 50 to 70 to 30 to 50%. If the humidity does not decrease, then ventilation and aeration in space will be the first priority.

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## LEGAL FUNDAMENTALS OF CITIZENS 'SELF-GOVERNMENT BODIES

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### ABSTRACT

*In Uzbekistan, the neighborhood is an example of citizen self-government. The neighborhood has become a place where Uzbeks live and work with a common goal to promote the development of a historically formed society. It has been a sacred place that reflects the way of life, psyche, social life of the Uzbek people, passing down its national traditions, customs, moral and spiritual values from generation to generation.*

**KEYWORDS:** *Fundamentals Of Law, Citizens, State, Society, Local.*

### INTRODUCTION

In recent years, large-scale reforms have been carried out to further strengthen the legal framework of our national statehood, to establish the rule of law in society and to make our country one of the developed democracies. In particular, the "Concept of further deepening democratic reforms and development of civil society in the country" of the President of the Republic of Uzbekistan dated November 12, 2010 identified strategic directions for addressing the above issues, raising reforms to a higher level and its implementation in the coming years. In addressing the important tasks of the state, the President further democratized the government, further developed and strengthened the branches of government, including parliament, enhanced the role of political parties, deepened judicial reform, improved electoral legislation, media development, civil society. institutions have also put forward a number of important legislative initiatives aimed at further deepening democratic reforms and liberalizing the economy.

Today, the role of the state as the main reformer, ie to initiate and coordinate reforms, to ensure the rule of law, to pursue strong social policies, to implement political, economic and social reforms based on the principles of gradual and consistent reform. consists of. The role of citizens'

self-government bodies is important in a strong civil society. The law "On citizens' self-government bodies" has created an integrated system of self-government in the country. Such a social structure, which is rare in any country in the world, is characterized by its democracy and consistent governance. As President Islam Karimov said, "... as people's political will, political culture, and political activity increase, it is necessary to gradually transfer state functions to non-governmental organizations and citizens' self-government bodies. In this regard, it is important to increase the prestige and status of self-governing bodies and communities, to give them more rights. " Indeed, today we are witnessing the positive results of the transfer of some functions of the state to local self-government bodies. In other words, these bodies are convincingly fulfilling a number of state responsibilities in the field of social protection, economic issues, cultural and educational spheres, and environmental protection.

Citizens' self-government bodies are also a great social school in increasing the political activity of citizens. At the same time as the liberalization of public administration, it is necessary to improve the functioning of such a structure, to critically review the existing legislation. For example, Article 17 of the Law of Uzbekistan "On Citizens' Self-Government Bodies" provides for the establishment of the Council of Elders of Uzbekistan and local coordination councils in the country, but such the councils were formed as a non-governmental non-profit organization and duly registered, i.e. they were given the status of a legal entity. Under current law, non-governmental non-profit organizations do not have the authority to coordinate the activities of government agencies and citizens' self-government bodies.

Decrees of the President of the Republic of Uzbekistan, which are the legal norms of self-government of citizens, are the source of this right. These sources include, for example, the Decree of the President of Uzbekistan of March 5, 1996 "On additional measures to improve the organization of markets and the quality of services to the population", December 10, 1996 "On state support of families with children." "On further strengthening of support", April 23, 1998 "On support of citizens' self-government bodies", January 13, 1999 " on increasing the role of citizens' self-government bodies in providing social assistance to the population "and others.

Article 105 of the Constitution of the Republic of Uzbekistan defines the status of citizens' self-government bodies, the conditions of elections, and the powers of order. In towns, villages, and auls, and in their mahallas, citizens' assemblies are self-governing bodies that elect a chairman and his advisers for a term of two and a half years. The procedure for electing local self-government bodies, the organization of their activities and the scope of their powers shall be determined by law. So, in what order are the chairmen and activists of the citizens' assembly, whose powers are enshrined in law, elected? If we take into account the fact that elections will be held in the republican mahallas in November and December this year, it is clear that this issue is even more urgent. On October 6, 2003, the Council of the Oliy Majlis of the Republic of Uzbekistan adopted a resolution "On the organization of elections to citizens' self-government bodies." The resolution instructed the chairmen of citizens' assemblies to "assign to district and city khokimiyats" organizational skills and high prestige and respect among the population, the tasks facing citizens' self-government bodies, including public authorities. to assist in the selection of candidates for the positions of chairmen of citizens' assemblies and their advisers from among those who are able to solve the tasks related to the gradual transfer of some of their powers.

In order to ensure the implementation of this decision, the selection of people who will be able to work in the new conditions is in full swing in the neighborhoods. As noted in the concept of "neighborhood of the XXI century", a person elected as chairmen (elders) of citizens' assemblies, as a rule, has a higher education, organizational skills, experience as a leader, sufficient knowledge, patriotism, to have a high reputation and respect among the people, to be enterprising and able to work in the context of the ongoing reforms in the country. It is clear that the person to be elected chairman of the mahalla must be one-sided and have a higher education. Candidates for the chairmanship of the mahalla assembly are selected by the mahalla working groups. The working group in the neighborhood consists of 5-7 people and is determined by the heads of the streets and villages of the neighborhood. They are accountable to the district commission (working group), not to the mahalla administration. According to the established procedure, the mahalla commission, with the help of the citizens of the mahalla, identifies two or more candidates, conducts interviews with them, and obtains the opinion of the population about those candidates. After making a decision, a special questionnaire for each candidate is filled out, and then they are submitted to the district commission with a photo of the candidate.

Local governments are an integral part of the system of representation in terms of their election and their official positions only as representatives of the local population. Their economic and social activities are of great importance to the population. Municipalities will have to deal with bureaucracy compared to other parts of the state apparatus. All these qualities make elected local government one of the values of democracy. According to Alexis de Tocqueville, local self-government is a political institution that is a school not only for politicians, but for all citizens in general. The potential of this institute is so high that it creates conditions for wide participation of citizens. Self-government is also an important factor in shaping elements of political culture. Ultimately, the work of these bodies ensures the overall stability and flexibility of the political system.

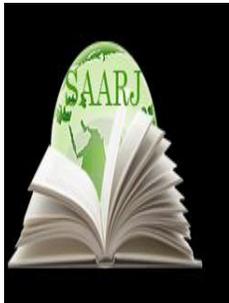
Article 3 of the European Charter of Local Self-Government, adopted by the European Union on 15 October 1985, defines this concept as follows. Local self-government bodies are said to be responsible for the ability to manage and carry out the majority of public affairs within the framework of the law, based on the interests of the local population. These rights are exercised by councils or assemblies of members elected in free, secret, equal, and direct general elections. Councils or assemblies may have reporting bodies or executive bodies. These rules do not preclude appeals to citizens' assemblies, referendums, or other forms of direct citizen participation as permitted by law.

Enhancing the role of local self-government in society and public administration is one of the important directions of the ongoing reforms of the government and parliament of our country. One of the priorities and tasks of the Decree of the President of the Republic of Uzbekistan "On the establishment of the Republican Commission" for the development and implementation of the "Year of Prosperous Neighborhood" (December 16, 2002) is as follows is represented by:

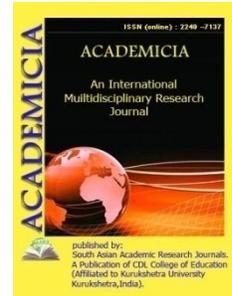
Identify the role and place of the community as the most important structure in the system of citizen self-government; to develop and implement specific measures that will create the necessary conditions for the institution to take its place in the state and public power and system. There is no doubt that the active participation of citizens in local self-government and political decision-making will play an important role in fulfilling this role of civil society.

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## INNOVATION IN HIGHER EDUCATION INSTITUTIONS – FACTORS THAT IMPEDE TO THE DEVELOPMENT OF ENTREPRENEURIAL ACTIVITY

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### ABSTRACT

*Currently, there is no single classification of factors impeding innovative and entrepreneurial activity in higher educational institutions (universities). Determining the factors inhibiting the development of innovative and entrepreneurial activity in universities is a priority task of managing the formation and implementation of this activity. In this context, the article explores the importance of factors impeding the development of innovative and entrepreneurial activities.*

**KEYWORDS:** *Innovation, Innovative Entrepreneurship, Respondents, Blocking Factors, Management Personnel, Experts, Comparative Assessment.*

### INTRODUCTION

Definitely, the priority task of managing the formation and implementation of this activity is to identify factors that impede the development of innovative and entrepreneurial activity in Higher Education Institutions (universities). However, today in Higher Education Institutions (universities). There is no uniform classification of factors impeding innovative entrepreneurship.

For instance, K. Davis divides them into three types: economic, social and personal [1]:

- **Economic** - innovative and entrepreneurial activity, risks, unemployment, loss of part of wages, declination of social status, labour intensity and reduction of progressive wages;

- **social** - unwillingness to adapt to the new socio-psychological environment in the team; an attempt to maintain conventional social ties; fear that the new social situation will result in less satisfaction with work; dislike persons who introduce external interference and innovation in personal affairs, engage in entrepreneurship; the weakness of personal participation is dissatisfied with the insignificant personal role in the introduction of innovations and is convinced that any innovations are useful only for the organization, and not for staff;

- **personal** - perceive modern working methods, criticism as a personal insult; Fear that the skills acquired will remain unnecessary and will be compromised by professional pride; Confidence that innovation always leads to increased specialization, increased monotony of work and reduced self-esteem as a participant in the labor process; unwillingness to spend effort on training, training; fear of uncertainty due to a lack of understanding of the nature and consequences of innovation and entrepreneurship.

According to A.V. Ignatov, the situation with the introduction of innovations can be considered as a change in the agreement between the employer and the employee [2].

From this point of view, the employee and the organization enter into at least two types of contracts:

- Official agreements establishing mutual duties and obligations, while the management of Higher Education Institutions (universities) can quickly adapt personnel to new innovative changes;

- Informal agreements between the employer and the employee on the basis of an oral agreement, which are generally of an evaluation nature.

It is under the necessity of taking into account economic, social, personal (psychological) factors, as well as official and informal ties confirms the variety of important reasons that impede innovation and entrepreneurial activity at the university and requires detailed research. The study confirmed the presence of unused reserves of the higher education system to increase innovation and entrepreneurial efficiency.

To identify factors impeding innovation and entrepreneurial activity in Higher Education Institutions (universities), we had used the theoretical and methodological research and developments of Belyatsky, A.V. Ignatov, M.V. Petrovich, R.S. Sedegov [3] and others, we created a survey (questionnaire). We worked out the questions of the questionnaire by dividing them into organizational, economic, social and personal factors. In our opinion, today the management in Higher Education Institutions (universities) requires the introduction of organizational factors of information and technological system.

As a result of the questionnaire, based on the data obtained, generalized results were obtained for two groups of respondents - managers of 279 people (45%) and specialists - 341 people (55%). Also, on the basis of arithmetic, variance and standard indicators, the opinions of both groups of questionnaire participants on all questions studied were evaluated and divided into colors.

During this study, the methods of conducting questionnaire surveys, probability theory and mathematical statistics, economic analysis, modeling and forecasting, economic and

mathematical modeling, actual and comparative analysis and painting and expert assessments were used. To ensure the completeness of the results, various means of mathematical statistics were used. It should be noted that these methods of collecting and processing information were used when obtaining the results of questionnaire requests, in particular, when assessing the degree of significance of factors that impede innovative and entrepreneurial activity in Higher Education Institutions (universities).

Identification and development of factors impeding innovative entrepreneurial activity in the Higher Education Institutions (universities). In the survey, each respondent was offered an assessment of the level of negative impact on innovative entrepreneurial activity at the Higher Education Institutions (universities) from 0 to 5 points in accordance with the following classification:

5 points - the factor has a very strong influence;

4 points - the factor has a good influence;

3 points - the factor has less influence;

2 points - the factor has very little influence;

1 point - the factor has no effect at all.

As a result of this part of the study, both groups of survey participants assessed the significance of factors impeding innovation and entrepreneurial activity in the Higher Education Institutions (universities), and divided these estimates into colors according to the average arithmetic value in the case of variance and averaging.

In the process of determining the importance of factors impeding the development of innovative and entrepreneurial activity in Higher Education Institutions, a comparative analysis of the first 10 factors, highly appreciated by managers and specialists, will make it possible to fully assess the situation (Table 1). For example, economic, social and organizational factors have been chosen by managers and professionals as a more significant factor, indicating shortcomings in sources and financing mechanisms for innovation and entrepreneurship in higher education.

**TABLE 1 COMPARATIVE ASSESSMENT OF THE IMPORTANCE OF FACTORS IMPEDING INNOVATIVE ENTREPRENEURIAL ACTIVITY IN THE HIGHER EDUCATION INSTITUTION (UNIVERSITIES) BASED ON MANAGERS AND SPECIALISTS.**

Managers		Specialists	
Color	Factor	Color	Factor
1	Lack of appropriate materials and technical base ( scientific laboratory)	1	Overemployment of teachers (non-compliance with the standards of students coming to one teacher ), high educational burden
2	Overemployment of teachers (non-compliance with the standards of students coming to one teacher ), high educational burden	2	Lack of appropriate materials and technical base ( scientific laboratory)
3	Teachers engage in scientific activities	3	Inability to implement the results of

	solely for the purpose of obtaining a degree and academic title.		elaborate developments
4	Indifference to innovation and development in the region	4	No clear, streamlined phased implementation plan
5	Lack of trained (innovative and entrepreneurial) staff	5	Lack of trained (innovative and entrepreneurial) staff
6	Uncertainty of material benefit and fear of risk	6	Lack of an atmosphere to support innovation and entrepreneurship
7	Fear of losing the available state, striving to not disturb self-quietness	7	Lack of motivation of continue activities after receiving a degree and academic title
8	Lack of organizational, technological and information support	8	Lack of a mechanism for sharing experiences in innovation and entrepreneurship
9	Lack of a distinct leader in innovation and entrepreneurship	9	Managers pay great attention to technical, organizational standards, leaving employees unattended
10	There is no desire to study new things, work on yourself	10	Fear of increased work (research, concerns of business practice, etc.)

It should be noted that both managers and specialists agree in determining factors of high importance. For example, of the 40 criteria presented by us, 4 factors from the top ten are defined on both sides, 2 are very close to each other in meaning. Only the degree of significance of individual factors varies among managers and specialists. For example, if the "Lack of an appropriate material and technical base (scientific laboratory)" was determined by the leaders as paramount, then on the part of specialists it took second place. Specialists raised to the first level the factor "Excessive employment of teachers (non-compliance with the standards of students coming to one teacher), the size of the educational burden." This factor ranks second in the lead. This choice is logical, and, indeed, for conducting scientific research, if there are enough educational laboratories. We do not have enough scientific laboratories, technology parks, small innovative enterprises. At the same time, the increase in the educational burden of our professors-teachers limits the time to engage in scientific, innovative and entrepreneurial activities. These two economic factors (the indicator "norms of students coming to the same teacher" also refers to the economy) still indicate that the financing of science remains secondary (the educational process comes first). These circumstances should be under the special attention of the leadership of entrepreneurs and higher organizations and require the introduction of mechanisms that create the conditions for the development of innovative entrepreneurial activity.

The next factor restraining the development of innovative and entrepreneurial activity (3rd place), according to managers, is "the fact that teachers are engaged in scientific activities only for the purpose of obtaining a degree and academic title", according to specialists "It is not possible to implement the results of elaborate developments". The fact that teachers cannot engage in innovative and scientific entrepreneurial activities with the assignment of a degree and academic title, nothing more than reality, confirms the opinion of specialists about the

significance of the effectiveness of this factor: "Lack of motivation of teachers to continue their activities after the assignment of a degree and academic title" (7th place). Both of these factors are related to each other, and, indeed, after the professors have achieved a certain achievement in the scientific field, there are rarely cases of continuation of their scientific results in innovative or entrepreneurial activities. It is important for teachers to introduce motivational mechanisms for continuing innovative and entrepreneurial activities. To continue creative activity, it is advisable to improve the mechanisms of their motivation and after achieving a certain achievement. The "impossibility of implementing the results of elaborate developments" indicates the weakness of linkages between manufacturers and scientists in the field of innovation, as well as the imperfection of the developing infrastructure and implementing mechanism. We will analyse the factors that support these problems.

In 4th place in its importance, the leaders had the factor of "indifference of teachers to innovation, the development of the region," and the specialists, the leadership recognized "the lack of a clear, orderly phased implementation plan." These opinions of managers and specialists, at first glance, contradict each other: leaders are hindered by the indifference of teachers to the innovative development of the regions, teachers' object, while experts say that the management does not have a plan to implement such participation as a barrier. In terms of increasing participation in regional development, there is a relationship between these two factors. Indeed, it is important for contemporaries to take part in the socio-economic development of the territory where they are located with their innovative achievements, which is one of the basic principles of the University-3.0 concept. Therefore, in order to increase the participation of teachers in this process, it is necessary to develop specific plans, taking into account the problems and needs of industrial enterprises located in the region for innovation.

Representatives of both groups equally appreciated the importance of the factor "Lack of trained (innovative and entrepreneurial) staff," which took 5th place. This competition requires the adoption of measures to form the composition of scientific and pedagogical personnel (masters) who have the skills to train a team of scientists in scientific entrepreneurship and engage in innovative entrepreneurial activities.

Another important factor constraining the development of innovation in an educational institution, according to managers, is "Uncertainty of material benefit and fear of risk" (6th place), and, according to experts, the 6th place is occupied by "Lack of an atmosphere for supporting innovation and entrepreneurship in the team." Indeed, teaching professors are not entrepreneurs, they can do science, but do not have commercialization skills. Any entrepreneurial activity involves risk, which is a great obstacle to innovation and entrepreneurship. In Higher Education Institutions, it is advisable to prepare faculty for entrepreneurship, create structures that commercialize, and introduce mechanisms to support innovation.

The choice of the factor "Fear of losing the available state, striving to not disturb self-quietness" (in 7th place according to the leaders) also confirms the above conclusion. The lack of the desire of scientific and pedagogical staff to receive additional income on the basis of scientific activity is an important social problem of an educational institution (the satisfaction of faculty only with a month paid from the budget may indicate the presence of corruption elements). Therefore, the

Higher Education Institutions requires the formation and development of an atmosphere, a culture that supports the commercialization of its science.

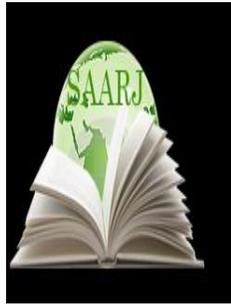
The factor impeding innovation and entrepreneurial activity in the Higher Education Institution (university), which occupies the 8th place, according to manager's point of view, is the "Lack of a mechanism for sharing experience in the field of innovation and entrepreneurship." It is necessary to improve the mechanisms of information exchange between higher educational institutions in the field of innovation using modern information technologies, the practical introduction of a single information base, strengthening cooperation with educational institutions of foreign countries and the development of the activities of relevant structures.

In addition, "Lack of a distinct leader in innovation and entrepreneurship", " Managers pay great attention to technical, organizational standards, leaving employees unattended," " There is no desire to study new things, work on yourself," " Fear of increased work (research, concerns of business practice). This choice of managers and specialists is also close to each other.

All the criteria presented in the questionnaire survey have a negative impact on innovation and entrepreneurial activity at the university. In the context of managers - "Fairness in relation to persons offering innovation and entrepreneurship," "Misjudgment by management of the level of preparation of the team for innovation," in the context of specialists - "Consider innovations useful only for the Higher Educational Institution, unprofitable for the employee," "Teachers have innovative entrepreneurial achievements in educational activities. It should be noted that both managers and specialists at a low level chose the influence of factors related to material benefits. Perhaps this is due to an increase in the salaries of employees of the Higher Education Institution and satisfaction of interests in scientific activities.

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## RESEARCH OF THE STRUCTURE OF COMPOSITE MATERIALS

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### ABSTRACT

*This article describes about composites and how to get them. Elements and materials in their pure state do not have the required properties, such as strength, ductility, corrosion resistance or heat resistance. Therefore, by combining them, the desired properties can be obtained by formulating alloys and composites. The composite material can be prepared by adding the required elements according to the desired property.*

**KEYWORDS:** *Composite, Matrix, Mixture, Filler, Temperature, Cermets.*

### INTRODUCTION

The advent of the composites as a distinct classification of materials began during the mid-20th century with the manufacturing of deliberately designed and engineered multiphase composites such as fiberglass-reinforced polymers. Although multiphase materials, such as wood, bricks made from straw-reinforced clay, seashells, and even alloys such as steel had been known for millennia, recognition of this novel concept of combining together dissimilar materials during manufacture led to the identification of composites as a new class that was separate from the familiar metals, ceramics, and polymers. We now realize that this concept of multiphase composites provides exciting opportunities for designing an exceedingly large variety of materials with property combinations that cannot be met by any of the monolithic conventional

metal alloys, ceramics, and polymeric materials. The advent of the composites as a distinct classification of materials began during the mid-20th century with the manufacturing of deliberately designed and engineered multiphase composites such as fiberglass-reinforced polymers. Although multiphase materials, such as wood, bricks made from straw-reinforced clay, seashells, and even alloys such as steel had been known for millennia, recognition of this novel concept of combining together dissimilar materials during manufacture led to the identification of composites as a new class that was separate from the familiar metals, ceramics, and polymers. We now realize that this concept of multiphase composites provides exciting opportunities for designing an exceedingly large variety of materials with property combinations that cannot be met by any of the monolithic conventional metal alloys, ceramics, and polymeric materials.

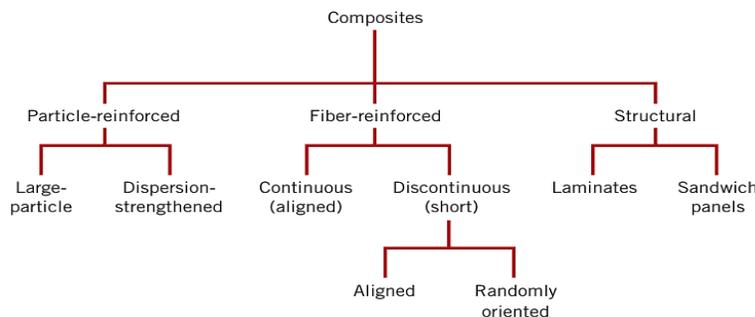
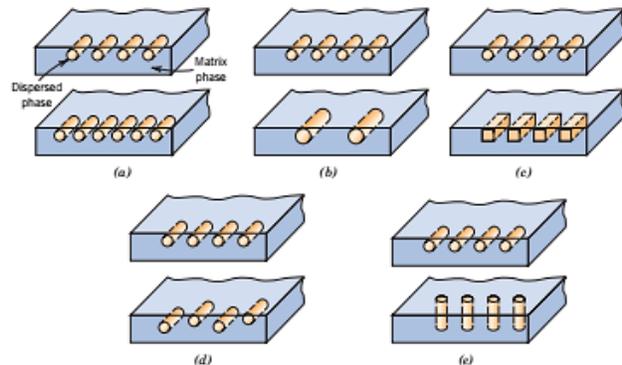
### Methods and objects of research

Material property combinations and ranges have been, and are yet being, extended by the development of composite materials. Generally speaking, a composite is considered to be any multiphase material that exhibits a significant proportion of the properties of both constituent phases such that a better combination of properties is realized. According to this *principle of combined action*, better property combinations are fashioned by the judicious combination of two or more distinct materials. Property trade-offs are also made for many composites. Composites of sorts; these include multiphase metal alloys, ceramics, and polymers. For example, pearlitic steels have a microstructure consisting of alternating layers of -ferrite and cementite. The ferrite phase is soft and ductile, whereas cementite is hard and very brittle.[1]

The combined mechanical characteristics of the pearlite (reasonably high ductility and strength) are superior to those of either of the constituent phases. A number of composites also occur in nature. For example, wood consists of strong and flexible cellulose fibers surrounded and held together by a stiffer material called lignin. Also, bone is a composite of the strong yet soft protein collagen and the hard, brittle mineral apatite. A composite, in the present context, is a multiphase material that is *artificially made*, as opposed to one that occurs or forms naturally. In addition, the constituent phases must be chemically dissimilar and separated by a distinct interface. In designing composite materials, scientists and engineers have ingeniously combined various metals, ceramics, and polymers to produce a new generation of extraordinary materials. Most composites have been created to improve combinations of mechanical characteristics such as stiffness, toughness, and ambient and high temperature strength. Many composite materials are composed of just two phases; one is termed the *matrix*, which is continuous and surrounds the other phase, often called the *dispersed phase*. The properties of composites are a function of the properties of the constituent phases, their relative amounts, and the geometry of the dispersed phase. *Dispersed phase geometry* in this context means the shape of the particles and the particle size, distribution, and orientation; these characteristics are represented in Figure 1. One simple scheme for the classification of composite materials is shown in Figure 2, which consists of three main divisions: particle-reinforced, fiber-reinforced, and structural composites; also, at least two subdivisions exist for each. The dispersed phase for particle-reinforced composites is equiaxed (i.e., particle dimensions are approximately the same in all directions); for fiber-reinforced composites, the dispersed phase has the geometry of a fiber (i.e., a large length-to-diameter ratio). Structural composites are combinations of composites and

homogeneous materials. The discussion of the remainder of this chapter will be organized according to this classification scheme.[2]

**Figure 1.** Schematic representations of the various geometrical and spatial characteristics of particles of the dispersed phase that may influence the properties of composites: (a) concentration, (b) size, (c) shape, (d) distribution, and (e) orientation.



**Figure 2.**  
A classification scheme  
for the various  
composite types

Some polymeric materials to which fillers have been added are really large-particle composites. Again, the fillers modify or improve the properties of the material and/or replace some of the polymer volume with a less expensive material - the filler. Another familiar large-particle composite is concrete, which is composed of cement (the matrix) and sand and gravel (the particulates). Particles can have quite a variety of geometries, but they should be of approximately the same dimension in all directions (equiaxed). For effective reinforcement, the particles should be small and evenly distributed throughout the matrix. Furthermore, the volume fraction of the two phases influences the behavior; mechanical properties are enhanced with increasing particulate content. Two mathematical expressions have been formulated for the dependence of the elastic modulus on the volume fraction of the constituent phases for a two-phase composite. These *rule-of mixtures* equations predict that the elastic modulus should fall between an upper bound represented by

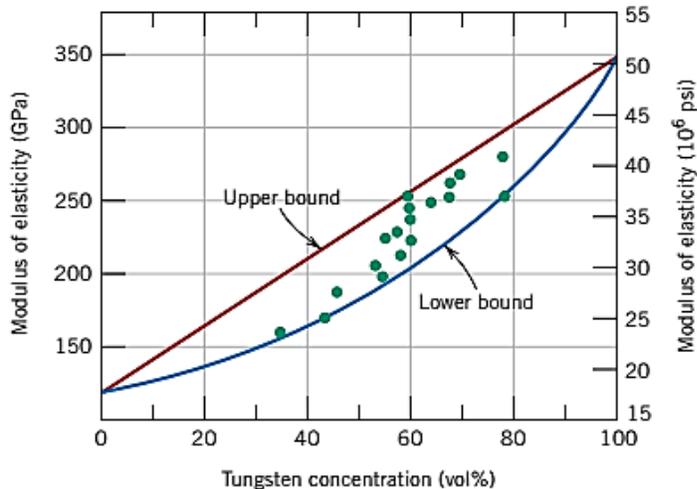
$$(1) \quad E_c(u) = E_m V_m + E_p V_p$$

and a lower bound, or limit,

$$(2) \quad E_c(l) = \frac{E_m E_p}{V_m E_p + V_p E_m}$$

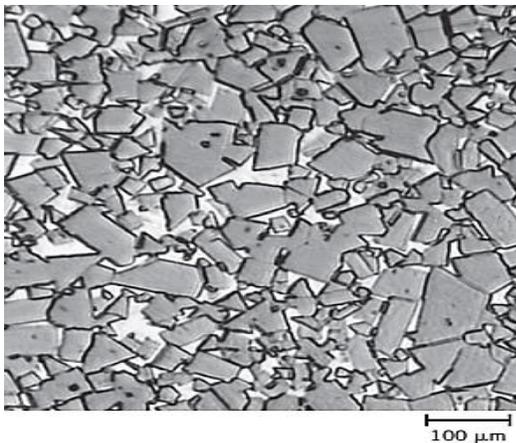
In these expressions,  $E$  and  $V$  denote the elastic modulus and volume fraction, respectively, whereas the subscripts  $c$ ,  $m$ , and  $p$  represent composite, matrix, and particulate phases. Figure 3 plots upper- and lower-bound  $E_c$ -versus- $V_p$  curves for a copper-tungsten composite, in

which tungsten is the particulate phase; experimental data points fall between the two curves. Equations analogous to (1) and (2) for fiber-reinforced composites are derived.[3]

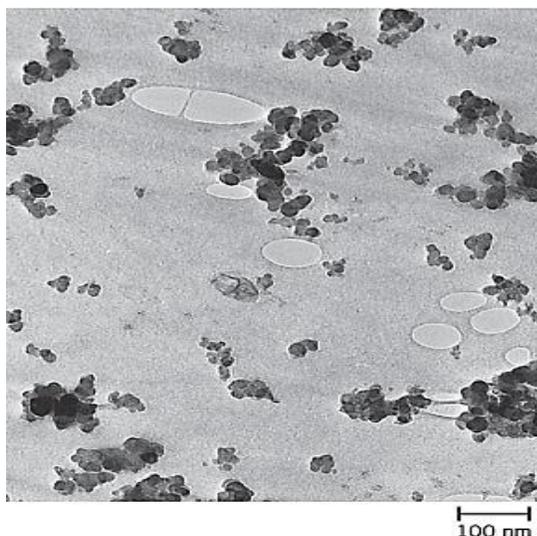


**Figure 3.** Modulus of elasticity versus volume percent tungsten for a composite of tungsten particles dispersed within a copper matrix. Upper and lower bounds are according to Equations 1 and 2; experimental data points are included.

Large-particle composites are used with all three material types (metals, polymers, and ceramics). The **cermets** are examples of ceramic–metal composites. The most common cermet is cemented carbide, which is composed of extremely hard particles of a refractory carbide ceramic such as tungsten carbide (WC) or titanium carbide (TiC), embedded in a matrix of a metal such as cobalt or nickel. These composites are used extensively as cutting tools for hardened steels. The hard carbide particles provide the cutting surface but, being extremely brittle, are not themselves capable of withstanding the cutting stresses. Toughness is enhanced by their inclusion in the ductile metal matrix, which isolates the carbide particles from one another and prevents particle-to-particle crack propagation. Both matrix and particulate phases are quite refractory, to withstand the high temperatures generated by the cutting action on materials that are extremely hard. No single material could possibly provide the combination of properties possessed by a cermet.[4] Relatively large volume fractions of the particulate phase may be used, often exceeding 90 vol%; thus the abrasive action of the composite is maximized. A photomicrograph of a WC–Co cemented carbide is shown in Figure 4.



**Figure 4.** Photomicrograph of a WC–Co cemented carbide. Light areas are the cobalt matrix; dark regions, the particles of tungsten carbide. 100x.



**Figure 5.** Electron micrograph showing the spherical reinforcing carbon black particles in a synthetic rubber tire tread compound. The areas resembling water marks are tiny air pockets in the rubber. 80,000x.

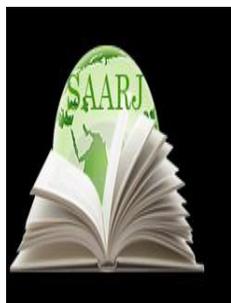
Both elastomers and plastics are frequently reinforced with various particulate materials. Our use of many of the modern rubbers would be severely restricted without reinforcing particulate materials such as *carbon black*. Carbon black consists of very small and essentially spherical particles of carbon, produced by the combustion of natural gas or oil in an atmosphere that has only a limited air supply. When added to vulcanized rubber, this extremely inexpensive material enhances tensile strength, toughness, and tear and abrasion resistance. Automobile tires contain on the order of 15 to 30 vol% carbon black. For the carbon black to provide significant reinforcement, the particle size must be extremely small, with diameters between 20 and 50 nm; also, the particles must be evenly distributed throughout the rubber and must form a strong adhesive bond with the rubber matrix. Particle reinforcement using other materials (e.g., silica) is much less effective because this special interaction between the rubber molecules and particle surfaces does not exist. Figure 5. is an electron micrograph of a carbon black–reinforced rubber.[5]

## CONCLUSION

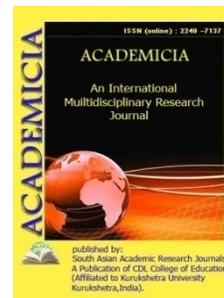
In conclusion, it should be noted that the current rapidly developing era of innovation requires the use of more reliable and cheaper raw materials. Therefore, this article describes in detail the methods of obtaining a material with desired properties in composite form by connecting the elements together.

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## VIBRATIONAL SPECTRA IN CaMoO<sub>4</sub> CRYSTALS WITH NdDOPTION

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### ABSTRACT

*Raman spectra were obtained in molybdates with the structural type of pure shellite -calcium molybdenum and with an impurity of neodymium: 1.1 at %, at room temperature. Based on the data obtained, a correlation diagram of group frequencies for CaMoO<sub>4</sub> and CaMo<sub>4</sub>: Nd crystals was compiled. In the frequency range 843 - 884 cm<sup>-1</sup>, full-symmetric stretching vibrations  $\nu$  B-O appear, bending vibrations  $\delta$  O-B-O corresponds to the region 319–793 cm<sup>-1</sup>, in the region 793-827 cm<sup>-1</sup>, mixed bending and stretching vibrations appear. In the CaMoO<sub>4</sub> crystals with Nd impurity, a significant change is observed in the low-frequency region of the spectrum; maxima appear at frequencies of 108 and 202 cm<sup>-1</sup>, apparently, these modes cause a displacement of the molybdenum atom. Second, in the frequency range 330 to 800 cm<sup>-1</sup>, the combination lines disappear in the impurity crystal, which is observed in a pure crystal of calcium molybdenum.*

**KEYWORDS:** *Raman Spectra; Calcium Molybdenum Crystal; Deformation Vibrations; Stretching Vibrations*

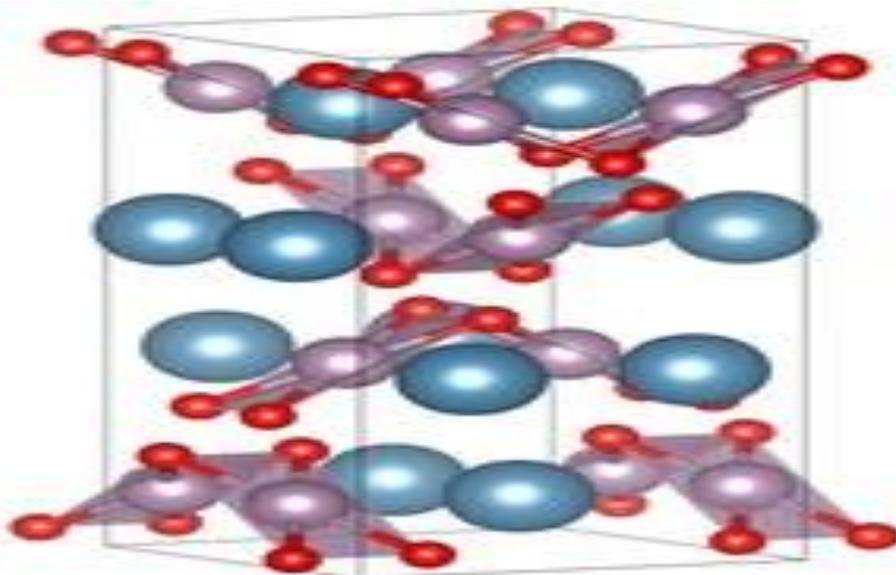
### INTRODUCTION

#### EXPERIMENTAL TECHNIQUE

Registration of the Raman spectra was carried out with the help of the automated spectrometer DFS-52, which is a double monochromator with two diffraction gratings 1800 lines/mm. The excitation source was argon laser LGN-503 with a wavelength of 488 nm at a power of 1 watt. All measurements were performed at 90<sup>0</sup>-geometry of the scattering of polarized exciting light and a temperature of 20<sup>0</sup>C. In the experiment, we used chemically pure substances, which were subjected to additional vacuum distillation. Errors in the determination of the bandwidth and the relative position of the bands were  $\pm 0.3$  cm<sup>-1</sup>.

## RESULTS AND DISCUSSIONS

Molybdenum crystals represent a wide class of materials already used in laser physics, acousto-optics, and chemical industry. Single crystals of molybdates of calcium, strontium, gadolinium, lead, etc., doped with neodymium ions, are used as an active medium in solid-state lasers [1]. Single crystals of molybdates with a shellite structure type are promising for use as an active medium for a laser; on the other hand, there is a numerous family of compounds with large variations in composition and structures crystallizing from perovskite and are unique models for studying imperfect crystal structures of crystal lattice dynamics. One of the methods for studying the structural features of compounds, the nature of chemical bonds and the dynamics of the crystal lattice is vibrational spectroscopy-Raman scattered light (RS). These studies are of great applied importance since it is the imperfections of the crystal structure and defects that often largely determine the physical characteristics of crystals. The class of molybdenum is the most promising in terms of physical parameters than nitrite iodates.



**Figure 1.**The unit cell of a crystal  $\text{CaMoO}_4$  [1].

In the class of molybdenum, there are dozens of different compounds with different structures of scattering spectra. This paper discusses the results of Raman scattering in pure calcium molybdenum with an impurity of neodymium. It should be noted that the Raman spectra in impurity crystals have been little studied and are associated with the difficulties in growing single-crystal samples.

Investigations of the Raman spectra - calcium molybdenum (pure and with an admixture of neodymium: 1.1 at%) were carried out on an improved automated installation based on DFS-52, in the frequency range from 80 to 1000  $\text{cm}^{-1}$  [2], it should be noted that the processing the results obtained on the modernized spectrometer are quite convenient, since formed as a database. The  $\text{CaMoO}_4$  crystal, the central  $\text{MoO}_4$  ion occupies the position of the  $T_d$  point group, while the ion itself, as in a solution, practically retains the geometry of a regular tetrahedron [3]. The vibrational spectra of molybdates mainly contain bands of the  $\text{MoO}_4$  group. In the Raman spectra of calcium molybdates, according to the selection rule [4], 13 modes are active ( $3A_g+5B_g+5E_g$ ).

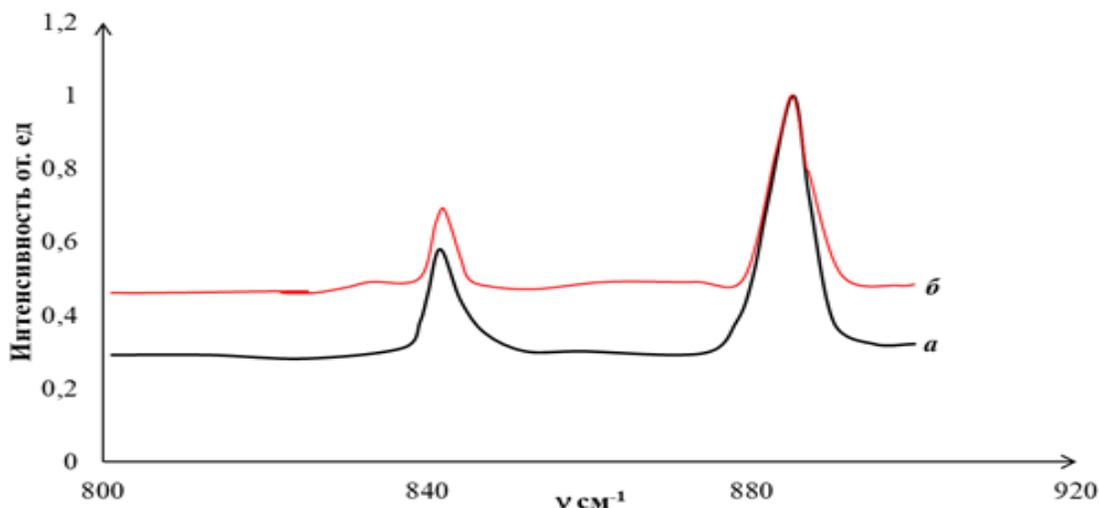
In the Raman spectrum, out of 13 active in Raman vibrations, five bands were observed for pure calcium molybdate, and eight bands were observed in impurity crystals with neodymium (see Table 1). The most intense Raman line in the  $\text{CaMoO}_4$  crystal ( $884 \text{ cm}^{-1}$ ), for the impurity  $\text{CaMoO}_4:\text{Nd}$  ( $844 \text{ cm}^{-1}$ ), corresponds to the symmetric valence mode. The appearance of a larger number of bands in the spectrum of the crystal is due to the influence of the forces of interaction between ions and the dynamics of their vibrations. These unpolarized and polarized Raman spectra are presented in the table. 1, and Fig. 2 (a, b), Fig. 3 (c, d), from which it can be seen that in a wide frequency range of the spectrum (from  $100$  to  $900 \text{ cm}^{-1}$ ), sufficiently intense maxima with frequencies  $\nu_1$ - $\nu_8$  are found.

**TABLE 1. UNPOLARIZED AND POLARIZED RAMAN SPECTRA**

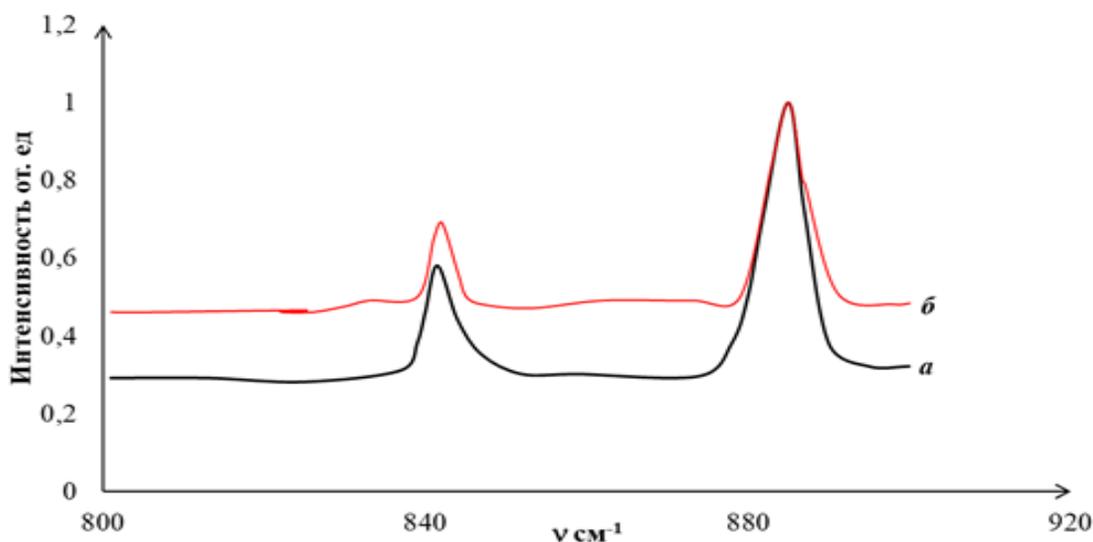
Sample	Scattered light polarization	Maximum frequency $\nu$ ( $\text{cm}^{-1}$ )							
		$\nu_1$	$\nu_2$	$\nu_3$	$\nu_4$	$\nu_5$	$\nu_6$	$\nu_7$	$\nu_8$
$\text{CaMoO}_4$		109	-	325	365	-	-	843	884
	⊥	112	-	327	364	793	827	843	884
$\text{CaMoO}_4+\text{Nd}+3$		108	202	319	-	-	-	845	876
	⊥	108	203	326	-	-	-	845	876

Based on the data obtained, a correlation diagram of group frequencies for  $\text{CaMoO}_4$  and  $\text{CaMoO}_4:\text{Nd}$  crystals was compiled. As you can see from table 1 and 2 and fig. 3 in the frequency range  $843$ - $884 \text{ cm}^{-1}$ , fully symmetric stretching vibrations  $\nu$  B-O appear, bending vibrations  $\delta$  O-B-O corresponds to the region  $319$ - $793 \text{ cm}^{-1}$  in the region  $793$ - $827 \text{ cm}^{-1}$ , mixed bending and stretching vibrations appear. It should also be noted that the displacement in the region of lower values of the lower boundary of the stretching vibration frequencies of  $\text{MoO}_4$  tetrahedra with a simultaneous increase in the frequencies of bending vibrations is due to the presence of interaction between molybdenum atoms and oxygen atoms of the neighbouring tetrahedron. The asymmetric bridging group Mo-O-Mo implements symmetric and antisymmetric stretching vibrations, associated with the components of the triple-degenerate stretching vibration of the tetrahedron.

Table 1 shows that in crystals of  $\text{CaMoO}_4$  with an impurity of Nd, a significant change is observed in the low-frequency region of the spectrum, maxima appear at frequencies of  $108$  and  $202 \text{ cm}^{-1}$ , apparently, these modes cause a displacement of the molybdenum atom. Second, in the frequency range  $330$  to  $800 \text{ cm}^{-1}$ , combination lines disappear in the impurity crystal, which is observed in a pure crystal of calcium molybdenum. The obtained Raman spectra of the  $\text{CaMoO}_4:\text{Nd}$  crystals indicate a significant effect of the Nd impurity on the ordering of the structure and, accordingly, on the anharmonism of the crystal lattice vibrations [5-7].



**Fig 2. Raman spectrum in a pure crystal of calcium**

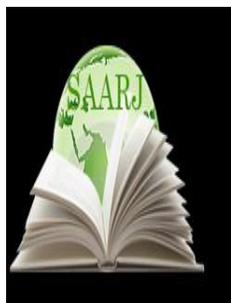


**Fig 3. Raman spectrum in an impurity crystal of calcium molybdenum.**

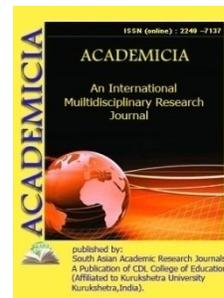
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## INFLUENCE OF PHYTO TEA ON LIPID CHANGES IN ANIMAL LIVER AND MITOCHONDRIA IN LIVER INJURY

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### ABSTRACT

*In this paper, the effect of phyto tea tincture on lipid metabolism in the mitochondria of the liver of animals with hepatitis was observed. The liver occupies one of the central places in lipid metabolism. Under the influence of heliotrin, the study of lipid metabolism in the liver helps to study the mechanisms of origin of hepatitis. Therefore, in studying the mechanism of action of heliotrin on the liver of animals, we aimed to determine the extent to which lipids in liver tissue change. The amount of lipids in the liver of adult rats fluctuates between 4.8-5.3%. Phyto tea tincture has been found to bring lipid levels in the liver mitochondria of animals infected with heliotrinous hepatitis closer to those in the liver mitochondria of healthy animals.*

**KEYWORDS:** *Liver, Heliotrin, Mitochondria, Lipids, Phyto Tea, Free Fatty Acids, Neutral Glycerides, Waxes, Phospholipids, Glyceroglycolipids, Oxillipids, Sterols*

### INTRODUCTION

Nowadays lipids are interested increasingly by scientists. Lipids include free fatty acids, neutral glycerides, waxes, phospholipids, including glyceroglycolipids, oxillipids, sterols, and more. Lipids have three main functions: first, lipids are the most important components of cell membranes; second, lipids are important bioeffectors that control intercellular interactions and intracellular biochemical reactions, as well as various physiological processes taking place in the body; third, the form of metabolic fuel.

### Main part

Triacylglycerides make up 30-40% of total lipids in the liver, phospholipids 55-60%, cholesterol and other fractions 5-10%. Phospholipids (phosphatides), which are part of lipids, form various fractions and include phosphoric acid, high molecular weight saturated and unsaturated fatty acids, alcohols (glycerin, inositol, sphingosine) and nitrogenous bases choline, ethanolamine, serine, etc.). Phospholipids make up less than half of the lipids in an animal. The intensity of phospholipid metabolism in most adult animals, other fractions of lipids are higher than that of glycolipids and cholesterol. In addition, phospholipids, together with proteins, form complex lipoprotein complexes, the importance of which is very high for the organism.

It was found that the amount of lipids in the liver increased by 9.9% half months after the introduction of heliotrin into the body of rats. One month later, the increase in lipid levels reached 18.6%. As the duration of the experiment increased, the increase in lipid levels also accelerated: at 1.5 and 2 months, it increased by 29.9 and 38.5%, respectively. Hence, the effect of heliotrin increases the amount of total lipids in the liver.

Fifteen days later, the amount of phospholipids in the liver tissue of animals receiving heliotrin decreased by 13.5%. As the amount of heliotrin delivered to the body increased, the decrease in the amount of phospholipids in the liver accelerated. If the decrease in phospholipid content in 1 month of the experiment was 21.2%, in 1.5 and 2 months it was 32.4 and 42.9%, respectively. Thus heliotrin reduces the amount of phospholipids in the liver, and this process is accelerated in accordance with the increase in the introduction of heliotrin into the body.

Cholesterol plays an important role in the normalization of various physiological and biochemical processes in the tissues and cells of the body. The amount of cholesterol in the liver is 250-350 mg%. It is important to detect an increase or decrease in the amount of cholesterol in the liver when heliotrin is ingested. First, it was found that the introduction of heliotrin into the body leads to a sharp increase in the amount of cholesterol in the liver, and secondly, the increase in cholesterol depends on the amount of heliotrin introduced into the body. In the 0.5, 1, 1.5th month of the experiment increase in cholesterol in the liver at 2.0; 2.55 and 2.92 times, respectively. Thus, the introduction of heliotrin into the body increases the amount of cholesterol in the liver, and in accordance with the amount of heliotrin injected, this process is accelerated. The liver plays a central role in the metabolism of fatty acids in the body. The amount of fatty acids in the liver fluctuates around 1.8-3.6%. Fatty acids that enter the liver undergo various changes to form fatty acids that are suitable for the formation of certain lipid fractions. In the liver, fatty acids participate in three carbon cycles and rapidly oxidize to carbon dioxide and water.

The introduction of heliotrin into the body led to an increase in free fatty acids in the liver. 0.5, 1st, 2nd and 3rd moths of the experiment, The amount of free fatty acids in the jaw at was 18.9; 32.3; 45.1 and 45.7%, respectively. Hence, liver toxicity of heliotrin leads to an increase in the amount of free fatty acids.

It has been found that the introduction of phyto-tea into the body of animals infected with heliotrin hepatitis gradually normalizes lipid metabolism in liver tissue. It was found that the amount of lipids in the liver was slightly reduced compared to the lipids in the liver of control rats after administration of phyto-tea for 2 months to 0.5 months in the body of hepatitis rats. If the amount of lipids in the liver of control rats increased by 30.9% compared to that in healthy

animals, it increased by only 18.6% in animals receiving phyto-tea. The continued introduction of phyto-tea into the body of heliotrin rats further accelerated the decrease in the amount of lipids in the liver tissue, and this process intensified in accordance with the continuation of the experiment. When phyto tea was introduced into the body of hepatitis rats, the amount of lipids in the liver increased by only 6.5% compared to the norm in 1 month (and by 41.0% in rats without phyto-tea), which was equal to that in healthy animals at 2 months. At the same time, the amount of lipids in the liver of animals without phyto-tea increased by 37.4% compared to the norm.

**The effect of phyto-tea on the quantitative change of lipids in the liver of hepatitis rats (M ± m, n = 10 – 12).**

Samples	Duration of the experiment, in months		
	0,5	1	2
	Lipids, r%		
Healthy animals	20,81±0,85	21,05±0,76	20,78±0,66
Hepatitis: Control	27,25±0,92**	29,69±0,88***	28,56±0,90***
%	130,9	141,0	137,4
Phyto tea	24,68±0,73*	22,43±0,75***	21,28±0,88***
%	118,6	106,5	102,4
	Phospholipids, mkgP/mg		
Healthy animals	1,276±0,023	1,283±0,022	1,272±0,020
Hepatitis: Control	0,877±0,020****	0,800±0,019****	0,723±0,018****
%	68,7	62,4	56,8
Phyto tea	1,065±0,019****	1,051±0,024****	1,215±0,019****
%	83,4	81,9	95,5
	Free fatty acids, mg%		
Healthy animals	1,33±0,09	1,30±0,07	1,32±0,10
Hepatitis: Control	2,11±0,11****	2,12±0,12****	2,01±0,14****
%	158,3	163,1	152,3
Phyto tea	1,73±0,12**	1,59±0,14***	1,52±0,10***
%	130,0	122,3	115,1
	Cholesterol, mg%		
Healthy animals	361,9±14,5	362,8±12,6	363,3±14,5
Hepatitis: Control	928,9±17,9****	995,8±17,5****	1034,5±18,9****
%	256,6	274,5	284,7
Phyto tea	717,8±15,4***	573,8±13,6****	458,8±15,5****
%	198,3	158,1	126,3

The introduction of phyto-tea into the body of animals with hepatitis led to an increase in the amount of total phospholipids in the liver, equal to the levels in the liver of healthy animals. In the 0.5th, 1st, and 2nd months of the experiment, the total phospholipid levels in the livers of control animals were 31.3 compared to those in healthy animals; 37.6 and 43.2%, respectively, while in rats receiving phyto-tea these figures were only 16.6; Decreased by only 18.1 and 4.5%,

respectively. The results show that when phyto-tea is administered to the hepatitis organism for 2 months, the amount of total phospholipids in the liver is equal to that in healthy animals.

A decrease in the amount of free fatty acids in the liver was also found as a result of phyto-tea treatment of hepatitis animals. The amount of free fatty acids in the liver of controlled animals is 74.3, 76.6, 64.7% respectively compared to healthy animals in the 0.5<sup>th</sup>, 1<sup>st</sup> and 2<sup>nd</sup> months. In the hepatitis-infected animals, it is increased by only 47.1, 39.1 and 19.6%, respectively. The results show that when Fitochoy was given to rats with hepatitis, a decrease in the amount of triglycerides in the liver was also observed.

The amount of triglyceride in the liver of control animals was it increased by 75.1 and 80.9% compared to the norm in the 0.5<sup>th</sup>, 1<sup>st</sup> and 2<sup>nd</sup> months, while it is treated with phyto-tea it increased by only 17.5 and 12.5%, respectively. In 2 months of the experiment, the amount of triglyceride in the liver of control animals increased by 70.9% compared to the norm, while in animals receiving phyto-tea it was equal to the norm. Phytochoy also significantly reduced the amount of cholesterol in the liver of animals with hepatitis. If, the amount of cholesterol in the liver of control animals was 29.8, 37.0 and 21.7% against the norm respectively in the 0.5<sup>th</sup>, 1<sup>st</sup> and 2<sup>nd</sup> months of the experiment, when treated with phyto-tea it is increased by only 9.3, 7.0 and 5.1%, respectively.

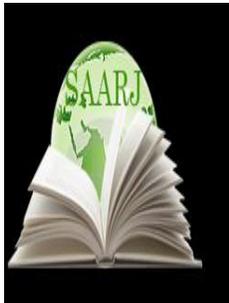
## CONCLUSION

Phyto tea approximates the amount of lipids in the liver mitochondria of animals infected with heliotrinous hepatitis to the level in the liver mitochondria of healthy animals. Phyto tea gives a positive result in liver injury with heliotrin. It is therefore recommended to use this herbal tea in liver injury.

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## REGULATORY POSSIBILITIES OF ECO-AESTHETIC THINKING

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### ABSTRACT

*The article provides a philosophical analysis of the formation of eco aesthetic thinking and its regulatory capabilities. Eco-aesthetic thinking is studied as a social philosophical phenomenon. As well as objective and subjective factors form eco aesthetic thinking. In addition, individual aspects of eco aesthetic thinking are revealed. One of the important points in the article analyzes the regulatory capabilities of eco aesthetic thinking in solving global environmental issues.*

**KEYWORDS:** *Eco-Aesthetic Thinking, Regulatory, Objective And Subjective Factors, Individually, Ecology, Beauty, Aesthetics, Globalization, Rule, Artistic, Aesthetic Learning Of The World.*

### INTRODUCTION

The formation of an aesthetic attitude to nature based on the ecological consciousness and culture of society is a complicated social process. At the same time, it is crucial to generalize the historical experience of restoring the natural ecological balance of the biosphere, to organize practical activities to protect the natural environment, on the other hand, to express the spiritual and aesthetic attitude to nature in realistic artistic images and creative use of its means earns. In this article, we provide a philosophical analysis of the problems of the formation of eco-aesthetic thinking and the rational use of its regulatory potential, which are of global importance today.

The spiritual phenomenon of aesthetic perception and artistic expression of ecological reality reflects the most general and objective laws of nature protection. This law, in turn, determines the ecological or anti-ecological nature of the relationship between the system "nature-society - man-art", and expresses the status of the subjective factor in the impact of art on ecological existence, the objectivity of its formation and the integrity of its functions.

The influence of a person's ecological consciousness and culture on the formation of an aesthetic attitude to nature ensures their universality, expediency, and realism of possibility for all areas. To determine their functional role involves, on the one hand, the areas of influence of aesthetics

on conservation activities, and, on the other hand, the improvement of methods and tools for creating eco-aesthetic values. In general, optimistic, pessimistic, skeptical, realistic, fatalistic and other approaches to environmental problems have led to different attitudes in works of art and philosophical ideas. This issue is summarized in the article by Indian writer Robindranath Tagore, entitled "*The Content of Literature*" which states that "*the external world affects our consciousness and creates another world in it. While this world is full of colors, images, and sounds created by the outside world, our perceptions of good and evil, as well as our fears, surprises, sorrows, and joys, is closely connected with it, its various external expressions depend on our treasure in the spiritual world*". [1; 36]

Harmony and the beauty of nature, determines the essence, content, forms and methods of expressing an aesthetic attitude to it. Because the functional role of ecological consciousness and culture in the formation of an aesthetic attitude to nature acquires a social character in connection with the emotional-emotional reflection of objective reality. "*If we define this phenomenon in the example of fiction or monumental art, they are the objectified human spirit in the form of creatively mastered, idealized and materialized images of nature and things by man*" [1; 36].

It should be noted that harmony in nature, ecological balance has always been the object of artistic expression and artistic change. That is, the artistic "*transformation*" of the object by the artist, the re-creation - shows the indirectness of the aesthetic function of art. However, the direct role of the individual in the formation of an aesthetic attitude to nature in the process of aesthetic influence on nature on the basis of ecological consciousness and culture is the basis for explaining its necessary, objective connection with aesthetic consciousness.

Based on the above and, in general, the functional role of environmental consciousness in the development of aesthetic attitude to nature, *firstly*, provides a spiritual basis for artistic expression of socio-historical practices of the individual, social units and society aimed at protecting the natural environment, *secondly*, determines the laws, trends and prospects for the development of aesthetic attitudes to nature, *thirdly*, creates ideological methods and tools that rationalize and construct the eco-aesthetic activity of the individual; *and fourthly*, to generalize and systematize the experiences of works of art created in the history of aesthetic attitudes to nature and pass them on to future generations. Moreover, the current level of ecological consciousness and culture, formed as a result of the aesthetic approach to nature, is a qualitatively new level of experience acquired in the course of its historical development.

The regulatory function of the aesthetic attitude to nature is the opportunity to "*materialize*" and realize the spiritual potential, intellectual potential, aimed at preserving human life and future through the protection of nature. Moreover, "*both ecological consciousness and culture, as well as the activity of their aesthetic realization and the methods of this activity, are subject to the laws of dynamic development of social practice*" [2; 132]. That is, the socio-historical activity, nature and functional significance of the individual in the eco-aesthetic direction is also an objective phenomenon, as it arises from the need to meet the needs of human life, the prospects of human civilization. The application of this objective law depends on the way of thinking, the level of development of the human factor. But in any case and situation, its objectivity does not exclude aspects of subjectivity, but rather requires it. In addition, in a given historical period, especially in the context of exacerbation and globalization of environmental problems, any activity based on the ecological consciousness and culture of the individual, including the

aesthetic attitude to nature, needs integrated research to substantiate the rational organization of nature conservation.

In addition, the regulatory function of the ecological consciousness of the individual, consisting of organizing, managing and controlling nature protection activities through the formation of an aesthetic attitude to nature:

- 1) *Improving the methods and means of reflecting environmental practices in idealized artistic images;*
- 2) *Generalization of the historical heritage, social and ecological experiences created in the history of ecology in artistic images;*
- 3) *It is necessary to pay attention to the selection of ecological aesthetic values, preservation of traditions, creative development and further improvement.*

The main task for this is to find and realize the possibilities of combining the objective conditions and subjective factors of the transfer of ecological consciousness and culture to the "aesthetic being". The main problem in the implementation of these tasks, in our opinion, is to change the intellectual potential, status and character of the human factor in accordance with reality, which ensures the development of ecological consciousness and methods of aesthetic thinking of culture. It is no coincidence that the special literature on modern philosophy and eco-aesthetics recognizes the process of human transformation and assimilation of nature in artistic images as an opportunity to understand oneself as a person in a particular ecological space.

The aesthetic approach to nature, as an integral part of the culture of a society, is based on the need for ecological information to be delivered to its objects by its subjects. In this case, the relevance of the content and form of the transmitted information to the state of existence and development trends of the ecological entity is of particular importance. In general, *"in the process of the influence of the ecological consciousness and culture of the individual on the nature and direction of the aesthetic attitude to nature, special functional directions and features of artistic information, art genres and types are formed [3; 45]"*. The universal criterion that determines their relevance to environmental reality depends on the effectiveness of the methods and means of expressing the aesthetic attitude of man to nature in artistic images, works of art and its transmission.

At the same time, the aesthetic attitude of the individual to the phenomenon of ecological consciousness and culture has an individual character, expresses its socio-ecological essence in artistic images and transforms it into a sphere of spiritual life through special methods and means. On the other hand, the individual, on the basis of ecological consciousness, culture, aesthetic experience, "artistically changes" the ecological landscape of the world, demonstrates its functional significance and defines its main tasks.

*"The influence of ecological consciousness and culture on the formation of an aesthetic attitude to nature is a complex dialectical process, reflected in the artistic images that generalize the historical experience of mankind in nature conservation" [4, 46]* in which the proportionality of artistic images to real ecological reality does not deny its relative independence, instead reflects the functional harmony of object and subject. In other words, the aesthetics of ecological consciousness and culture combine other forms of social consciousness within the framework of

nature conservation goals. In turn, the priority of the aesthetic perception of the ecological being has the status of a law and will not lose its status in the future.

There is a dialectical contradiction between the purpose, possibility, means and outcome of the formation of the aesthetic attitude of the ecological consciousness to nature, that is, the aesthetic attitude to nature can reflect the ecological situation, the problem relatively perfectly in artistic images, but fully reflect all aspects of ecological consciousness can not be pushed. Because the individuality of ecological consciousness is related to the activities of a particular individual, social boundaries are highly relative, changeable, and conditional.

In the process of transformation of ecological consciousness into a subject and object of personal aesthetic experience, a form of culture, there is a constant contradiction between conservative - old and progressive - new, real reality and artistic reality, scientific theory and social practice. At the same time, it takes some time to change the psychological beliefs formed in the mind by transforming the individual's ecological consciousness and culture into the masses through aesthetic means, literary genres, and art forms.

The relative independence of the expression of ecological attitudes to nature from artistic reality, in particular, lags behind, on the one hand, is the result of the fact that the existing socio-political system cannot be completely free from the voluntaristic ideological influence. Contrarily, in the process of globalization of ecological consciousness and culture, new contradictions arise in the integration of national and regional values, which are related to the elimination of certain contradictions between the unifying subject and the object of integration. In general, the management of the system of social contradictions has a direct impact on both the ecological consciousness and the development of methods of its aesthetic expression, depends on the harmonization of interests in this area.

The need to overcome these contradictions in the ecological existence of society depends not only on the formation of ecological consciousness and culture's aesthetic attitude to nature, but also on the development of its other spiritual, moral, socio-political foundations. In other words, *"the possibility of integrating ecological consciousness and forms of social consciousness of culture should be considered as an opportunity for its own development"* [5, 16]. As the aesthetics of ecological consciousness increases, new directions of ecologicalization of other forms of social consciousness, such as ecological-legal consciousness, ecological-economic consciousness, ecological-political consciousness and other forms of consciousness and their institutional system are essential. This, in turn, ensures the integrity and structure of the subjective factors that influence the expression of environmental consciousness and culture through aesthetic means. Indeed, in the expression of the individuality and sociality of ecological consciousness, the materiality and spirituality of ecological culture, both artistic and aesthetic images, technique, technology, design aesthetics are one of the important criteria in assessing the ecology of forms of social consciousness. Because aesthetic values that do not meet the emotional, spiritual and moral needs of man in relation to the protection of nature are far from any social consciousness and activity. Therefore, the analysis of the results of the aesthetic approach to nature in the direction of ecological forms of social consciousness is the basis for the formation of a relatively complete picture of the ecological landscape of the world. In other words, any science and social consciousness "expresses in common the scientific teachings about

the ecological landscape of the world. Ultimately, their integration creates a holistic ecological picture of the world [6, 49].”

The manifestation of the ecological consciousness and culture of society as a result of aesthetic thinking is the activity of creating and developing the spiritual ecological values of human creativity. The effectiveness and social significance of this activity corresponds to the level of understanding of the needs of nature conservation, because the satisfaction of certain needs is a law of conscious human activity. Also, both the intensity and scale of the assimilation of the results of the aesthetic approach to nature will depend on the development of methods of transforming them.

Ensuring functional coherence between the elements of this system stems from interests such as the choice of the object of eco-aesthetic values, the definition of adequate methods and tools, the reliance on methodological pluralism, and the identification of development trends and prospects. More precisely, the aesthetics of ecological consciousness is manifested in connection with the need to create artistic images of nature and the possibilities of its mastery. In turn, this connection ensures the integrity of the global ecological landscape in general, and its relevance to the global eco-aesthetic goal in particular.

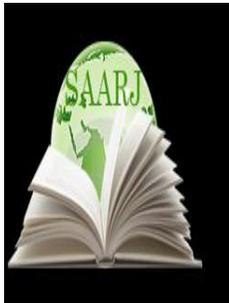
The needs and interests of society's aesthetic attitude to nature are the driving motive and the main driving mechanism of the development of ecological consciousness and culture. Accordingly, the ability of an individual's ecological consciousness and culture to define an aesthetic relationship to nature serves to accomplish specific tasks set by society in any historical period. For this reason, its functions have been interpreted differently at different times in accordance with the priorities of environmental issues.

*In conclusion*, as a socio-spiritual phenomenon, the aesthetic attitude to the ecological being, in essence and character, is a necessary component of the ecological activity of the individual. In determining the map of the ecological landscape of the world, the nature of reality, eco-aesthetic thinking is the main criterion and indicator for the history of development and its periods of aesthetic attitude to nature. It also covers the possibilities of ecological consciousness and culture to form an aesthetic attitude to nature, methods and means of its expression. There is a correlation between the aesthetic attitude to nature and the level of development of ecological consciousness and culture, one of which stimulates the development of the other. The potential of ecological consciousness to integrate other forms of social consciousness functionally universalizes the aesthetic attitude to nature.

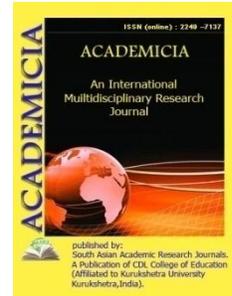
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**ACADEMICIA**  
**An International**  
**Multidisciplinary**  
**Research Journal**  
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## A CRITICAL REVIEW ON WOMEN E-SHOPPING SYSTEM

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### ABSTRACT

*Online shopping has become a way of life for most of the Indians especially working women. Indian online market is estimated to grow 3.5 times to touch 175 million by 2020. Main reasons of growing preference for online shopping are internet penetration, increasing number of e-tailors (online retailers), ease of shopping, flexibility in delivery, increasing purchasing power etc. According to Gizmobaba's report online transaction of women has doubled in past two years. As per one Google study, it is expected to drive 25 per cent of the total organized retail sales in India by 2020 and is expected to reach \$60 billion in gross merchandising value. This study is an attempt to analyse online buying pattern of India women based on primary data. The study provides detailed analysis of various factors impacting the online purchase decision and most preferred e-tailors. The study provides recommendations to online sellers based on insights obtained by customers.*

**KEYWORDS:** *Online Shopping, Indian Women, Internet Penetration, E-Tailors*

### INTRODUCTION

#### Use of Women's Fashion Shopping System

Women's fashion shopping system is the Simplest & easiest shopping system. It is a fully featured website and shopping system that bends over backwards to give you the flexibility you need to run your online store. The basic concept of the application is to allow the customer to shop virtually using the Internet and allow customers to buy the items and articles of their desire

from the store. The information pertaining to the products are stores on an RDBMS at the server side (store). The Server process the customers and the items are shipped to the address submitted by them. The details of the items are brought forward from the database for the customer view based on the selection through the menu and the database of all the products are updated at the end of each transaction.

### **What is Women's fashion Shopping system?**

The online shopping is a form of electronic shopping store, where the buyer can shop through online with the help of computers, mobile phones, etc.,. There is no intermediary service. The sale and purchase transaction is completed electronically and interactively in real-time. The development of this new system contains the following activities, which try to develop on-line application by keeping the entire process in the view of database integration approach. User gets its email id and password to access their account. **Administrator** of Shopping Cart System has multiple features such as Add, Delete, Update shopping Items.

### **OBJECTIVES**

- To make the shopping easier and comfortable.
- To serve the customers without wasting their precious time.
- To reach the products to the customer's address with great care.

## **CHAPTER II**

### **SYSTEM ANALYSIS**

System analysis is the process of gathering and interpreting facts, diagnosing problems and using the information to recommend improvements on the system. It is a problem solving activity that requires intensive communication between the system users and system developers. System analysis or study is an important phase of any of the system development process. The system is viewed as a whole, the inputs are identified and the system is subjected to close study to identify the problem areas. The solutions are given as a proposal & it is reviewed on the user request and suitable changes are made. This loop ends as soon as the user is satisfied with the proposal.

#### **2.1 EXISTING SYSTEM**

1. Visiting the shop manually and choosing the available product item by the customer is the current system of shopping.
2. User must go to the shop and select the products.
3. It is difficult to identify the required product.
4. Description of the product is limited.
5. It is a time consuming process.
6. Not in reach of distant users.

## 2.2 PROPOSED SYSTEM

In the proposed system customer need not to go to the shop for purchasing. He can order the product as he wishes to buy it through the application in his Smartphone itself. The shop owner will be the admin of the system. The shop owner can also appoint the moderators whom will be helping the owner in managing the customers and product orders. The system also recommends the system of home delivery for purchasing a product.

### DRAWBACKS

There are many problems in existing systems like:

- Time and speed
- Man power
- High cost
- Security
- Maintenance
- Accuracy
- Storing
- Records might get lost or be insufficient due to manual errors.
- Maintaining and managing data is very costly and time consuming, because there are many documents that have to be maintained by each branch and copies have to be transferred to relative branches.
- Transfer of information within the branches is costly and time consuming.

### FEATURES OF PROPOSED SYSTEM

- Manual work has to be reduced and result to be received quickly.
- Increase security, speed, storing and accuracy.
- The audiences have to face only one person at the booking counter for obtaining the reservation.
- Managing and maintaining data becomes easier and cost effective due to very high amount
- and reliability of storage space available in the proposed system.
- It provides support for queries throughout all the branches at any given time at a very
- high speed, saving a lot of time
- The system has been developed under PHP as a Front-End and MySQL as a Back-End.
- When a customer cancels the order, the customer will be notified.
- The status of a product delivery(i.e., from dispatching a product till delivery) will be
- Transparent to the customer.

## CHAPTER III

### SYSTEM SPECIFICATION

#### ◦ HARDWARE CONFIGURATION

The hardware is the places where all the information and data are stored permanently. So hardware must be reliable and cost effective. The hardware must suit the application and development. It is fast enough to complete and does all the jobs execution.

<b>Processor</b>	<b>: Dual Core</b>
<b>RAM Capacity</b>	<b>: 2 GB</b>
Hard Disk	: 700 GB
Mouse	: Logical Optical Mouse
Keyboard	: 104 Keys
Monitor	: 16 inch
Mother Board	: Intel
Speed	: 2GHZ
Floppy Disk Drive	: 100 MB

### 3.2 SOFTWARE SPECIFICATION

The software is an application or to use for the development of the proposed system. It includes

Operating System	: Windows 2007
Software used	: WAMP server 2.2
Front End	: PHP
Backend	: MySQL

#### Front End: PHP

PHP is an open source server-side scripting language designed for Web development to produce dynamic Web pages. It is one of the first developed server-side scripting languages to be embedded into an HTML source document rather than calling an external file to process data. The code is interpreted by a Web server with a PHP processor module which generates the resulting Web page. It has also evolved to include a command-line interface capability and can be used in standalone graphical applications. PHP can be deployed on most Web servers and also as a standalone shell on almost every operating system and platform, free of charge. PHP was a competitor to Microsoft's Active Server Pages (ASP) server-side script engine and similar languages, but gradually received better acceptance is now installed on more than 20 million Web sites and 1 million Web servers. Notable software that uses PHP includes Drupal, Joomla, MediaWiki, and WordPress.

PHP is free software released under the PHP License, which is incompatible with the GNU General Public License (GPL) due to restrictions on the usage of the term PHP. While PHP originally stood for Personal Home Page it is now said to stand for PHP: Hypertext Preprocessor, a recursive acronym. PHP is a general-purpose scripting language that is especially suited to server-side web development where PHP generally runs on a web server. Any PHP code in a requested file is executed by the PHP runtime, usually to create dynamic web page content or dynamic images used on Web sites or elsewhere. It can also be used for command-line scripting and client-side graphical user interface (GUI) applications. PHP can be deployed on most Web servers, many operating systems and platforms, and can be used with many relational database management systems (RDBMS).

Most web hosting providers support PHP for use by their clients. It is available free of charge, and the PHP Group provides the complete source code for users to build, customize and extend for their own use. PHP acts primarily as a filter, taking input from a file or stream containing text and/or PHP instructions and outputting another stream of data; most commonly the output will be HTML. Since PHP 4, the PHP parser compiles input to produce bytecode for processing by the Zend Engine, giving improved performance over its interpreter predecessor.

Originally designed to create dynamic Web pages, PHP now focuses mainly on server-side scripting, and it is similar to other server-side scripting languages that provide dynamic content from a Web server to a client, such as Microsoft's ASP.NET, Sun Microsystems' JavaServer Pages, and mod\_perl. PHP has also attracted the development of many frameworks that provide building blocks and a design structure to promote rapid application development (RAD). Some of these include CakePHP, Symfony, CodeIgniter, Yii Framework, and Zend Framework, offering features similar to other web application frameworks.

The LAMP architecture has become popular in the Web industry as a way of deploying Web applications. PHP is commonly used as the P in this bundle alongside Linux, Apache and MySQL, although the P may also refer to Python, Perl, or some mix of the three. Similar packages are also available for Windows and OS X, then called WAMP and MAMP, with the first letter standing for the respective operating system. PHP is used as the server-side programming language on 75% of all Web sites whose server-side programming language is known, and PHP is the most-used open source software within enterprises. Web content management systems written in PHP include MediaWiki, Joomla, eZ Publish, SilverStripe, WordPress, Drupal and Moodle. All Web sites created using these tools are written in PHP, including the user-facing portion of Wikipedia, Facebook, and Digg.

About 30% of all vulnerabilities listed on the National Vulnerability Database are linked to PHP. These vulnerabilities are caused mostly by not following best practice programming rules: technical security flaws of the language itself or of its core libraries are not frequent (23 in 2008, about 1% of the total). Recognizing that programmers make mistakes, some languages include taint checking to automatically detect the lack of input validation which induces many issues. Such a feature is being developed for PHP, but its inclusion in a release has been rejected several times in the past.

There are advanced protection patches such as Suhosin and Hardening-Patch, especially designed for Web hosting environments. PHPIDS adds security to any PHP application to defend against intrusions. PHPIDS detects attacks based on cross-site scripting (XSS), SQL injection, header injection, directory traversal, remote file execution, remote file inclusion, and denial-of-service (DoS)

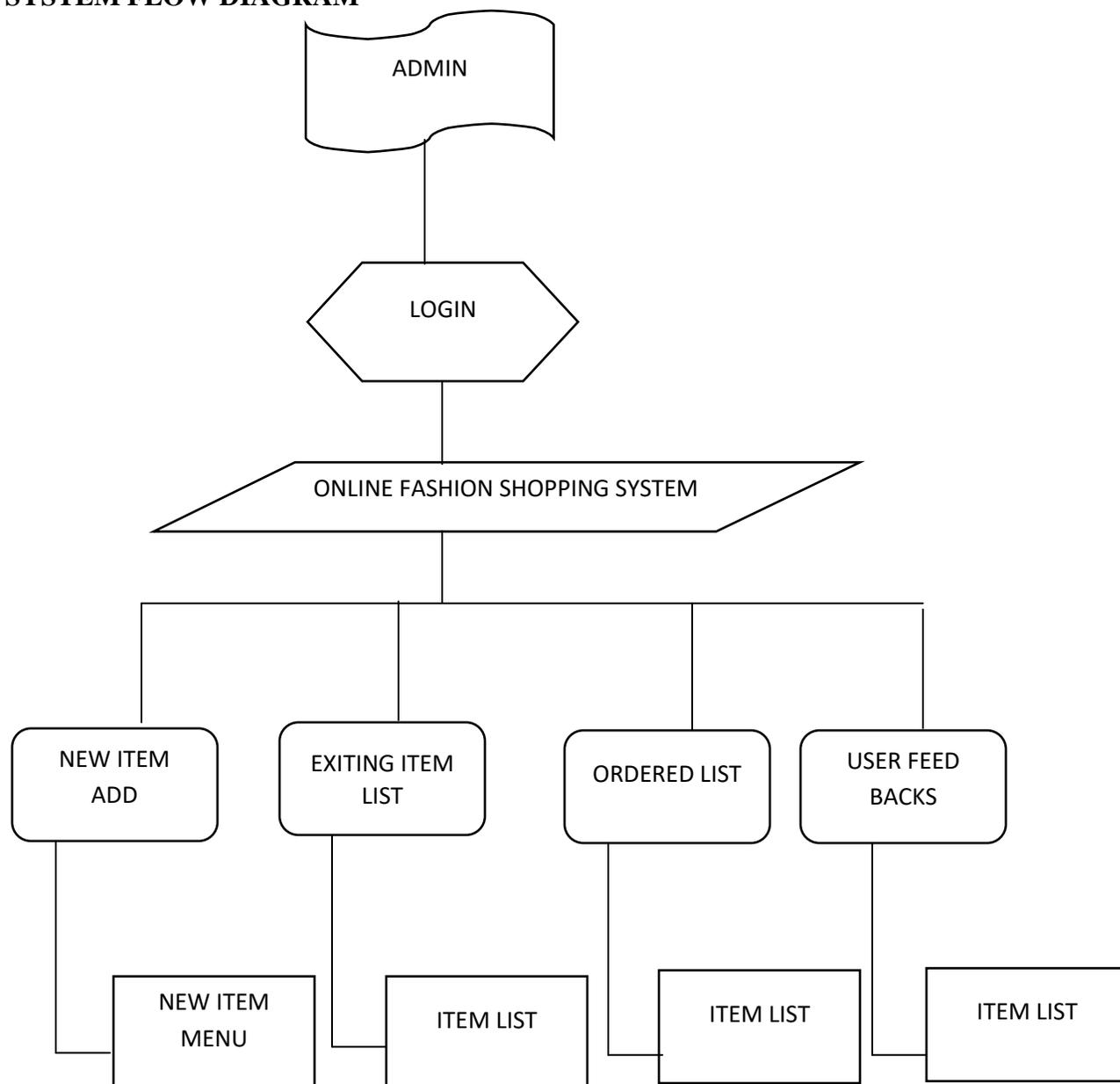
### **Back End: MySQL**

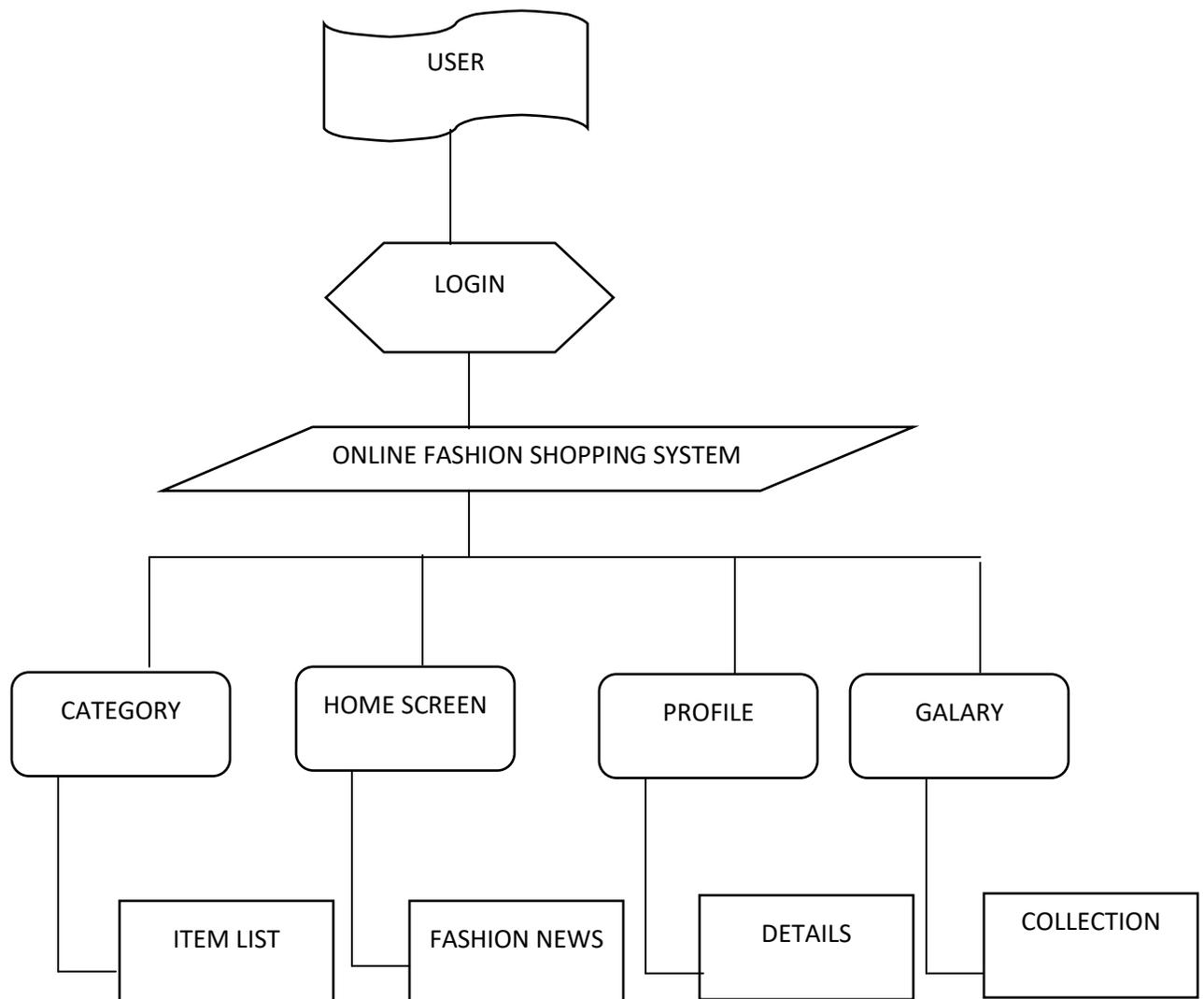
MySQL is a database system used on the web. Basically, a MySQL database allows you to create a relational database structure on a web-server somewhere in order to store data or automate procedures. MySQL is also an open source in that it's free and falls under the GNU General Public License (GPL). Chances are, if one is getting own web-page or already have one –host supports MySQL and PHP. They are generally associated with (though not limited to) Unix/Linux based servers. Interacting with a MySQL database is a little weird as you don't have the tried and true WYSIWYG interface that something as easy as Microsoft Access affords.

When creating tables, one has to create either it by using SQL Statements, or by using another open-source tool available online called PHP My Admin.

PHP My Admin gives an easy-to-use interface that allows you to create tables and run queries by filling in a little bit of information and then having the tables created for you. This is good if one is either lazy, or don't feel like bothering with big and complicated SQL Statements. In comparing MySQL to Access one is going to have a truckload of differences. While MySQL isn't exactly tough to tackle (once the tables are created – one is pretty much done with it), it's capabilities extend far beyond that of Microsoft Access when dealing with speed and reliability. It's simply a better system – and it should be. Microsoft Access (as much as I love it) is only a desktop database system. And while a limit of 10-20 concurrent Microsoft Access users is fine for most small organizations – when one has got a webpage getting 10,000 hits a day, they need something that can handle all of those queries efficiently.

MySQL tables also have the luxury of using “real” data types. To have a text field that can hold over four billion characters, use the LongText data type. To hold many characters and be case-sensitive use the LongBlob data type. Need to store numbers from 0 to 18,446,744,073,709,551,615 then use the BigInt data type. Indeed, 18 quintillion is a big integer.

**CHAPTER IV****SYSTEM DESIGN****4.1 SYSTEM FLOW DIAGRAM**



#### 4.2 DATA BASE DIAGRAM

The Database Management System (DBMS) consists of a collection of interrelated data and a set of programs to access the data. The collection of data usually referred to as database.

The primary goal of DBMS is to provide an environment that is both convenient and efficient to use in retrieving and storing information.

#### TABLE STRUCTURE

**Table name : admin**

**Primary key : id**

Field name	Data type	Description	Size
id	Varchar	User ID	50
Pwd	Varchar	Password of the user	50

**Table name : category**

**Primary key : cat\_id**

Field name	Data type	Description	Size
cat_id	Int	Category id	10
category	Varchar	Category name	50

**Table name : Items****Primary key : item\_id**

Field name	Data type	Description	Size
item_id	int	Item ID	10
catg	int	Category number	10
Subcatg	int	Sub Category number	10
Img	Varchar	Image address	50
Item no	Varchar	Item number	50
Price	int	Price of item	10
Desc	Varchar	Item description	100
Info	Varchar	Information of the item	100
dat	date	Posted date	10

**Table name : FDFK (Feedback of form)****Primary key : Contact\_id**

Field name	Data type	Description	Size
Contact_id	int	Contact ID	10
name	varchar	User name	50
Phone no	Int	Phone number	10
email	Varchar	Email id of user	50
subj	varchar	Subject of the message	50
Mesg	varchcar	Feedback message	200

**CODING DESIGN****SAMPLE CODING****ADMIN LOGIN AND MAIN PAGE**

```

<?php
error_reporting(1);
include("config.php");
extract($_REQUEST);
if($_REQUEST['sub'])
{
$name=$_REQUEST['t1'];

```

```
$pass=$_REQUEST['p1'];
$sel=mysqli_query($conn,"select name,pass from details where name='$name'");
$arr=mysqli_fetch_array($sel);
if($arr['name']==$name and $arr['pass']==$pass)
{
    session_start();
    $_SESSION['eid']=$name;
    header("location:home.php");
}
else
{
    $er="name and password do not match";
}
?>
<html>
<head>
<script>
function nam()
{
    var nam=/^[a-zA-Z]{4,15}$/;
    if(document.f1.t1.value.search(nam)==-1)
    {
        alert("enter correct name");
        document.f1.t1.focus();
        return false;
    }
}
function pass()
{
    var pass=/^[a-zA-Z0-9-_{6,16}$/;
    if(document.f1.p1.value.search(pass)==-1)
```

```
{
alert("enter correct pass");
document.f1.p1.focus();
return false;
}
}
function vali()
{
var nam=/^[a-zA-Z]{4,15}$/;
var pass=/^[a-zA-Z0-9-_{6,16}$/;
if(document.f1.t1.value.search(nam)==-1)
{
alert("enter correct name");
document.f1.t1.focus();
return false;
}
else if(document.f1.p1.value.search(pass)==-1)
{
alert("enter correct pass");
document.f1.p1.focus();
return false;
}
else
{
return true;
}
}
</script>
</head>
<body background="usepics/16.jpg">
<!--<div><center></center></div>
<div>
```

```
<div style="width:35%;float:left"><marquee behavior="scroll" direction="left"
bgcolor="#99CCFF" height="50"><font size="+3" color="#000000"><b>New Services on
GMail...</b></font></marquee><br/>
```

```
<center></center><br/><b>Google Buzz in Gmail</b>
```

```
<center></center><br/><b>Get through your email
faster with Priority Inbox</b>
```

```
<center></center><br/><b>Mobile access</b>
```

```
Get Gmail on your mobile phone. Learn more </div>
```

```
<div style="width:64%;float:right">-->
```

```
<div><br/><h1 align="center"><font face="Courier New, Courier, monospace"
color=Yellow>ADMINISTRATOR LOGIN</font></h1>
```

```
</div>
```

```
<br/><br/><br/><br/><br/>
```

```
<div style="width:100%;float:left" align="center" >
```

```
<center><fieldset style="background:#FFFFFF;width:300;height:130">
```

```
<br/>
```

```
<table width="200" border="0" align="center">
```

```
<form method="post" name="f1" onSubmit="return vali()">
```

```
<tr><td colspan="2"><?php echo "<font color='red'>$er</font'";?></td></tr>
```

```
<tr>
```

```
<td width="81">UserName:</td>
```

```
<td width="103"><label>
```

```
<input name="t1" type="text" id="t1" onChange="return nam()">
```

```
</label></td>
```

```
</tr>
```

```
<tr>
```

```
<td>Password:</td>
```

```
<td><input name="p1" type="password" id="p1" onChange="return pass()"></td>
```

```
</tr>
```

```
<tr>
```

```
<td colspan="2" align="center"><label>
```

```
<input name="sub" type="submit" id="sub" value="Login">
```

```
</label></td>
```

```

</form>
</table>
</fieldset></center>
</div>
<!--<div style="width:100%;float:left"><center><b>Copyright&copy;Priya
Gupta</b></center></div>
</div-->
</body>
</html>

```

## USER HOME PAGE

```

<head>
<script>
function abc()
{
var arr=new
Array("usepics/screensaver2.jpg","usepics/screensaver3.jpg","usepics/screensaver4.jpg",
"usepics/screensaver5.jpg","usepics/screensaver6.jpg","usepics/screensaver1.jpg");
var ind=eval(document.f1.h1.value);
document.img.src=arr[ind];
document.f1.h1.value=ind+1;
if(document.f1.h1.value==5)
{
document.f1.h1.value=0;
}
}
setInterval("abc()",2000);
</script>
</head>
<body>
<div id="RightPart">
<div id="Page">
<form name="f1">

```

<input type="hidden" name="h1" value="0" />

</form>

<div><br/><center><h2><font face="Lucida Handwriting" color="#00CCFF">Latest Fashion News</font></h2></center></div>

<table border="0">

<tr><td>



</td>

<td colspan="2">

<font face="Lucida Handwriting" size="+1" color="#99CC33">

Corrugated Modernist Christian Dior Couture</font><br>

<font face="Comic Sans MS"><strong>A new broom swept through Christian Dior on Monday afternoon, July 4, a modernist gale and a witty architectural take on fashion, in the first show for the celebrated French label by its de facto new couturier, British-born Bill Gaytten.

Angular, rippling with Pop Culture colors and cut in the twisting metallic shapes of architectural great Frank Gehry, this was a brand new Dior couture, but with a collection that powerfully worked the house's legendary atelier, while keeping enough of the inspired mania of its sacked designer, John Galliano.</strong></font></td>

</tr>

<tr>

<td>

<br>

<br>

<font color="#FF66CC" face="Lucida Handwriting">Dulhan ke poshak</font><br>

<font face="Comic Sans MS"><strong>Jan 18, 2019<br>

Gone are the gathered umbrella ghagras and cholis and in their place a new fusion look for wedding wear has emerged. ...</strong></font></td>

<td>

<br>

<font color="#FF66CC" face="Lucida Handwriting">The Tarun Tahiliani Bridal Couture Exposition 2011 </font><br>

<font face="Comic Sans MS"><strong>Jan 15, 2019<br>

The Tarun Tahiliani Bridal Couture Exposition is back with its third season of luxurious exposition, scheduled across July and August, 2019...</strong></font></td>

<td>

<br>

<font color="#FF66CC" face="Lucida Handwriting">Neeru Kumar to open WLIFW Fall/Winter 2018 </font><br>

<font face="Comic Sans MS"><strong>Dec 30, 2018<br>

For the Grand Opening of WLIFW Fall/Winter 2018, Neeru Kumar has chosen to pay homage to the best of Indian fabric traditions. ...</strong></font></td>

</tr>

</table>

</div>

</div>

</body>

## ITEMS PAGE

<html>

<div><br><center><h2><font face="Lucida Handwriting" size="+1" color="#00CCFF">Kurtas</font></h2></center></div>

<div style="width:100%;float:left" >

<?php

include("config.php");

\$dress=\$\_REQUEST['dress'];

\$catg=\$\_REQUEST['catg'];

\$subcatg=\$\_REQUEST['subcatg'];

\$sel=mysqli\_query(\$conn,"select \* from items where catg='\$catg' and subcatg='\$subcatg'");

echo "<form method='post'><table border='0' align='center'><tr>";

\$n=1;

while(\$arr=mysqli\_fetch\_array(\$sel))

{

\$i=\$arr['itemno'];

if(\$n%6==0)

{

echo "<tr>";

}

echo "

```

<td height='280' width='500' align='center'><img src='admin/itempics/$i.jpg' height='150'
width='130'><br/>
<b>Item No:</b>".$arr['itemno'].
"<br><b>Price:</b>Rs&nbsp;".$arr['price'].
"<br><b>Description:</b>".$arr['desc'].
"<br><br><a href='index.php?con=12 & itemno=$i'><img src='images/MetalPlakDa5new.gif'
width='70' height='20'></a>
<a href='index.php?con=14 & itemno=$i'><img src='images/view7.jpg' width='70'
height='20'></a>
</td>";
$n++;
}
echo "</tr></table>
</form>";
?>
<div><br>
<marquee behavior="scroll" dir="ltr" align="absbottom">






</marquee>
</div>
</div>
</body>
</html>

```

**ORDER FORM**

```
<!DOCTYPE html PUBLIC "-//W3C//DTD XHTML 1.1//EN"
"http://www.w3.org/TR/xhtml11/DTD/xhtml11.dtd">
<html xmlns="http://www.w3.org/1999/xhtml" xml:lang="cz"><head>
<meta http-equiv="Content-language" content="cs">
<meta http-equiv="Content-Type" content="text/html; charset=UTF-8">
<meta name="description" content=" ">
<meta name="keywords" content=" ">
<link rel="shortcut icon" href="favicon.ico" type="image/x-icon">
<link rel="icon" href="favicon.ico" type="image/x-icon">
<meta name="author" content="Kl?ra Frolichov?, Sunlight webdesign">
<meta name="Copyright" content="Kl?ra Frolichov?, Sunlight webdesign 2007">
<meta name="design" content="Sunlight webdesign - http://www.sunlight.cz,
info@sunlight.cz">
<link rel="stylesheet" type="text/css" href="default.css" title="default">
</head>
<?php
session_start();
include("config.php");
extract($_REQUEST);
$id=$_SESSION['eid'];
$itemno=$_REQUEST['itemno'];
if(isset($send))
{
$name=$_REQUEST['m1'];
$itemno=$_REQUEST['m2'];
$price=$_REQUEST['m3'];
$size=$_REQUEST['sel'];
$name=$_REQUEST['t1'];
$ac_no=$_REQUEST['t2'];
$mob_no=$_REQUEST['t3'];
$add=$_REQUEST['t4'];
```

```

$bank=$_REQUEST['sel2'];
$city=$_REQUEST['t6'];
$order_no=ord.rand(100,500);
if(mysqli_query($conn,"insert                into                orders
values('$pname','$itemno','$price','$size','$uname','$ac_no','$mob_no','$add','$bank','$city','$order
_no')"))
{
echo "<script>location.href='ordersent.php?order=$order_no'</script>";
}
}
if(isset($log)=='out')
{
session_destroy();
header("location:index.php");
}
else if($id=="")
{
header("location:index.php");
}
?>
<body>
<div id="WholePage">
<div id="Inner">
<div id="Container" style="border:groove;border-color:red">
<div id="CentralPart">
<div><br/><center><h2><font                face="Lucida                Handwriting"                size="+2"
color="#00CCFF">Welcome
<?php
$sel=mysqli_query($conn,"select * from register where id='$id'");
$arr=mysqli_fetch_array($sel);
echo $arr['title']."&nbsp;".$arr['fname'];
?>
</font></h2></center>

```

```

<h2 align="right"><a href="?log=out"><font color="#0099FF">LogOut</font></a></h2>
</div>
<div style="width:25%;float:right">
<br><br><br><br>

</div>
<center><h2><font face="Lucida Handwriting" size="+1" color="#00CCFF">Order
Form</font></h2></center>
<fieldset style="background:#CC99CC;width:50%">
<br><br>
<?php
$sel=mysqli_query($conn,"select * from items where itemno='$itemno'");
$mat=mysqli_fetch_array($sel);
?>
<form method="post" name="f1" onSubmit="return vali()">
<table width="366" border="0" align="center">
<tr>
<td><div align="center"><strong><font size="+1" face="Comic Sans MS">Product Name:
</font></strong></div></td>
<td><label>
<input name="m1" type="text" id="m1" onChange="return fnam()" readonly="readonly"
value="<?php echo $mat['desc'];?>">
</label></td>
</tr>
<tr>
<td width="164"><div align="center"><font size="+1" face="Comic Sans MS"><b> Item
No:</b></font></div></td>
<td width="192">
<input name="m2" type="text" id="m2" onChange="return fnam()" readonly="readonly"
value="<?php echo $mat['itemno'];?>"></td>
</tr>
</tr>

```

---

<b>Price:</b>
---------------

<input id="m3" name="m3" type="text" value="Rs&lt;?php echo \$mat['price'];?&gt;"/>
---

&lt;/tr&gt;

&lt;tr&gt;

<b>Size:</b>
--------------

<b>Size:</b>
--------------

<select id="sel" name="sel"></select>
---------------------------------------

<input checked="" type="radio"/> Small
--

<input type="radio"/> Medium
------------------------------

<input type="radio"/> Large
-----------------------------

<input type="radio"/> Xtra Large
----------------------------------

&lt;/select&gt;

&lt;/label&gt;&lt;/td&gt;

&lt;/tr&gt;

&lt;tr&gt;

<b>User Name :</b>
--------------------

<input id="t1" name="t1" type="text"/>
--

&lt;/tr&gt;

&lt;tr&gt;

<b>Account No:</b>
--------------------

<input id="t2" name="t2" type="text"/>
--

&lt;/tr&gt;

<b>Mobile no:</b>
-------------------

<input id="t3" name="t3" type="text"/>
--

&lt;/tr&gt;

&lt;tr&gt;

<b>Address:</b>
-----------------

```

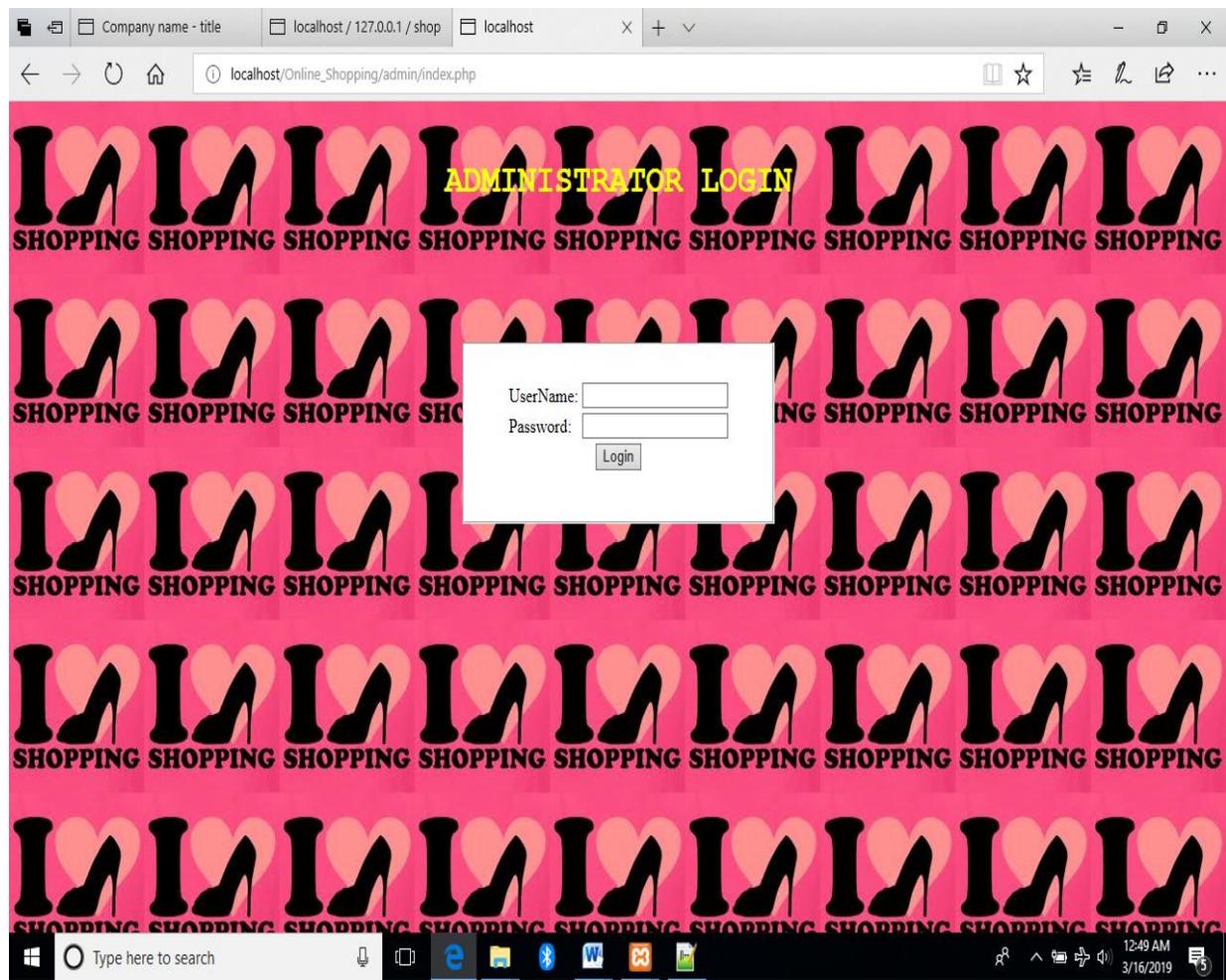
<td><label>
<textarea name="t4" id="t4" value="return add()"></textarea>
</label></td>
</tr>
<tr>
<td><div align="center"><font size="+1" face="Comic Sans
MS"><strong>Bank:</strong></font></div></td>
<td><label>
<select name="sel2" id="sel2">
<option value="SBBJ">SBBJ</option>
<option value="SBI" selected>SBI</option>
<option value="ICICI">ICICI</option>
<option value="HDFC">HDFC</option>
<option value="PNB">PNB</option>
<option value="Axis Bank"> Axis Bank</option>
</select>
</label></td>
</tr>
<tr>
<td><div align="center"><font size="+1" face="Comic Sans
MS"><strong>City:</strong></font></div></td>
<td><input name="t6" type="text" id="t6" onChange="return coun()"></td>
</tr>
<tr>
<td colspan="2"><label><br>
<center>
<input name="send" type="submit" id="send" value="Send">
</center>
</label></td>
</tr>
</table>
</form>

```

```
</fieldset>
</div>
</div>
<div id="Bottom">
<p class="down"><b>Copyright &copy; Fashion Shop, Design by: Priya Gupta</b></p>
</div>
</div>
</div>
</div>
</div>
</div>
</body></html>
```

## FORM DESIGN

### ADMIN LOGIN



**ADD ITEM**

Home LogOut

Add Item

View All

Orders( 2)

Feedback( 4)

**Add Item**

Category:

Sub Category:

Image:  Browse...

Item No:

Price:

Description:

Submit

**ORDERED LIST**

Orders

Add Item

View All

Orders( 2)

Feedback( 4)

**Buyer Details:**

Product Details:

Buyer:

Account No:

Mobile No:

Address:

Bank: SBI

City:

Order No: ord414

Product:

Item No:

Price: Rs

Size: Small

**Buyer Details:**

Product:

Item No:

Price: Rs

Size: Small

Buyer: kannan

Account No: 3533535353

Mobile No: 35335435353

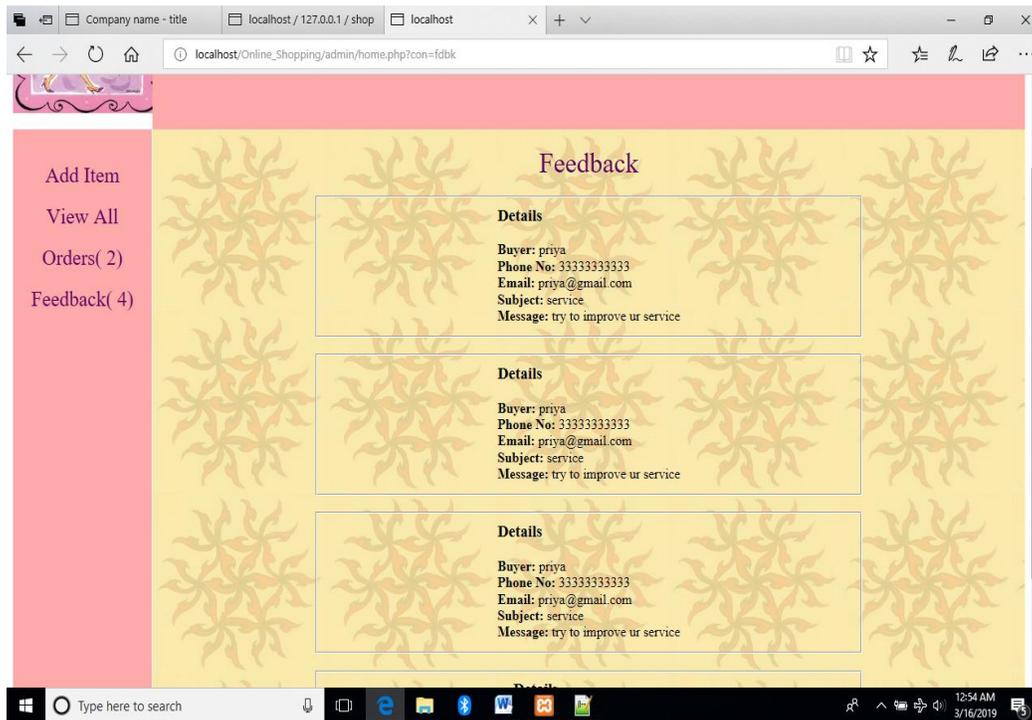
Address: 7,street

Bank: SBI

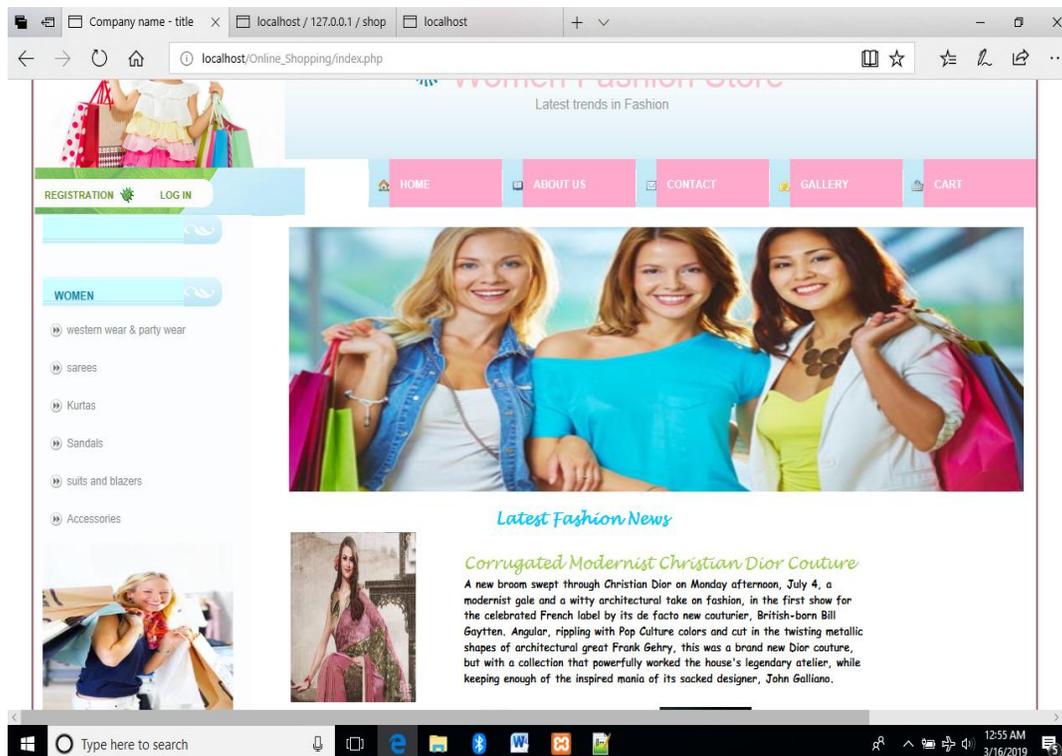
City: coimbatore

Order No: ord147

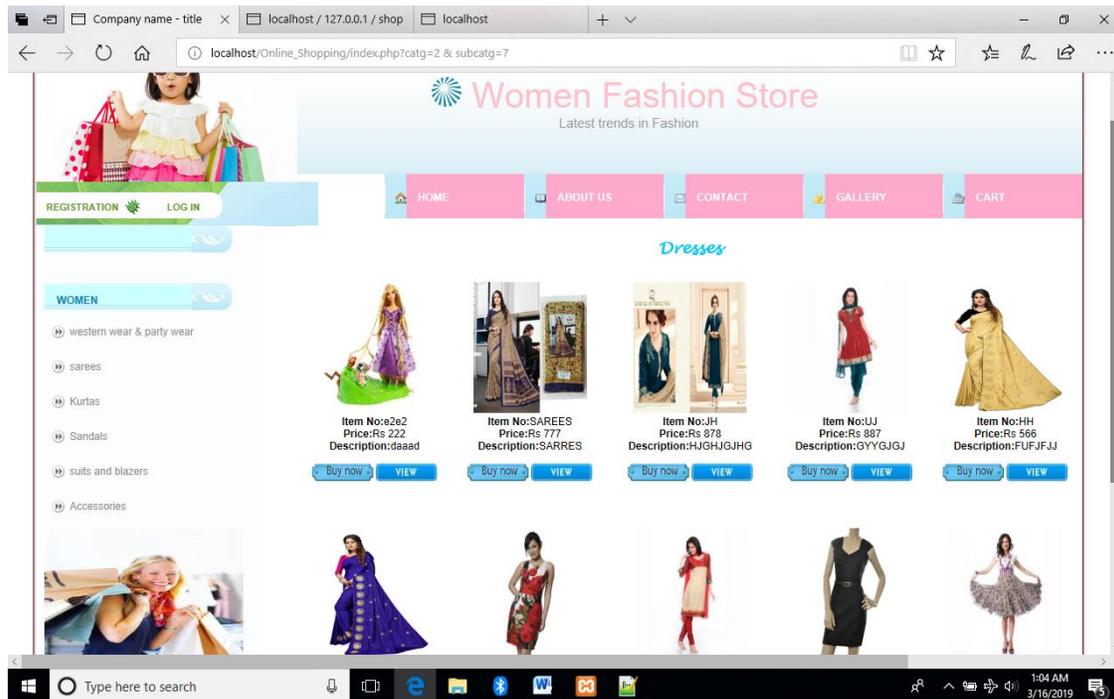
## FEED BACK LIST



## USER HOME SCREEN



## ITEM LIST



## PROFILE:



**CONTACT DETAILS & FEED BACK FORM****CHAPTER V****SYSTEM TESTING**

The common view of testing held by users is that it is performed to prove that there are no errors in a program. This is extremely difficult since designer cannot prove to be one hundred percent accurate. Therefore, the most useful and practical approach is with the understanding that testing is the process of executing a program with explicit intention of finding errors that make the program fail.

Testing has its own cycle. The testing process begins with the product requirements phase and from there parallels the entire development process. In other words, for each phase of the development process there is an important testing activity. Successful testing requires a methodical approach. It requires focusing on basic critical factors:

- Planning
- Project and process control
- Risk management
- Inspections
- Measurement tools
- Organization and professionalism

**TEST PLAN**

Before going for testing, first we have to decide upon the type of testing to be carried out. The following factors are taken into consideration:

- To ensure that information properly flows into and out of program

- To find out whether the local data structures maintains its integrity during all steps in an algorithm execution
- To ensure that the module operate properly at boundaries established to limit or restrict processing
- To find out whether error - handling paths are working correctly or not
- To find out whether the values are correctly updated or not
- Check for validations

### **UNIT TESTING**

Unit or module testing is the process of testing the individual components (subprograms or procedures) of a program. The purpose is to discover discrepancies between the modules interface specification and its actual behavior. In our system each module namely

- Login module
- Theatre information module
- Reservation module
- Contact us module
- Audience module must be tested independently for validation.

### **VALIDATION TESTING**

Validation testing provides the final assurance that software meets all functional, behavioral and performance requirement. The software once validated must be combined with other system elements. System testing verifies that as elements combine properly and that overall system function and performance is achieved

### **INTEGRATION TESTING**

Integration testing is the process of combining and testing multiple components together. The primary objective of integration testing is to discover errors in the interfaces between the components. In our system each of the modules mentioned above, are tested for checking the integration between them, after each of them are tested individually.

## **CHAPTER VI**

### **SYSTEM IMPLEMENTATION**

System implementation is the important stage of project when the theoretical design is tuned into practical system. The main stages in the implementation are as follows:

- Planning
- Training
- System testing and
- Changeover planning

Planning is the first task in the system implementation. Planning is deciding on the method and the time scale to be adapted. At the time of implementation of any system people from different departments and system analysis involve. They are confirmed to practical problem of controlling various activities of people outside their own data processing departments. The line manager

controlled through an implementation co-ordinate committee. The committee consists of ideas, Problems and complaints of user department. It must also consider,

- The implementation of system environment.
- Self-selection and allocation for implementation tasks.
- Consultation with unions and resources available.
- Standby facilities and channels of communication

## CHAPTER VII

### CONCLUSION

Project entitled “**Women’s fashion Shopping system**” is used for maintaining fashion store details effectively and accurately.

The basic concept of the application is to allow the customer to shop virtually using the Internet and allow customers to buy the items and articles of their desire from the store. The information pertaining to the products are stores on an RDBMS at the server side (store). The Server process the customers and the items are shipped to the address submitted by them. The details of the items are brought forward from the database for the customer view based on the selection through the menu and the database of all the products are updated at the end of each transaction.

Online shopping is a form of electronic shopping store where the buyer is directly online to the seller's computer usually via the internet. There is no intermediary service. The sale and purchase transaction is completed electronically and interactively in real-time. The development of this new system contains the following activities, which try to develop on-line application by keeping the entire process in the view of database integration approach. User gets its email id and password to access their account. **Administrator** of Shopping Cart System has multiple features such as Add, Delete, Update shopping Items.

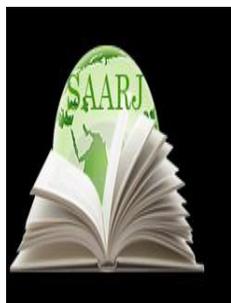
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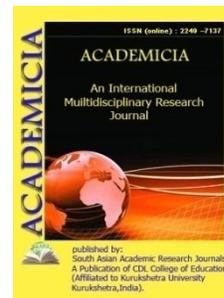
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## CHEMICAL COMPOSITION OF THE ESSENTIAL OIL FROM DELPHINIUM RUGULOSUM BOISS

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### ABSTRACT

*Aerial parts of Delphinium rugulosum Boiss were subjected to hydrodistillation and the obtained oil was analyzed by GC and GC-MS. Fifty compounds were identified representing 92.51% of the total oil, and the main compounds were found to be 3-methyl-2(5H)-furanone (25.99%), methylsulfonylmethane (11.55 %), 3-methyl-3-butene-2-ol (4.54 %), 3-methyl-3-butene-2-ol (3.61%), and car-3-en-2-one (2.71%).*

**KEYWORDS:** *Delphinium L, Delphinium Rugulosum Boiss, Essential Oil, GC/MS Analysis, 3-Methyl-2 (5H)-Furanone.*

### I. INTRODUCTION

The genus *Delphinium* L (Ranunculaceae) comprises approximately 350 species all over the world. There are about 173 species in China [1], and 22 species in Uzbekistan [2]. Many chemical compounds, mainly involving C<sub>18</sub>, C<sub>19</sub>, and C<sub>20</sub>-diterpene alkaloids [3-6] and flavonoids [7], have been identified from *Delphinium* plants. The genus *Delphinium* is the most important medical plant species in the world. Example, it is used in folk medicine for the

treatments of rheumatism and neuralgia for a long time. The diterpenoid alkaloid and its derivatives identified in this plant exhibited cytotoxic activity against lungs (A549), vincristine-resistant nasopharyngeal (KB-VIN), prostate (DU145), and triple-negative breast cancer (MDA-MB-231) cancer cell lines [10, 11]. A detailed analysis of the essential oil extracted from the aerial parts of *Delphinium rugulosum* Boiss were studied for the first time.

## II. MATERIALS AND METHODS

### 2.1. Plant material

The aerial parts of the *Delphinium rugulosum* Boiss were collected in Uzbekistan, Namangan province (Western Tian Shan mountains, Chatkal Range, elevation 800-1000 m) in July 2018 and was identified by Dilmurod Makhmudjanov, who worked in Kunming Institute of Botany, CAS. A voucher sample of the species was mounted and deposited in National herbarium of Institute of Botany of the Uzbekistan Academy of Sciences under number DM0371.

### 2.2. Isolation of Essential oil

The composition of the essential oil did not differ significantly from the aerial part of the plants (dry plant mass 150 g), which was extracted by hydrodistillation method within 3-4 hours. Prior to GC-MS analysis, the essential oil was dehydrated with  $\text{Na}_2\text{SO}_4$ , and stored in a tightly sealed vial at 4°C (TABLE 1).

### 2.3. GC/MS analysis

The resulting essential oil was analyzed on the Agilent 5975C inert MSD/7890AGC gas chromatography-mass spectrometer. The components of the mixture were separated on an Agilent HP-INNOWax quartz capillary column (30m×250µm×0.25µm) at the temperature range: 50°C (1 min) - 4°C / min to 200 °C (6 min)-15 °C / min to 250 °C (15 min). The injection volume was 1.0 ml and the mobile phase ( $\text{H}_2$ ) flow rate was 1.1 ml/min. EI-MS spectra were obtained in the  $m/z$  range of 10-550 a.e.m. The components were identified by comparing the characteristics of the mass spectra with the data of electronic libraries (W9N11.L) and comparing the retention indices (RI) of the compounds, determined with respect to the retention time of the mixture of n-alkanes ( $\text{C}_9$ - $\text{C}_{24}$ ).

**TABLE 1. CONSTITUENTS OF ESSENTIAL OIL FROM *D.Rugulosum* IN % (GC-MS)**

Compounds	RI	%	Compounds	RI	%
Hexanal	1074	0.18	2,4,6-Trimethyl-3-cyclohexene-1-carboxaldehyde	1613	0.57
4-Methyl-3-penten-2-one	1122	0.15			
1-Butanol	1131	0.19	4-Methyl-3-(2-methyl-2-propenyl)-2(5H)-furanone	1615	0.77
$\text{X}_1^*$	1175	2.49			
(E)-2-Hexenal	1207	0.28	Isovalerianicacid	1652	0.48
2-Hydroxy-3-methylbutanoic acid	1208	0.36	Benzylisoamylether	1657	0.26
			3-Methyl-2(5H)-furanone	1683	25.99
m-Cymene	1250	0.10	Vinylcyclopentanecarboxylate	1694	1.71
Dimethylketol	1261	0.09	o-Cyclohexylphenol	1696	0.88

2-Methyl-2-heptanol	1268	1.38	$\gamma$ -Crotonolactone	1714	0.12
3-Methyl-3-buten-2-ol	1287	4.54	5-Ethyl-2(5H)-furanone	1721	0.22
X <sub>2</sub> *	1323	1.05	$\alpha$ -Dichlorohydrin	1725	2.17
1-Hexanol	1336	0.29	X <sub>5</sub> *	1748	1.69
Methylglycolate	1362	0.16	Damascenone	1790	0.20
X <sub>3</sub> *	1367	2.98	Hexanoic acid	1829	0.81
Nonanal	1378	0.44	Benzylalcohol	1846	0.92
1,6,6-Trimethyl-8-oxabicyclo[3.2.1]octan-2-one	1379	0.51	Methylsulfonylmethane	1866	11.55
			Car-3-en-2-one	1879	2.71
Furfural	1441	1.60	X <sub>6</sub> *	1906	0.49
Benzaldehyde	1494	0.39	Phenol	1976	0.12
3-Methylbutanal oxime	1505	0.51	X <sub>7</sub> *	2051	9.87
1-Octanol	1545	0.35	Heneicosane	2100	0.42
(3E,5E)-3,5-Octadien-2-one	1547	0.34	7-Hexadecenal	2105	0.49
X <sub>4</sub> *	1550	1.00	3-Ethylheptanoic acid	2112	1.64
1-Isobutoxy-2-propanol	1559	0.76	Nonanoic acid	2117	1.21
Isothujol	1579	0.50	Dihydroactinidiolide	2180	1.44
Butyrolactone	1590	1.53	3-Methyl-3-buten-2-ol	2288	3.61
			Total:		92.51

RI is the retention indices of a constituent over an HP-INNOWax column; \*Unidentified compounds and compounds identified only by mass spectra.

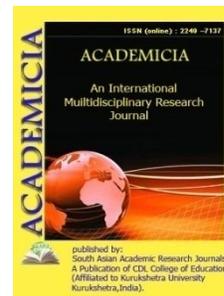
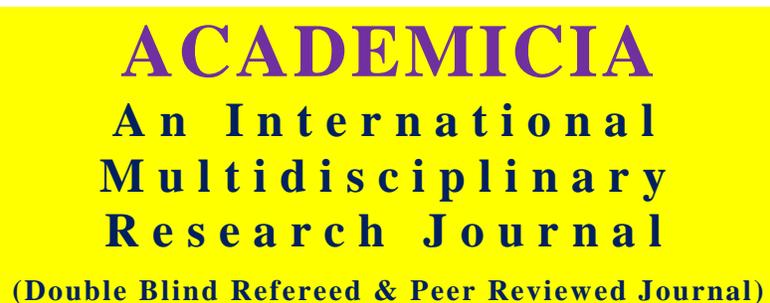
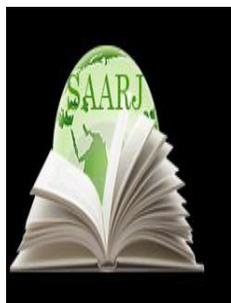
### III. CONCLUSIONS

As a result, 50 compounds were identified in the essential oil of *D. rugulosum* (92.51 % total oil). The most common components are 3-methyl-2(5H)-furanone (25.99%), methylsulfonylmethane (11.55 %), 3-methyl-3-butene-2-ol (4.54 %), 3-methyl-3-butene-2-ol (3.61%), and car-3-en-2-one (2.71%). The essential oil with the highest content is 3-methyl-2(5H)-furanone (25.99%) in *D. rugulosum*. This study is interesting for that furanone and its derivatives have been widely used in biotechnology and medicine against tumour cells [8, 9].

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## PERSONALLY-ORIENTED APPROACH IN UPBRINGING STUDENTS IN THE SYSTEM OF LIFELONG EDUCATION

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### ABSTRACT

*The article analyzes one of the most relevant approaches in modern pedagogy - personality-oriented. An individual approach in the upbringing of students is a purposeful system of pedagogical actions and relationships that maximally takes into account the age and socio-psychological characteristics of each student for the purpose of the comprehensive and harmonious development of his personality.*

**KEYWORDS:** *Cultural Linguistics, Sociolinguistics, Competencies, Personality-Oriented Approach, Linguistic Personality, the Continuous Education System*

### INTRODUCTION

In Uzbekistan, particular importance is attached to the development of linguistic and cultural competence in the system of continuous education.

A personality-oriented or individual approach in the upbringing of students is a purposeful system of pedagogical actions and relationships that maximally takes into account the age and socio-psychological characteristics of each student for the purpose of the comprehensive and harmonious development of his personality. There are several reasons for the lack of attention to individual learning:

- as practice shows, traditional forms of education are not designed for an individual approach to teaching and upbringing;
- The second reason is psychological. It is necessary to overcome the psychology of the collective and turn to each student as a person, an individual;

- the third reason is the regularities of the upbringing process since in upbringing there is no direct dependence of the results of upbringing on the upbringing influences, the teacher is "more accustomed" to refer to the collective than to each separately [1-8].

We consider the role and place of student youth and determine their place in public life. Therefore, we are interested in various types of work with students, taking into account their individual characteristics, psychological differences, and creative potential.

For all the evidence, the problem we have named has not yet found its psychological and pedagogical solution: methodological techniques, specific forms of work, the use of advanced pedagogical technologies in an individual form of education - these are topical issues of modern pedagogy[5-10].

In world practice, special attention is paid to the development of the intellectual potential of students, the formation of skills in working with information and the formation of information and analytical potential, the improvement of technologies for working on linguacultural material and socio-cultural competence in the learning process, focused on the individual personality of each student.

## **MATERIALS AND METHODS**

Inattention to individuality also gives rise to defects in "human formation", contradictions in the behaviour and consciousness of people, negatively affects interpersonal communication. In Uzbekistan, particular importance is attached to the development of linguistic and cultural competence in the system of continuous education.

A personality-oriented or individual approach in the upbringing of students is a purposeful system of pedagogical actions and relationships that maximally takes into account the age and socio-psychological characteristics of each student for the purpose of the comprehensive and harmonious development of his personality.

In the pedagogy of higher education, unfortunately, there is still a directive style of upbringing students, which often leads to formalism and mistakes.

Studying the personality of students is important, first of all, from the standpoint of real life. It is known that the individual characteristics of people have a deep and varied impact on social groups, and thus on society as a whole, the level and nature of the organization, the productivity of collective activities, interpersonal relations.

Traditional "inattention" to individuality and gives rise to defects in "human formation", contradictions in the behaviour and consciousness of people has a negative impact on interpersonal communication.

The second reason is psychological. At the psychological level, reactions, attitudes, assessments, people's attitudes to the same fact, phenomenon, event are always varied. These differences in attitudes and attitudes of people affect human behaviour and personality manifestations. Since the true object of pedagogical work is precisely the relationship of a person, their knowledge and consideration are necessary[11-13].

The third reason is the patterns of the upbringing process. In upbringing, there is no direct dependence on the results of upbringing on educational influences. The breadth and dynamism of

the student's connections and relations with the surrounding subject and social environment should be a constant object of pedagogical knowledge and correction.

The individual characteristics of students should be studied jointly by all teachers in contact with all students. Such a kind of pedagogical "council" will provide complete, reliable information and unity of action for all teachers.

The general program for all teachers is the principle of personality study: purposefulness, comprehensiveness, dynamism, systematic city and consistency, the study of personality inactivity and a team, educating the character of personality study.

Students have always occupied and still occupy a specific place in the social structure of society. This specificity is determined by the following differences.

First, the defining function of students in society and the characteristics of their leading activities. The goal of students is to prepare for professional work, educational activity is leading - individually in nature and characterized, first of all, personal. And not social significance.

Secondly, the unity of the way of life. In our country, universities are concentrated mainly in urban centres, with the majority (about 75%) of students living in hostels. The unity of orientation (mastering the chosen speciality), the unity of the life of students determine the ways and forms of their life.

Thirdly, the age-related psychological characteristics of students. Small life experience, a certain psychological and social immaturity, breadth of interests, emotionality of orientations are just some of the components of the special psychological appearance of the majority of today's students, which is also characterized by incompleteness and dynamism.

The value orientations of the majority of students are characterized by a low degree of consistency of components. If at the cognitive and emotional level, the first place is occupied by speciality training, independent work, then at the behavioural level, the first place is occupied by orientations related to age characteristics - entertainment and communication. The task is to optimally coordinate the various components of students' value orientations, taking into account that intensive, diverse in content communication at the student age is necessary for polishing many socially and professionally significant personality traits.

A wide range, diversity of students' interests is often characterized by superficiality rather than depth [1]. In the dynamics of the orientation and interests of students from 1 to 4 years of bachelor's degree, two trends are observed: humanitarianization and professionalization. The communicative and artistic orientation significantly increases, the focus on sports activities (not in special sports departments) decreases and, unfortunately, the cognitive and labour orientation remains almost unchanged. As for the professional orientation, according to the data of sociologists [2], only about half of the students note a stable inclination and conscious self-affirmation in their chosen profession.

A certain inadequacy is characteristic of the models of life chosen by students, for attitudes towards themselves, towards other people, as well as towards the main types of activity.

The process of a student's personality formation over the years of study at a university is complex, requiring the longest attention from the researcher of the educational process, leading teachers and especially curators of academic groups.

The personality-oriented approach to the education of students is carried out in a team and, above all, through a team. This is the dialectic of these fundamental concepts.

During the years of study at the university, a student is a member of various social associations (academic student group, scientific and labour associations of students, associations of the extracurricular educational process, reference communication groups, etc.). When asked in what types of activities collective relations were formed, the majority of students of Namangan State University indicated extracurricular activities and only 10% of the respondents noted educational. More than half are not satisfied with the relationships in the group, the content of communication with fellow students. Only 28% of the surveyed students rated their academic group as friendly and close-knit.

It is known that only groups of the highest type - collectives - have a formative principle on the personality. And the fact that a significant part of academic groups is at the initial or intermediate stages of the development of the team reveals the weakness of the educational impact on the individual and opens up prospects for the work of psychologists and teachers.

A personality-oriented approach to the educational and cognitive activity of students, the minimum need for business cooperation and interaction in educational activities, often mismatched individual goals of students complicate the process of forming a team of a student group. An individual approach to the education of students is closely related to a rational approach (from consciousness to behaviour), from an emotional approach (from emotions to consciousness and behaviour), from an activity approach (from activity, behaviour to consciousness). At the same time, it is necessary to comply with several conditions for active education, namely: versatility, unity, continuity, grading, gradualness, mediated by the individuality of all educational influences.

In the process of education, the main educational force is the educated person himself. The result and condition of education is self-education, apart from which it is impossible to solve any educational problem. The connecting link between education and self-education is a socially valuable activity.

## **CONCLUSION**

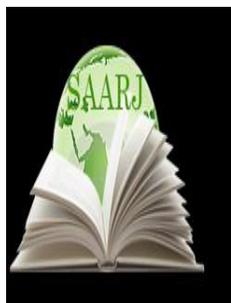
At the stage of meaningful training and consolidation, timely changes in the tactics of communication between the teacher and the students are very important, taking into account the possibility of the emergence of emotional "satiety" with constant and intense contacts between the teacher and students. Trust in students, emphasis on self-control and self-regulation is important for the growth of their consciousness, independence of behaviour, for the activation of self-education.

The qualities and behavioural skills that are being formed should subsequently be manifested in different situations, in different environments. To do this, it is necessary to expand the student's types of activity, give him complicated assignments, and include him in various activities. This will make it possible to deepen and accelerate the process of consolidating the skills and qualities being formed, to make them stable personality traits.

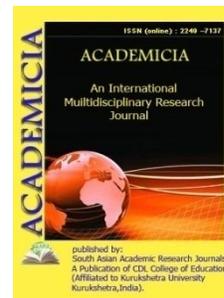
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**THE INFLUENCE OF THE CULTURE OF PASTORALIST TRIBES ON  
 THE USTRISHONA (ON THE EXAMPLE OF BURIAL GROUNDS,  
 STUDIED ON THE TERRITORY OF TAJIKISTAN)**

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**ABSTRACT**

*In this article, an attempt was made to substantiate the influence of nomadic culture on the region, relying on written information about Ustrushana in written sources and the results of archaeological excavations carried out on the territory of modern Tajikistan.*

**KEYWORDS:** *Marakand Eskhata Alexandria, Saks, Bunjikat, Kurkat, Ibn Hawkal, Bashogar, Bargar, Complex Archaeological Expedition of Northern Tajikistan.*

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**INTRODUCTION**

The first written evidence of Ustrushona refers to the works of ancient Greek historians about the military campaigns of Alexander the Great. Most of these sources claim that seven cities built during the reign of the Iranian king Cyrus, and these cities associated with each other, rebelled against Alexander. Relatively quickly reaching the Syr Darya River, Alexander built the city of Eskhata (suburb) Alexandria, where he soon became a military base for his army [1]. Arrian writes that at that time an uprising broke out in seven cities of Ustrushan, declaring its independence - disobedience to Alexander. Alexander again has to subjugate them. According to sources, Alexander, who destroyed five cities in two days, turned to Kiropol, the largest city of "river barbarians". When he could not quickly break the resistance of good defensive fortifications and thousands of military defenders, he showed personal courage and, with a small group, burst into the city and ruthlessly avenged the rebels. Cyropol itself was destroyed by 8,000 indigenous people [2].

Having destroyed six cities, Alexander is heading for the seventh city - Mamaken. According to Quintus Curtius Rufus, "the Mamakens are determined not to surrender the city. Having promised that their lives would be saved if they surrendered, Alexander sent 50 cavalry and soldiers to the embassy in the city. The townspeople respectfully meet the ambassadors, observing all the rituals, and then all 50 horsemen who quickly fall asleep under the influence of hospitality and booze indulge in the sword. Furious, Alexander immediately attacked, and when the attack was unsuccessful, he ordered generals Meliogre and Perdicca to besiege the city. Never before has a city been so heroically besieged. Alexander himself received a severe stone blow to the head, was injured and lost consciousness. A lot of people think he's dead. However, when he regains consciousness, he continues the siege even more harshly and cruelly.

The city of Mamaken was dug up from under the defensive walls, and only after part of the wall collapsed did the Macedonians break into the city. The city will be conquered and destroyed. "[3]

Events such as the outbreak of an uprising against the Greek invaders at an agreed time, the gathering of Saki armies behind the river and, finally, the simultaneous uprisings of resistance movements led by Spitamen in Marakand, are inextricably linked, undoubtedly played out by the leaders of nomadic tribes [4]. According to N.N. Negmatov, the inhabitants of Kiropol, Gaza, Bagi, Kurkat, Sabat, Shavkat and Khovost, located on the plains of Ustrushna, were rebelling against Alexander [5]. According to A.A. Gritsina, "one of the cities that rebelled against Alexander was Xantep (Sobot)" [6]. The information mentioned above about the historical events of antiquity BC in Ustrushna has come to us. In the following long historical written sources of that period, there is no information about Ustrshon.

## MATERIALS AND METHODS

In the works of medieval Arab historians, Ustrushana was described by geographers as "a farm oasis with flat deserted thickets of rust." Ibn Haukal writes: "There are no rivers and lakes in Ustrushna, but its fields, pastures and villages flourish and are rich in various foods [7]... The largest city in the Ustrushan language is called Bunjikat. It includes the following cities: Arsubonikat, Kurkat, G'azak, Fag'kat, Sobot, Zomin, Dizak, Nujkat, Harqona. These are the cities of Ustrushana. The main city inhabited by rulers was Bunjikat, where the male population was about ten thousand people. Its buildings are built of cotton and brick "[7]. The historian noted that there are rustaks in each of the above cities, and also spoke about the rustaks of Bashog'ar, Masxo, Barg'ar, Farg'ontom, Mink, Baskan and Isbikat, whose cities did not exist [8]. According to N.N. Negmatov, the Rustaks in the lowland part of Ustrushana were called Bunjikat, Sabat, Zaamin, Fagnan, Nuikat and Harkana, and the Rustaks in the mountainous part were called Norka, Asbanikat, Biskar, Bangam, Vakr, Shagar, Mashar, mash, Masha, Burasha. The socio-political, cultural and economic life of Ustrushonan, which is referred to in the sources as a prosperous agricultural region, was greatly influenced by livestock farmers located in the surrounding steppes. Turkic cattle-breeding tribes that lived in Ustrushna and its environs, which in ancient times were called Saks, are called Oguzes in medieval sources. Abu Nasr al-Utbi gave information about the battles between the Emir of Samarkand Abu Ibrahim Muntasir and Karahanid Elahan [9], and also wrote about the left bank of the Middle Syr Darya, cattle breeds living on the northern and western borders of Ustrushna, and their connections with agricultural (Ustrushana). Ibn Haukal said: "The back of this city (Zaamin) faces the mountains of Ushrusan, and the front faces the land of Guz. This is a flat steppe without mountains. "[7]

N.N. Negmatov also notes that in the IX-X centuries. Oguz migrated along the northwestern borders of Ustrushna, Mirzachul steppes and Syr Darya [10].

At all times in Ustrushna, the relations of the peasant population with the livestock population were active, and this played an important role in the connection between the agricultural oases of Central Asia and the vast steppes of Eurasia. The extent of this influence can be analyzed on the basis of burial materials studied in the region related to animal husbandry [11].

When studying the monuments of Ustrushon in the territory of modern Tajikistan, the orientalist A.M. Belenitsky, O. Smirnov, the famous architect V. Voronin, in particular, is an academician of the Academy of Sciences of Tajikistan, the head of the complex archaeological expedition of Northern Tajikistan N.N. Negmatovs did a great job. Also E. Saltovskaya, S. Sh. Marafiev, T. Belyaev, A. Bilolov and architect S. Khmelniisky concern, anthropologist P. Scientists such as Kiyatkina also devoted their many years of scientific activity to the study of the history of this region.

Northern Tajikistan conducted a comprehensive archaeological expedition, along with the culture of urban planning, also conducted studies of monuments of the history of animal husbandry and scientifically analyzed archaeological finds based on ancient and medieval sources. N.N.Negmatov was the first to give a detailed description of the history of Ustrushona from antiquity to the 10th century [12]. Such studies continued consistently in later periods. Graves belonging to livestock farmers in Ustrushon are especially common in the Uratop and Khojand regions. The Khujand-Ustrushon detachment and the Comprehensive Archaeological Expedition of Northern Tajikistan (CAENT) found that the graves of the material culture of livestock breeders were located in three groups in the Tagayak-Langar valley of the New Region. These are the cemeteries of Karnaitop, Miskintop and Nomsiztepa, located on the eastern side of the village of Yakhton. (2.5 km west of Oratepa). Several mounds were found in the vicinity of the villages of Navgand, Kemkol and Degmay near Nov, more than 20 in the village of Yantak and 30 single and group mounds on the northern slopes of the Mongolian Mountains [13].

The Tepai-Pirmukhammat cemetery, three meters high and 45 x 30 m in diameter, was discovered in the eastern part of the village of Shakhristan, Uratopinsky district. It records bodies buried in the tomb from north to south, and material sources (ceramics and metal objects) dating back to the beginning of the century (5.10 bodies). Scientists have found that corpses have been stored in this monument since ancient times, most of which date back to the 9th-12th centuries.

A burial mound dating back to the early Common Era was also excavated at Havotag, north of Uratepa, and a large amount of hand-made hum, red ocher mustard and a red ocher goblet were found next to the corpse. From the village of Khojai Sof, located on the slopes of the Turkestan mountains in the Ganch region of the Khodjent province, there are rich material sources in ancient tombs, and the bodies are buried in graves with fire [14].

A.K. Mirboboev studied the Kurkat crypts (graves) of the 3rd-7th centuries in the New district of the Khojent region. They are shaped like artificial caves and have been found to have two different structures. The first one is not divided into separate parts. The second is a vestibule, and Dakhma's rooms are separate. Up to 58, 172, 182 human bones are recorded in each of these drachmas [15, 16]. According to T.P. Kyatkina, the skulls of corpses in these sagans were also examined, and with their help, reliable data were obtained on the anthropological structure of the region's population. Middle tombs of the 2nd-4th centuries AD have been investigated at the

Maidonisay cemetery, located in the northern foothills of the Kalai-Kakhkahi (Shahristan) [17]. T. Kyatkina determined that the anthropological structure of the corpses recorded here was a Caucasian mesobrahikran. A.K. Mirboboev studied 19 middle and Lahad graves in the IV-VI centuries AD at the Langari-Khojien cemetery, located southwest of the village of Chorku, Isfara region. In them, the bodies were buried separately and together, from north to south, head to the south, on the ground and in sagans (coffins). Eleven tombs of the 2nd-1st and 1st-3rd centuries BC were discovered by this archaeologist near the nearby village of Tangai-Surkh.

E. D. For many years Saltovskaya studied the Dashti-Asht cemetery, located on the right bank of the Syr Darya on the slopes of the Kurama and Karamazor mountains. The cemetery stretches 12-15 km from east to west and 6-7 km from north to south. It is noted that there are more than 500 buildings and tombs here.

The tombs are made up of a small pile of stones. At the bottom of the heap is an oval or semi-rectangular burial chamber, unevenly filled with stone. In it, the bodies were buried separately, in pairs and groups, lying on their backs, elongated, sometimes bent, and placed on a smooth stone on their heads, facing from north to south. He dated the period of the tombs to the VI-IV centuries BC, and the buildings - to the I-II centuries, VI-VII centuries [19].

The author divided these tombs into three groups according to their structure and described each of them. On the territory of ancient Elak, by the Angren River, 5 km west of the Tyrkashtepa fortress, there is the Chugzhanskoye cemetery. From here, 17 buildings and 8 tombs were explored. All tombs are in the form of a stone box, located at the bottom of the embankment and almost in the centre. They were stolen in antiquity. B.A. Litvinsky also dated the formation of these tombs from the 3rd-2nd centuries. BC. until the 5th-6th centuries. A.D. [20]. dating back to the Middle Ages (X-XII centuries) were discovered and studied [21, 22]. Dozens of burial mounds in the Isfara region have also been studied, such as Isfara I, Karabakh, Surkh, Chorku I, Chorku II, Vorukh cemetery, Vorukh stone cemetery, Keke and many material sources in them. Their periodic date is established from the II century BC to the VI-VII centuries AD. A brief description of some of the work that has been carried out so far in the Ustrushona area allows us to imagine the scale of archaeological research and scientific results. If we add to this research conducted in the Uzbek part of Ustrushna, it will become even clearer how important the region is between agricultural oases and nomadic steppes.

## CONCLUSION

The monumental materials listed above, studied and recognized by the wide scientific community, are important for studying the history of the shepherds who lived in the area. The listed and individually or grouped mounds, some of which have been studied by archaeological excavations, testify to the high authority of livestock breeders in the vast expanses of Ustrushna, associated with vast steppes. In ancient times and the early Middle Ages, shepherds seem to have had a great influence on the socio-political and cultural life of the agricultural oases of Ustrushna.

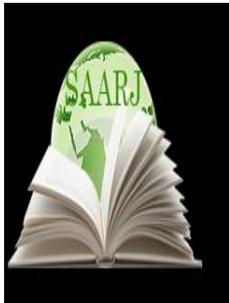
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## THE PROTEIN PROBLEM AND SOME OF ITS SOLUTIONS

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### ABSTRACT

*This article discusses the problem with proteins and how to solve them. Solving the protein problem is one of the main tasks of the peoples of the world. It is grown from animals and plants. Vegetable protein is 3-5 times cheaper than animal protein and accounts for 55% of the protein produced today. In particular, soybean protein contains more than 10 amino acids, which are 2.5 times richer in protein than wheat grains, and 3.5 times higher than corn grains, and superior in quality to other plants. Soybean flour is used to make meat, valuable soybean milk, protein isolate, soy dietary fibre, and more than 100 protein-rich foods. Shade also increases soil fertility. Tuber bacteria in their roots accumulate from 100 to 150 kg of biological nitrogen in the soil, enriching the soil with nitrogen.*

**KEYWORDS:** *Protein Problem, Vegetable Protein, Soil Fertility, Legumes.*

### INTRODUCTION

In the Action Strategy of the Republic of Uzbekistan for 2017-2021, the issues of modernizing agriculture, as well as all sectors, the placement of high-yielding crops rich in nutritious vitamins and proteins are clearly spelt out. The main goal is to use our vast untapped domestic potential in agriculture to stockpile quality food, bread, meat, eggs, milk, fatty foods, wet and dried fruits, all types of vegetables so that our people can live in a healthy and prosperous environment. environment. ...

“For a person to lead a healthy and productive life in a normal way, his body must be provided with adequate nutrients and quality protein necessary for proper metabolism, health promotion and prevention of various diseases, slowing the ageing process and prolonging life. The nutritional value of the food consumed depends on the level of protein in the composition. Proteins are complex, high molecular weight nitrogen compounds composed of amino acids. Proteins in the human body perform vital functions such as plasticity, energy (energy source), catalytic, control, regulatory and protective functions. In this regard, along with food, the most important for human life is the consumption of essential amino acids, vitamins, minerals, trace elements and other substances that are not spontaneously formed in the body.

## **MATERIALS AND METHODS**

According to M. Nazarov, K. Mirzazhonov, O. Ibragimov, S. Isaev (2014), planting crops richer in protein will solve the problem in two ways, namely, first of all, to make up for the deficiency of protein and humus in soil and nitrogen. Protein is made up of carbon, hydrogen, oxygen, nitrogen, sulfur. In living cells, there is no protein-free metabolism, the source of energy in the body is sharply reduced, less than 16% of the nitrogen in protein cannot support the viability of protoplasm, physiological and biochemical processes do not occur in the body of living plants without nitrogen, the process of photosynthesis changes radically. Nitrogen forms the basis of a living cell and is part of the protein, which is the most important part of protoplasm. This means that the growing plants will be fully supplied with nitrogen, which will provide livestock with nutritious, vitamin-rich feed, hay and quality feed. That is, nitrogen, which is a vital substance in nature, becomes food for other organisms, “animals” of people and intermediate consumers, as well as rudimentary organisms. The human body needs 20 amino acids, four of which pass from the animal kingdom to humans alone - an evolutionary process that continues for millions of years. According to experts, the daily protein requirement of the world's population is 700 thousand tons, which on average is 95-100 grams per capita for more than 7 billion people.

It should be noted that for normal biological processes in the human body, it is necessary to consume 90-100 grams of protein per day, which releases 4 kcal of energy per gram, as a result of which haemoglobin is formed in the blood, providing oxygen (O<sub>2</sub>). Deterioration of quality leads to deep diseases.

This leads to a violation of the biological regime in the body. From the results of scientific research, many of our scientists know that the importance of protein in providing livestock with complete feed, feed and compound feed was recognized above.

By analyzing the amount of protein (seed and stem) contained in wheat, Lard, corn, soy, potatoes, and other crops that have high yields on earth, you can see that the soybean plant is an effective crop from all sides. It can be assumed that the protein content in soy is up to 52 percent, fat-up to 26 percent (Table 1).

It is no secret that currently the amount of protein grown from the animal and plant world is not enough for our consumers. In particular, for animal husbandry, there is also a deficit of protein (protein) by 2-3 times. This means that it is now becoming obvious that it is difficult to meet the protein needs of the population and domestic animals with wheat protein alone (on average, 10-17% protein). However, in increasing the amount of protein, especially vegetable, the plant world is of great importance. About 60 percent of the protein consumed by people around the world is provided by cereals. Of course, it is possible to significantly increase this amount in the

length of service, the main goal of our article is also aimed at increasing the amount of valuable protein that can be enriched with types of crops, Healy varieties, seeds, plants with high levels of protein in the body. The product of these cultures is easily digested, they will not contain cholesterol, which is difficult to digest in the human body.

**TABLE 1. INFORMATION ON THE MOST COMMON FOOD CROPS IN WORLD AGRICULTURE**

№	Crops name	Area, mln, ha	Total harvest, ml. tons	Chemical composition of the plant, %				Feed unit
				Amount of protein		The amount of oil	Amount of carbohydrates	
				in seeds	in stem			
1	Wheat	250	857,5	octo.17	1,2	2	68,7	117
2	Rice	153,5	592,8	jyu.18	01.фев	0,26	79,36	122
3	Corn	137,5	596,4	aug.14	2,4-3,6	04.02.2005	68-78	130
4	Potatoes	19,5	368,1	1,2-3	0,2	1	23,7	108
5	Soy	113	220,64	45-52	13,2	15,5-25,5	20	138
6	Peanut	26,4	44,9	26-28	nov.19	48-50	21	112
7	Peas	10	30	19-30	11.mar	04.jyu	46-60	121

Based on the above analysis, we need to plant more crops, especially those that are characterized by high protein consumption in the composition of food-giving crops. The selected cereal grain crop should be such that it will improve both soil fertility and provide a grain crop rich in high and nutritious proteins. It is known that the dog of leguminous cereals contains more vitamins and microelements than all grain crops, which are important for the human body as well as for the ration of livestock. One should not be mistaken in choosing the types of crops to be planted. Unfortunately grown in the following years, clay quality does not meet the required level, gluten is low, protein is lacking, soil fertility is decreasing from year to year. Its seeds belong to a group of expensive crops, due to the content of 50% protein and 25-28% fat. Also, soybean retains in its composition all the irreplaceable amino acids that are found in animal protein. Therefore, soybean protein can be obtained from milk, yoghurt, cottage cheese, cheese, sausages, environmentally friendly quality butter, egg powder (containing lecithin substance). Bread products prepared with the addition of soy flour do not quickly harden, and they remain soft for 4-5 days, and bread baked with the addition of soy flour is twice as nutritious. From soybeans, more than 100 different products are prepared, which are necessary for the national economy today. Soybeans are environmentally friendly, quality and at the same time relatively inexpensive raw materials used in the food industry. It has been found that the composition of the remaining porridge product contains 14 different amino acids, after separating the purest oil used in cheap, food from soybean cereal in oil factories.

The substances contained in this waste response are recommended as a feed rich in amino acids for chicks for 3 days. When soybeans are fed in poultry farms, the quantity and quality of eggs obtained from them increases. Soybean protein is also used in sericulture as a feed. For example, in Japan, silkworms are fed up to five times a year. At the same time, liquid pastes are prepared

from soybean protein and they feed on silkworms. The main purpose of the above analysis is that increasing the area of shadow crops in the soil climate creates great economic opportunities. Also in our country, soybean cultivation is widely established, increasing the fertility of agricultural land, providing food industry enterprises with valuable raw materials that ensure the cultivation of cheap and affordable valuable protein substances that lie in a significant internal reserve. The above suggestions and recommendations can be interpreted based on the following examples. In this area, the Samarkand entrepreneur Khurshed Rasulov produced 2 types of soy protein for processing soy; the production of soybean fibre is one of the most important works in the Republic. During his visit to the Samarkand region in 2018, President Shavkat Mirziyoyev gave instructions on processing soy oil and spoke about its health benefits. On March 17, 2018, Shavkat Mirziyoyev, while familiarizing himself with economic projects in the Okdarya district, presented a project for soybean processing to local entrepreneur Khurshed Rasulov.

At the first stage, the soy peel is separated, and this will be feed for bred cattle. In the next stages, soybean extract is purified using a special technology. The soybean protein is then isolated and separated from the nutrient fibres.

At the final stage, liquid soy is sprayed onto a special device in the form of a funnel. Liquid soybeans falling into the funnel, where the high-temperature air is sprayed, looks like a powder and falls. At the final stage of the process, the product is placed in bags. Soybean protein isolate and dietary fibre are both powdery, meaning they look the same. You can tell why these products are being used. Soy protein isolate is mainly the base of meat products and is added to sausages and sausages. Taking this into account, today soybeans are grown in the country on about 20-22 thousand hectares. This, of course, keeps today's oil-fat companies running smoothly. In general, we have internal capacities to sow not 20 thousand hectares, but 200-300 thousand hectares across the country. This plant is also one of the most important crops in terms of increasing soil fertility.

According to academician M.V. Federov, 40 kg of peas, 100 kg of moss, beans and lupine, soybeans - up to 150 kg of biological nitrogen are accumulated in the soil per hectare during the growing season. Depending on the protein content of soybeans, there are 138 feed units per 100 kg of grain, and grain, sorghum and stems are cheap and nutritious protein feed for livestock and poultry, which contributes to their rapid fattening. Soy protein is 3-5 times cheaper than animal protein and is close to animal protein in taste and aroma. The use of soybeans in the world food industry is very wide, and the development of this technology began in our country. In particular, in several countries of the Far East, the main national dishes are soy milk, soy cheese and other soy products. Soy protein easily binds to water and fats and forms stable compounds. Today, the decline in soil fertility of agricultural lands, the use of large amounts of mineral fertilizers and toxic chemicals, soil pollution with various harmful substances, especially heavy metals, deterioration of land reclamation and unsuitability for agriculture are becoming a global problem. Because today the only source of satisfaction of the growing demand for food is products grown on agricultural land.

Thus, one of the main ways to maintain and improve the ecological state of the soil, reduce the harmful effects of toxic chemicals used in agriculture on people, is the transition to organic agriculture by planting soybeans, while providing nutritious and high-quality protein for the growing world population. ... today one of the urgent tasks for meeting the demand for

substances. Today, the growing area of protein-rich crops such as soybeans, lupines, beans, peas, alfalfa, alfalfa, etc. is one of the few solutions to the problem of incoming protein. With pleasure, we can give an example of a plant of a different shade. According to scientific sources, soy has been known to mankind for thousands of years, but this is one of the newest discoveries in world agriculture. This plant has attracted the interest of American and Chinese scientists and farmers back in the 70s of the last century. As a result of planting in very large areas, it began to spread very quickly to neighbouring countries and regions. Many characteristics of soybeans were mastered by the Americans in the bottomless desert savannas of South America.

As a result, the quality of the grain grown has changed the way of life, and the changes in the soil have attracted neighbouring farmers. This can be compared to the development of the deserts of Central Asia in the 50s and 60s of the last century and the significant expansion of the vast plains of the USA and Canada in the late 19th century. The expansion of shady areas has enriched farmers in Brazil and Argentina, especially in the hinterland, which has radically changed the face.

As a result of planting soybeans in areas where until recently nothing was grown, large agro-industrial clusters of the meat and dairy industry were created, specializing in soybean processing and feeding large horned animals. According to experts, in the next decade, global demand for soybeans will grow by more than 20 percent.

As a result, sales of soybeans on the world market exceed those of wheat.

In recent decades, soybeans have become the leading agricultural crop in terms of absolute growth in acreage. The average reader will find soybean a cheap substitute for animal protein. It is used to improve the composition, colour, odour of various food products, to obtain foam, jelly and emulsions. With the help of soy, the problem of today's production of high-grade vegetable protein is solved. In India, China and other developed countries with a population of more than one billion people, Japan, Korea, Indonesia, the USA, Vietnam, Brazil, the human body's need for protein are satisfied only by soy. Its various varieties contain up to 52% of dietary protein, up to 26% of easily digestible unsaturated fats, biologically active substances and vitamins. Straw contains 4-5 percent protein and up to 5 percent fat. Soy protein contains more than a dozen amino acids, which are 2.5 times more than in wheat and 3.5 times more than in corn. It is also possible to produce various products from soy waste, including building boards, fabrics, artificial fertilizers.

In addition to processing soybeans as a technical crop, it is widely used as the main raw material in the soap, lacquer, paint and varnish, textile, chemical and industrial industries. But most of the soybeans grown worldwide are used for animal feed, not in the food industry. It should be noted that soybeans can be one of the most important crops in increasing the productivity of irrigated, desert, steppe and rural lands of the republic. The above information about the soybean plant is very convincing, including the expansion of its arable land in the country, the cultivation of soybeans, such as Agrobioxolding LLC in Yangiyul district of Tashkent region, Yunusjon Ahli LLC in Akdarya district of Samarkand region. and the creation of agricultural enterprises and diversified clusters specializing in processing is necessary today. Winter wheat is planted on 1.3 million hectares of irrigated land in the country. We would secure our protein supply by placing legumes such as soybeans on about 30-40 percent of this area.

At the same time, legumes grown as a secondary crop are a source of nitrogen enrichment in the soil, and bacteria are retained in the shade, which accumulates full nitrogen in their roots, which can absorb 78% of free nitrogen from the air.

## CONCLUSION

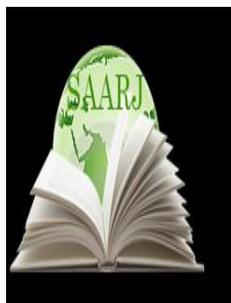
Thus, soybeans, lupine, beans, peas, moss, alfalfa and other legumes in our conditions are useful crops for the soil. They are an important enrichment after alfalfa and are crops that should be planted in rotation. The share of alfalfa stalks in the total sown area of the country is 1-1.5%, and the share of legumes is only 2%. The urgency of overcoming this negative situation only by expanding the acreage for leguminous crops remains. From year to year, the amount of humus in the soil of the country's irrigated lands is significantly reduced.

In conclusion, in order to restore soil fertility and regularly improve it, placing the crops mentioned above at least 30-40% as repeat crops after winter wheat in irrigated areas also provides some solutions to problems such as protein deficiency.

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**ZEOLITE DRYING ADSORBER - DEVELOPMENT OF A SCHEME FOR  
 USING "DRY GAS" FROM THE STABILIZATION UNIT IN THE  
 PROCESS OF NaX REGENERATION**

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**ABSTRACT**

*In addition to oil reserves, which are hydrocarbons from our natural resources, the Republic of Uzbekistan also has a large number of gas fields that process hydrocarbon gases from natural and oil refineries, of which liquefied domestic gas, propane solvents are necessary for the national economy and consumption. , the gradual reduction in the import of valuable products and reagents, such as ethane, which is used as a cooling gas, and the full provision of our own production in the near future remains an urgent problem today. Modern requirements determined within the framework of the international standards "Euro-4" and "Euro-5" oblige the production of such energy carriers for internal combustion engines, in which the residual sulfur content should not exceed 10 and 1 ppm, respectively. Consequently, the organization of work based on the study of obtaining fuel by the compounding method with improved environmental and operational performance is a necessary and relevant direction today [5].*

**KEYWORDS:** *Hydrogen-Containing Gas (HCG-Hydrogen-Containing Gas), Zeolites And Absorbents, "Dry Gas", Inert Gas (Nitrogen).*

**INTRODUCTION**

One of the most important characteristics of a catalytic reformer is maintaining a specific process standard for the production of hydrogen gas, which plays a central and important role in the production of hydrotreaters, hydrocracking, catalytic cracking and other catalytic process units. Catalytic reforming is the most widely used process in the world and is part of a series of

chemical processes designed to increase the octane number by increasing the number of aromatic hydrocarbons in gasoline products to increase their resistance to detonation [6].

The most effective methods for obtaining unsaturated hydrocarbons are the processes of the first group - high-temperature decomposition processes, which are considered in this work [7].

### Main part

One of the important factors is maintaining the moisture content in the circulating hydrogen gas at a level of 10-30 ppm (1 ppm-0.00001%). As a result of the aromatization reaction, in addition to hydrogen, the catalytic reformer also produces saturated light hydrocarbons, hydrocarbon gases such as methane, ethane, propane, which are widely used in the economy and industry.

**Moisture properties in a gas containing recycle hydrogen in a reformer system.** Moisture in HCG is key to the activity and selectivity properties of the catalytic reforming catalyst. In this regard, it has two different roles:

- catalyst activation
- water - active participation in chlorine balance

Moisture in HCG is controlled in parallel with chlorine since the chlorine concentration on the catalyst surface depends on the  $H_2O/Cl$  ratio, the chlorine concentration increases.

Humidity in the HCG is controlled by supplying water (steam condensate) to the system, i.e. if it is low, it is supplied, if it is high, the HCG is drained. Typically, the humidity is 5 - 10 ppm (0,00005,-,0,00010%). Of course, the water content of the feedstock (hydrogenate) must be taken into account in compliance with this rule. The moisture content of HCG is constantly measured and controlled and maintained at a level of 20-25 ppm. Violation of this standard adversely affects many of the quality indicators of the device:

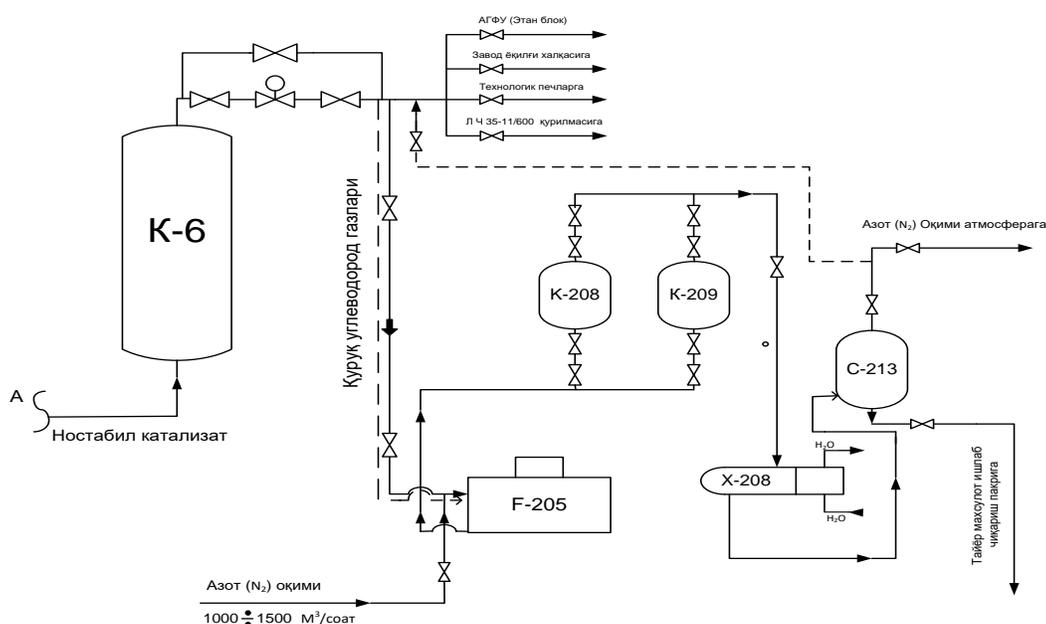
- a) As a result of excessive gas drying: - leads to a decrease in chlorine reserves in the first reactor - a decrease in chlorine content in the gas - and increase in methane content in HCG - a decrease in the octane number of the catalyst (finished product). Moderately dry gas indicates a very low water content in the feed. In this case, it is necessary to increase the amount of water (condensate) supplied to the system, but this increase can also lead to an increase in hydro cracking in the process.
- b) Excessive increase in humidity in gas:
  - Increase in chlorine content in VTP,
  - Decrease in chlorine content in the catalyst of the first reactor,
  - Increase and decrease in chlorine content in the catalysts of subsequent reactors,
  - temporary increase in HCG, - reformat (catalyst)) leads to a decrease in octane number.

From the above bases, it is understood that the humidity of HCG greatly affects the quality of the product, the active operation of the catalyst, while conducting the process in accordance with the standards. Therefore, to maintain humidity in the HCG at a normal level, the role of gas drying is large if the humidity increases. Drying absorbers are used for gas drying.

The current demand for highly purified nitrogen  $N_2$ , which is 0.2% oxygen  $O_2$ , which is more expensive to produce in the existing gas drying system and needs to be purchased from neighbouring enterprises, took advantage of this process. The need for cheap and convenient schemes is growing day by day.

After separation of gaseous (HCG) and liquid hydrocarbons from the C-7 separator, the drying adsorber enters K-208 or K-209 from below, and moisture is absorbed in the zeolite layers. The compressor pre-suction separator is moved to C-9. In the s-9 separator, liquid hydrocarbons that have partially passed through the K-208 or K-209 adsorber are drained (drained). "Dry" HCG is compressed by compressors and returned to the system when the pressure increases. The process continues. As a result of HCG passing through the NaX zeolite layer located in the K-208 or K-209 absorbers, excess moisture is retained due to the adsorption process, and the dried HCG is returned to the system at normal humidity levels. This process continues until the humidity becomes normal. A layer of zeolite saturated with moisture, i.e. liquid hydrocarbons, is used until it loses its ability to retain moisture. Then the backup adsorber is started, and the saturated adsorber is stopped for drying.

**Scheme 1. System block of reforming**



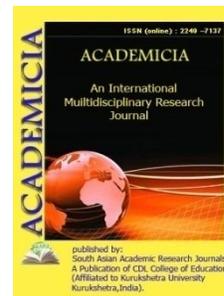
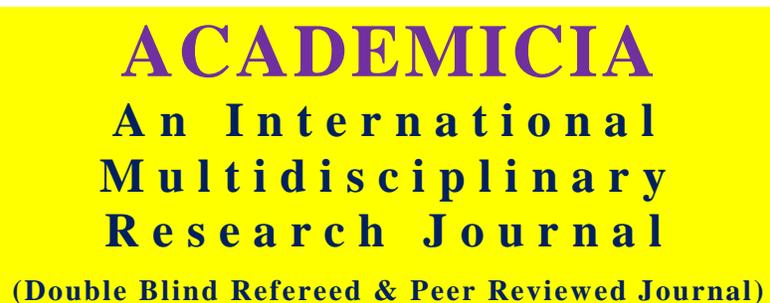
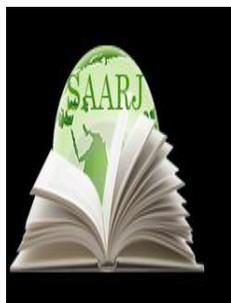
## DESCRIPTION OF THE TECHNOLOGICAL SCHEME

The description of the drying scheme for zeolite is as follows: Inert gas from the "Azot" enterprise - nitrogen  $N_2$  with a content of not less than 99.02% and oxygen  $O_2$  not more than 0.2%. Nitrogen from 1000  $Nm^3/h$  1500  $Nm^3/h$  in the cylindrical furnace F-205 with a flow rate of  $Nm^3/h$ , the temperature gradually rises and is transferred to adsorbers K-208 or K-209. The temperature of nitrogen gas rises from 250 °C to 3000 °C. In turn, the layers of zeolite inside the adsorber are gradually dried. Drying process: steps such as raising the temperature, drying, storing in a warm environment, cooling, take at least 5-7 days. During this time, 1500  $Nm^3/h$  of gaseous nitrogen is consumed, which in total is 216000  $Nm^3$ . The two desiccant adsorbers use 432,000  $Nm^3$  of nitrogen gas. From an economic point of view, this requires a large investment.

Stabilization of unstable catalyze in catalytic reforming units, i.e. separation of light hydrocarbon gases such as methane, ethane, propane and butane - stabilization column K-6, if the exhaust gases are used to dry the zeolite, valuable nitrogen will be saved. The composition of gases supplied as raw materials to furnaces, fuel rings of the plant, technological equipment LCh-35-11/600 or AGFU (ethane block), enriched in hydrocarbons and increases the production of catalyzing, the main product, which reduces its cost.

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## ECONOMIC SECURITY AND SOCIAL PROTECTION OF THE POPULATION IN THE CONDITIONS OF THE GLOBAL PANDEMIC IN UZBEKISTAN

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### ABSTRACT

*The article describes the measures taken in Uzbekistan to ensure economic security and social protection in the event of a pandemic, based on the essence of economic security and its principles.*

**KEYWORDS:** *Pandemic, Economic Security, Stability, Economic Interest, Economic Security Strategy, Economic Growth, Economic Potential, Economic Crisis.*

### INTRODUCTION

Ensuring economic security is important for any independent state. The urgency of ensuring economic security is also characterized by the fact that the national economy is able to provide normal living conditions for the population, provide it with sustainable resources, and realize the interests of the national state. In particular, the one-sidedness and dependence of the economies of the young independent states, as well as the low standard of living of the population, pose a social threat and negatively affect security. Economic security belongs to different subjects of the economy, which include: individual citizens; private enterprise, business; state enterprises; National economy; state. In the internal economic sphere, security is associated with natural, technical, economic, infrastructural, social, micro and other factors of macroeconomic development, as well as with internal capabilities that protect against the consequences of various instabilities, internal and external threats. Security in the foreign economic sphere is characterized by the country's competitiveness in the world market, the stability of the national currency, and the country's financial condition. The most important issue of ensuring the economic security of the young independent states that are part of the world economic system is the achievement of the country's economic independence. In them, in particular, the economic reforms being carried out in Uzbekistan will radically change the geopolitical situation in the

country, its place in the modern world economic system. The reforms affect the mechanisms of motivation, interests, the economic activity of people, business entities. Reforms also affect the material base of production, changes in the structural structure of the economy, scientific and technical potential, and ensuring economic balance. This shows that the problems of economic security are inextricably linked with the goals, strategy and priorities of economic reforms.

## **MATERIALS AND METHODS**

In the transition period, the strategy of the economic security of the state is primarily aimed at maintaining and improving the standard of living of the population, ensuring social and political security, interethnic harmony, preserving the foundations of the constitutional order and building a solid system of national values and interests. Indicators representing the lower limit of the state of the socio-economic system are used as the principles of economic security. When indicators fall below this limit, threats to the economic system arise; they can lead to malfunction, degradation of this system. To determine this limit and its quantitative size, you must do the following:

- study the basic conditions of the national economy and the functioning of the economic system and determine the indicators that characterize them;
- to identify the factors leading to the crisis and instability of the national economy;
- assessment of conditions, factors and opportunities for the emergence of various crises, dangerous situations;
- identify ways to prevent threats to security and stability.

It is also important to predict the costs required to compensate for losses from various economic threats and adverse events. As a result, it will be possible to compensate for damage from emergencies, to assess and timely formulate resources aimed at ensuring sustainable socio-economic development. In this regard, it is necessary to distinguish between the concepts of compensation resources and compensation potential. Compensation resources in their content mean insurance, reserve, reserve resources. The compensatory potential is reflected in the stability of the country's economy to crises, its ability to prevent and overcome, the ability to restore the stability and sustainability of the socio-economic development of economic processes. Compensating capacity refers to the ability of the national economy, any sector of the national economy, or any specific region to recover from natural disasters.

Compensation options include:

- material resources of production and non-production nature;
- special reserves by region;
- Possibility of additional vehicles required for the delivery of material resources to the places of crises, accidents;
- additional reserve capacity (especially in the energy sector), as well as technical equipment required for large-scale rehabilitation work;
- provide social assistance to the population and maintain a reserve potential for the formation of social stability of the population.

Compensation opportunities are also characterized by financial reserves, insurance system, international aid and charitable foundations opportunities, health system mobility, retraining and

other factors. The following elements of the country's economic system are subject to economic security:

- the country's macroeconomics;
- regional and sectoral economics;
- the economic interests of the family and the individual.

In the context of a global pandemic, failure to take appropriate social and economic measures based on effective mechanisms can lead to stagnation of enterprises, higher unemployment, lower-income and savings and, as a result, lower GDP, slower economic growth and increased poverty. possible.

According to the International Monetary Fund (IMF) baseline forecasts to stop the spread of the coronavirus pandemic in the first half of this year and a gradual recovery in economic activity from the second half of the year, the global economy is expected to contract by 4.2% in 2020.

At the same time, the economic recession amounted to 6.1% in developed countries (including the United States -5.9%, eurozone countries -7.5%) and developing countries -1%, as well as in Russia -5.5% and in Kazakhstan -2, five%. In Uzbekistan, economic growth is projected at 1.8 percent [6].

According to the public relations service of the Center for Economic Research and Reforms under the President of the Republic of Uzbekistan, the average number of unemployed in Uzbekistan before the pandemic was about 1.35 million, while during the pandemic the number of unemployed was about 2 million. In addition, about 550,000 labour migrants in Uzbekistan were unable to leave to work in other countries. [1].

From the above, we can say that in the face of uncertainty about the level and duration of the impact of the coronavirus in many countries, a number of ongoing economic measures are being taken. In accordance with them, international organizations also make important decisions.

As in all countries of the world, the global pandemic has affected the economy of Uzbekistan. For this reason, many countries around the world are developing large-scale local stimulus programs to prevent a sharp economic downturn that could lead to a deep recession in the global economy.

In this regard, in order to strengthen social protection of the population and ensure economic stability in the fight against the spread of coronavirus infection in the Republic, the President of the Republic of Uzbekistan "On additional measures to support the population, industries and enterprises during the coronavirus pandemic", Resolution PF-5996 "On further measures to support the population and business during the coronavirus pandemic" and additional measures to provide financial support to the population in need of social protection and assistance during the coronavirus pandemic. Resolution No. PF-6038 "On Measures" is an important document in the correct organization of work in this area. According to the Center for Economic Research and Reforms under the President of the Republic of Uzbekistan, over the past period, more than 500 thousand business entities and more than 8 million citizens received about 30 trillion UZS were provided with benefits and preferences. Such large-scale state support was provided in March through the creation of the Anti-Crisis Fund in the amount of 10 trillion. UZS and many other measures are taken. In particular, the Anti-Crisis Fund of the Ministry of Finance currently spends 5.3 trillion UZS, of which 746 billion UZS were allocated for coronavirus infection,

1,741 billion UZS - for social support and 641 billion sou UZS ms - for social support. The cost of supporting the industry amounted to 2 trillion 166 billion UZS.

The total cost of all measures taken to support the population, economic and business sectors during the coronavirus pandemic is 62.6 trillion UZS (more than 6.13 billion US dollars) (more than 10% of the GDP of the Republic of Uzbekistan).

## RESULTS AND DISCUSSION

In a pandemic, any state develops its own models based on its economic capabilities. State support is very important in the fight against a crisis in which not only subsidies or direct payments, but also tax cuts or exemptions in the first place. The state incurred most of the economic and financial costs, which was done in order to minimize the damage to the economy, primarily small and medium-sized businesses, during the epidemiological instability. The economy allocated \$ 2.3 trillion. Sums of tax benefits, 3.6 trillion soums - from the Anti-Crisis Fund. The scale of this assistance will be difficult to perceive for people not directly related to business. But it's true that the mayor saved a lot of jobs and stopped working. It takes into account that small and medium-sized enterprises produce 54% of the country's GDP and provide 76% of jobs, take measures to support it. A great deal of work has been done to stimulate employment, preserve jobs and income. Special:

- About 230 thousand unemployed were provided with temporary work at the expense of the Public Work Fund;
- More than 33,000 low-income families were employed through a subsidy mechanism for the development of private land and the creation of agricultural cooperatives;
- About 3000 labour-intensive construction projects for business development;
- 20 thousand unemployed received unemployment benefits.

As a result of the ethics measures, 374,000 people were provided with work and permanent income for three months. At the same time, material assistance was provided to 27 thousand unemployed for 10 billion soums. For social support of the population, especially low-income families, such attraction of the unemployed to paid public works, 279.6 billion soums were allocated. The number of recipients of social benefits increased from 595 thousand families to 723 thousand families or 21%. In 2020, the volume of loans issued within the framework of family business development programs to create new jobs and increase citizens' incomes amounted to 4 trillion rubles [5].

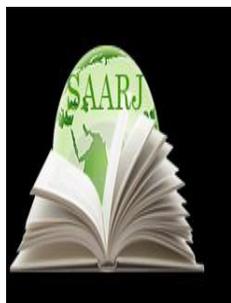
Based on recent decisions taken by our government, from July 1 this year, Uzbekistan has introduced a new system of registration of self-employed people. At the same time, individuals working in the informal sector of the economy are given legal status, and their income is not taxed.

## CONCLUSION

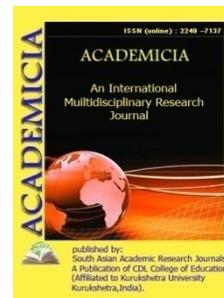
The experience of Uzbekistan in socializing the population during the coronavirus pandemic is primarily used to provide targeted assistance to the vulnerable, available resources to support economic activity and employment and, accordingly, income. This will ensure the stability of all sectors of our national economy in the post-pandemic period, as well as increase competitiveness through the introduction of benefits, incentives and initiatives.

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## STUDY OF PROPERTIES AND METHODS OF CARBON-CONTAINING RAW MATERIAL ACTIVATION

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### ABSTRACT

*Currently, one of the main problems is the purification of wastewater from organic industrial waste and the production of environmentally friendly adsorbents. With the development of industrial production of activated carbon, the use of this product is steadily increasing. Active carbon is used in many chemical engineering processes. In addition, waste gas and wastewater treatment are mainly based on adsorption by active carbon. Only activated carbon can meet the ever-increasing requirements for the purity of our drinking water. This work examines the study of the properties and methods of activation of carbon-containing raw materials. Also the advantages of using technology based on the adsorption of organic substances on activated carbon.*

**KEYWORDS:** *Activated Carbon, Adsorbent, Carbonation, Peat, Coal, Anthracite.*

### INTRODUCTION

Previously, active coal was usually taken as an amorphous type of carbon. Due to Hofmann's X-ray diffraction analysis [1,2], active coal is currently classified as a group of microcrystalline carbon species. The chemical confirmation of the graphite structure of active coals is the possibility of forming compounds. For the first time, Fredenhegen [3] was able to obtain alkali metal compounds with graphite, and Ruff [4] received fluorinated graphite. Activated coals can be attributed to carbon macroporous adsorbents, which are a class of high molecular weight porous carbon materials having a developed specific surface area and having the ability to efficiently and selectively absorb molecules of substances of various chemical nature from gas, steam-gas and liquid. Carbon adsorbents differ significantly from other highly porous materials, such as coke, pumice and graphite, in the content of micropores and supermicropores. Carbon

black, due to its small particle size, has a higher specific surface area (up to 100 m<sup>2</sup>/g) and relates to carbon nanoporous adsorbents.

## MATERIALS AND METHODS

One of the most important indicators of all types of carbon adsorbents is their porous structure [5]. Theoretical bases of adsorption on carbon adsorbents were developed by academician M. M. Dubinin. The proposed and justified model of the porous structure of carbon adsorbents [6] allows us to get an idea of the idealized pore structure of absorbing carbon materials. There are steam-gas and chemical methods for activating carbon-containing raw materials. In foreign practice, both activation methods using zinc chloride, sulfuric acid, and alkali sulfides as an activating agent are developed equally. This is because chemical methods allow us to obtain adsorbents with strictly specified parameters of the porous structure and high adsorption properties [12]. Activated carbon is usually obtained from peat, brown coal, hard coal, anthracite, wood material, waste paper production, leather industry and animal substances. They can also be made from the shells of coconut and other nuts [7]. At fat-and-oil plants where Pharmacopoeia edible oils are obtained, the shell of fruit seeds is a multi-tonnage waste. For the production of activated carbon, the most interesting is the shell of apricot seeds, peaches, plums, and walnuts. Their advantages are low cost, transportability, environmental friendliness, and high prevalence in the Central Asian region [8]. In practice, many different adsorbents are used for different purposes. Preparing them for use may differ. First of all, the adsorbent must be activated for this process.

To activate carbon-containing raw materials, carbonation of solid organic materials is carried out, followed by oxidation of the resulting raw coal with air oxygen, water vapour, carbon (IV) oxide or other activating reagents at a temperature of 700-1000 °C. As a result of this activation, part of the organic material burns out, and the remainder turns into coal, which has a developed porous structure and therefore has a huge internal surface. The structure of activated carbons consists of packages of flat layers formed by condensed hexagonal aromatic rings of carbon atoms. The dimensions of their planes are in the range of 1-3 nm. The orientation of individual planes in carbon microcrystallites is often disturbed, and individual layers are randomly shifted relative to each other, while not always maintaining a mutual parallel arrangement (zones of amorphous carbon) [11-13]. During the activation of coal, water vapour and carbon dioxide diffuse into the pores of the carbonized material and enter into oxidation reactions. In this case, first of all, the least dense part of the material of the amorphous carbon zone is oxidized to gaseous products, resulting in the formation of pores of irregular molecular size. Due to the low density of amorphous carbon, the burning of a relatively small mass of it leads to the appearance of a fairly significant volume of such pores. In the next stage of activation of the coal is partially burnt-out plane of the condensed aromatic rings in the carbon crystallites. In this case, slit-like pores are formed, both between the walls of the crystallites and in the body of the crystallites themselves. Thus, activated carbons have a developed porous structure, which is characterized by the pore size. The use of technology based on the adsorption of organic substances on activated carbon has the following advantages over other cleaning methods:

- the ability to eliminate almost all odours from air emissions;
- the device of adsorption filters necessary for the adsorption of organic substances on activated carbon does not require large capital expenditures;

- the adsorption of organic substances on activated carbon does not cause uncontrolled chemical reactions that lead to the formation of chemicals other than those contained in the original air stream;
- activated carbon itself is a biologically and environmentally inert substance and does not have a negative impact on the company's personnel and the environment;

in some cases, the spent activated carbon (saturated with organic substances and having lost its adsorption capacity) can be reactivated and reused for cleaning[13].

## CONCLUSION

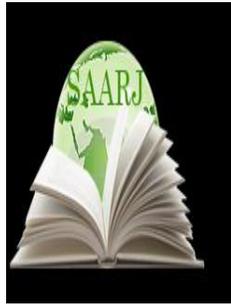
Thus, the properties and activation methods of carbon-containing raw materials used in many processes of chemical technology, such as waste gas and wastewater treatment, have been studied based on literature data from world studies.

The results of this work are one of the examples that a very fruitful and promising area of research that can arise at the junction of the chemistry of high-molecular materials and the activation processes of carbon-containing raw materials.

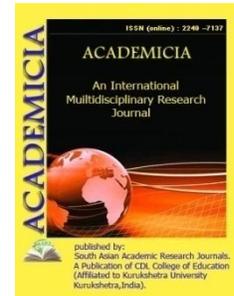
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## PROBLEMS OF PRESERVATION, PROTECTION OF HISTORICAL AND CULTURAL MONUMENTS IN UZBEKISTAN (1980- 1990s)

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### ABSTRACT

*Purpose of the study: to highlight the problems of protection, restoration and use of monuments of history and culture in the Republic of Uzbekistan, which has survived to this day in 1980-1990. The main task: to determine the reasons for the tragic damage to historical and cultural monuments at the last stage of the Soviet era; to study the forms and methods of using historical and cultural monuments during the period of Soviet power and to identify their features. The object of research: monuments of history and culture, preserved in the Republic of Uzbekistan to this day. The subject of research: issues of preservation, repair and restoration of historical and cultural monuments, their use in 1980-1990.*

**KEYWORDS:** *Historical And Cultural Monuments, Architectural Monuments, Archaeological Sites, Historical Centres.*

### INTRODUCTION

Preservation, conservation and restoration of historical and cultural monuments and architectural monuments in the world, prolonging their life and passing them on to future generations remains one of the most important problems in the world. This process demonstrates how relevant it is to scientifically study ancient architectural monuments and preserve them as a cultural heritage of human civilization. International organizations such as UNESCO, ICOMOS (The International Council on Monuments and Sites), ICOM (International Council of Museums) work on the preservation and protection of historical and cultural monuments in various countries around the

world. However, the current armed conflicts in some regions of the world, the human factor, as well as natural-climatic and man-made influences have a negative impact on the preservation, repair and restoration of historical and cultural monuments, their use. All this requires the attention of the international community to this problem. After the independence of Uzbekistan, the focus on national values and cultural heritage has risen to the level of public policy, and attitudes towards them have changed. In particular, comprehensive reforms are being carried out in the field of preservation, restoration and conservation and use of historical and cultural monuments. Preservation and protection of historical and cultural monuments (architectural structures, archaeological sites, etc.) preserved in the territory of the Republic, their use in the development of domestic and foreign tourism and for cultural and educational purposes requires a special scientific approach.

Decree of the President of the Republic of Uzbekistan "On additional measures for the construction, restoration, reconstruction and overhaul of objects of special social, cultural and historical significance" (September 10, 2018, No. F-5361); "On approval of the concept of further development of national culture in the Republic of Uzbekistan" (November 28, 2018, No. PP-4038); Resolutions "On measures to radically improve the activities in the field of protection of tangible cultural heritage" (December 19, 2018, No. PP-4068) and "On protection and use of cultural heritage sites" (October 9, 2009, O'RQ - 228); The Law of the Republic of Uzbekistan "On protection and use of objects of archaeological heritage" (October 13, 2009, No. O'RQ-229), the Cabinet of Ministers of the Republic of Uzbekistan This dissertation serves to a certain extent in the implementation of the tasks set out in the regulations "On measures" (July 21, 2014, VMQ-200), as well as other regulations in the field.

## LITERATURE REVIEW

The study of architectural monuments and buildings on the territory of Uzbekistan and the creation of the first scientific works in this area began mainly in the second half of the 19th century. It would be advisable to conditionally study the scientific literature on this topic in three groups. The first group includes studies created in Tsarist Russia and during the Soviet era. The reason the literature of these two periods is included in one group is that almost all the scientists of the colonial period also worked under the Soviet regime, and their research was published in the Soviet editions. Preliminary research in this area was carried out by N.I. Veselovsky [1,2], V.V. Bartold [3], V.L. Vyatkin [4,5], B.N. Zasiptkin [6-8], D. Nechkin [9], II Umnyakov [10], V.A. Shishkin [11,12], A.Yu. Yakubovsky [13], M.E. Masson [15-18]. Among the studies created during the Soviet period and devoted to the problems of historical and cultural monuments: G.A. Pugachenkova [19], L.I. Rempel 20-22], N.B. Nemtsova [23-25], A. Khakkulov [26], P. Works of Sh. Zokhidov [27], I. M. Azimov [28], M. A. Salimov [29], F. M. Ashrafia [30], IV Isroilova, KS Kryukova [31] and others.

Also, in V.A. Nielsen [32], Yu.R. Rakhmatullaeva [33], I.M. Azimov [34], R. Seitova [35] some problems associated with the study and preservation of historical and cultural monuments in Uzbekistan. studied. After Uzbekistan gained independence, the works of G.A. Pugachenkova, N.B. Nemtsova, A. Khakkulova, P.Sh. Zokhidova, M.K. Akhmedov on the problems of protecting historical and cultural monuments [36-41]. At the same time, the studies of Mirzaev M.A., Islamkhodzhaev Kh.S., Abrieva A.R. are also devoted to the problems of historical and cultural monuments in the republic [42-44].

The works of foreign researchers in the study of historical and cultural monuments of the republic and their presentation to world science are also remarkable. These include studies by such scientists as A.A. Bennigsen, S.M. Gorshenina, Frederic Baupertuis-Bressan, Claude Rapin [45–48].

It should be noted that in the works of the French Soviet scientist A.A. Bennigsen, covering mainly the religion of Islam and Muslim life in the USSR, also contains information on the state of mosques and madrassas, which make up the bulk of the architectural monuments of Uzbekistan.

## **MATERIALS AND METHODS**

In 1980-1990, a lot of work was done in Uzbekistan to protect, preserve and repair ancient monuments. For example, from 1920 to 1980, 240 architectural monuments were preserved and restored [49]. In 1970, in connection with the celebration of the 2500th anniversary of the city of Samarkand, with the participation of UNESCO, several architectural monuments were repaired. In 1977, the "Architect" association carried out restoration and repair of monuments for 2 million 983 thousand rubles (the funds of Soviet times were then nominated in rubles), in 1979 - 5 million 926 thousand rubles, and 1980 - 6.5 million rubles. work is planned. According to the association, in 1979, the collapsed dome of the Taki Telpakfurushon mosque in Bukhara and the Bibi Khanum mosque in Samarkand were restored. The Tillakori Mosque, part of the Registan ensemble, was covered with a blue dome, and the interior was decorated with gold and restored to its original state. The Blue Dome Mosque in Shakhrisabz has been repaired. Also, in the hall and madrasah of Nadir Devonbegi in Bukhara (now this building houses the Museum of the History of Ceramics of the Bukhara Museum of Art and Architecture - R.M.) Hasanmurad Kushbegi and Otamurod Kushbegi madrasahs were also renovated. At present, the Institute of Archeology of the USSR Academy of Sciences has compiled an archaeological map of the Kashkadarya region. It includes over 500 ancient monuments. From 1979 to 1980, the Uzbek Institute for the Preservation and Repair of Cultural Monuments, Research and Design conducted research and design work on more than 50 architectural monuments of Uzbekistan. Among them are the Bibikhanim madrasah in Samarkand, the Ulugbek madrasah, the Kalon Mosque in Bukhara, objects in the city-reserve of Ichan-Kala and others [50].

On August 12, 1980, the CPSU Central Committee adopted a resolution "On the publication of a collection of historical and cultural monuments of the peoples of the USSR." Based on this decision, on September 8, 1980, the Central Committee of the Communist Party of Uzbekistan and the Council of Ministers issued Resolution No. 604 on the publication of a collection of monuments. In accordance with the order of the Central Committee of the Communist Party of Uzbekistan and the Council of Ministers dated September 17, 1980, No. 164 "P" in 1981 in Samarkand and Namangan regions, in 1982 in Andijan, Jizzakh, Syrdarya regions, in 1983 in Bukhara region and on monuments history and culture of the city. measures to prepare for publication in the form of a collection. This order states that in 1979-1980 the monuments of the Tashkent region and the city, Fergana, Surkhandarya, Kashkadarya and Khorezm regions were prepared in volumes [51].

G. Pugachenkova, L. Mankovskaya, P. Zokhidov, Z. Khakimov and many other art critics took an active part in this work. They also took an active part in the preparation of the book "Masterpieces of Central Asian Architecture", published at the initiative of UNESCO. On

September 19, 1980, in Tashkent, UNESCO celebrated the 1000th anniversary of the birth of the great scientist Abu Ali ibn Sino. In preparation for the anniversary in Bukhara, 40 architectural monuments were repaired, statues of the scientist were installed in Tashkent and Afshan. 1 million 446 thousand rubles were spent on this work. The government commission, created by order of the USSR Ministry of Culture No. 417 of August 25, 1980, approved 20 monuments as "excellent" and 20 as "well-repaired". However, at that time in Bukhara, there were 329 architectural monuments protected by the state, of which only 1/8 (12.2%) were repaired.

At the same time, certain work was done to identify and compile lists of architectural monuments in need of repair or conservation. According to the plan of the Ministry of Culture of the USSR for 1982, the Bukhara Special Research and Repair Workshop (GSIR) was allocated 1 million 70 thousand rubles, of which 585 thousand rubles - from the republican budget [54].

At the meeting of the Collegium of the Ministry of Culture of the USSR on March 25, 1982, a report of the Bukhara Regional Department of Culture on the implementation of the USSR Law "On the Preservation and Use of Historical and Cultural Monuments" was heard. The report says that 714 monuments were taken under state protection in the region, including 329 architectural monuments, 259 art monuments and 126 archaeological monuments. Another 20 monuments were recommended for inclusion in the list of monuments of union significance, 274 monuments of republican significance were taken under state protection. Registration records of 379 monuments and photographs of 143 monuments were created, mainly in the city of Bukhara and regional centres of the region [54].

The archival documents also recorded cases of damage to historical and cultural monuments. One of these documents says that part of the wall of the Starobukhar fortress was demolished, the mausoleum of Abdulkhalik Gijduvani in Gijduvan was destroyed, and arbitrary construction work was carried out in the protected areas of the Chor-Bakr and Bahauddin complexes. In 1983, on the occasion of the 1200th anniversary of the birth of the great mathematician and astronomer Muhammad Musa al-Khorezmi, large-scale renovation and improvement works were carried out in the Khiva historical and architectural museum-reserve of Ichan-Kala, a bronze statue of the scientist was installed. By the 2000th anniversary of Tashkent (celebrated in 1983), the mausoleums of Kaldirgochbi (XIV century), Yunuskhan (XV century), Sheikh Khovandi Tokhur (XVIII century), the architectural complex Hasti-Imam (Khazrati Imam), Said Abdul Kasim (XVIII century) were repaired ) restored madrasah, complex Hayrabad Eshan (XVIII century).

Also, by the decision of the government of the republic in 1982, the historical centres of Samarkand, and in 1983 the historical centres of Bukhara were transformed into a state historical and architectural museum-reserve (in 1968 the Ichan-Kala part of Khiva was transformed into a museum-reserve - R.M.). The analysis of the given data shows that in 1980 there were 7056 monuments of history and culture in the country under state protection and in 1980-1983. Only 54 (0.8%) architectural monuments were repaired. When the work is divided by city, the following situation is observed: 40 monuments in Bukhara, 4 in Samarkand, 6 in Tashkent, 3 in Khiva, 1 in Shakhrisabz. In the tenth five-year plan (1976-1980), the Main Directorate of Scientific Production of Cultural Monuments planned to carry out repair, design and survey work in the amount of 24 million 64 thousand rubles, in fact, work for 26 million 943 thousand rubles. This is twice as much as was done in the ninth five-year plan. In the tenth five-year plan, the

number of restored monuments exceeded 140, of which 80% were built in the last 3 years, i.e. 1978-1980 [55].

However, in many cases, these monuments are of poor quality due to poor-quality repairs, and the repairmen are indifferent to their work, therefore, some architectural structures are in a worse condition than before. Worst of all, the inimitable and elegant elements of the monuments have been irreparably damaged. In Samarkand, several unique monuments of the Soviet era, including the mausoleum of the tsars, were demolished, and the gravestones were stolen. The mausoleum of Nuriddin Basir, a unique monument of the XIV century Qutb Chakhordakhum (Samarkand), was blown up. The mausoleum of Abdulkhalik Gijduvani in Bukhara was levelled overnight with the help of bulldozers under the pretext of "atheistic" education. However, the monument was under state protection. In Tashkent, the Mysterious Mosque near Chorsu has been completely demolished.

Part of the fortress wall of the old city of Bukhara was demolished, the mausoleum of Abdulkhalik Gijduvani in Gijduvan was destroyed, and the Chor-Bakr and Bahauddin complexes were arbitrarily built in the protected zones. Many monuments in Bukhara that were damaged by the 1976 and 1984 Gazli earthquakes were damaged due to poor repairs. As a result of the 1984 earthquake, the fortress wall of the Ark collapsed. However, then the wall was repaired. Head of the Institute of Art History Kh.Abdusamatov in a letter to the head of the Main Directorate of Scientific and Production Production of Cultural Monuments FMA Shrafi ODSP-13 (Directorate of Joint Construction Ventures), if the canal is built, the ancient cities of Shurab-Kurgan and Kampirtepa, which are considered unique archaeological complexes, will be under the threat of flooding [58].

Foreign Minister Ashrafi will send a letter to the party committee of the Surkhandarya region regarding this situation. In response, T. Mengliev, the secretary of the regional party committee, said that measures were being taken to protect the monuments of Shurab-Kurgan and Kampirtepa, orders were given to the ODSP-13 [58].

However, as a result of the illegal activities of the city of Termez, ODSP-13 and PMK-2MZR (moving mechanized column - RM), a certain part of the old city was demolished and the Kampirtepa fortification system was damaged [58].

The military also contributed to the destruction of historical monuments. For example, military unit 2099, located near the city of Termez, used the old city as a training ground. The training was carried out here, trenches of different depths were dug. The fort was destroyed by the military, and construction work was carried out there.

The fact that the economy of Uzbekistan is mainly focused on the production of raw materials, the agricultural sector, and the cotton monopoly also led to the destruction and demolition of many monuments. First, the increase in the gross cotton harvest was carried out extensively. As a result, millions of hectares of new land were reclaimed to expand cotton fields, resulting in the destruction of many archaeological sites that have not yet been explored or fully explored. According to the Institute of Archeology of the Academy of Sciences of the Republic of Uzbekistan, until 1960 there were about 30 thousand archaeological sites in the country. By the 1980s, their numbers had dropped to 9,000, or 70 per cent, as a result of degradation and erosion that increased arable land. By the mid-1990s, there were only 5 391 such monuments (18 per cent). For example, in 1977, only in the Ellikkala region of Karakalpakstan, there were 253

fortress monuments, and by 1990 only 28 (11 per cent) ruins survived. The rest were introduced into cotton fields as fertilizer and converted into cotton fields. The Bronze Age monument Boyrachitepa was ploughed up and turned into a cotton field on the territory of the Ok Oltin collective farm in the Altynsai district of the Churkhandarya region. Here, about 20 hectares of the Kyzyltepa monument of the 10th-5th centuries BC are completely ploughed up. and melons are planted.

As a result, the defensive walls, street squares and residential buildings of the ancient city were destroyed. Surprisingly, the monument to archaeologists has been under state control since 1971.

Another example is the ruins of the ancient city of Budrach on the lands of the Akhunboboev collective farm in Denau district. In the Middle Ages, it was one of the cultural centres of the Chaganiyansky region. However, for several years this monument turned into farmland. The state of the world-famous monument Dalvarzintepa was also deplorable. During this period, private buildings on the eastern side of the monument gradually expanded. The city-fortress was turned into a cemetery. It is known that cotton is the most water-intensive plant. This required the construction of many reservoirs and irrigation facilities in the country (by the mid-1980s, the country had 23 reservoirs, 900 irrigation systems and 92 hydraulic structures [62]).

This led to a sharp decrease in the water level in the Aral Sea and, as a consequence, to a deterioration of the ecological situation in the republic. Tons of toxic salts rising from the dry surface of the Aral Sea have caused not only human health but also erosion and destruction of monuments. While the monuments have been eroded by the release of toxic salts from the Aral Sea from above, the rise in water levels as a result of over-flooding of the cotton fields from below has damaged and even destroyed them. Around 2,500 years old, Termez, the Namuna collective farm and the Termez state farm are expanding their cotton fields and groundwater levels have risen as a result of irregular irrigation. As a result, the monument remained in the swamp, and in some places, even small puddles appeared, which washed out the cultural layer and led to its disappearance. Also, a cattle shed was built on the site of the monument. As a result of the Soviet government's decision to raise cotton production in Uzbekistan to the level of state policy, archaeological sites were razed from the ground and turned into cotton fields to fulfil the cotton production plan. For example, in 3 cisterns in the villages of Maimanakh and Kamashi of the Ulyanovsk (now Mirishkor) district of the Kashkadarya region, these cultural objects were damaged and destroyed due to the storage of chemicals. A farm has been built on the territory of the Shulluktepa archaeological site, located on the territory of the Udarnik collective farm in the Kasan region. The construction of the road was carried out by a detachment of DSU-4 (Road Construction Department - R.M.) Karshistroi in Truptepe, a national monument of the collective farm named after V.I. Ulyanov.

From the second half of the 1980s, a new phase of destruction of religious and Islamic monuments began, associated with the atheistic policy of the Soviet state. By the decision of the Bureau of the Central Committee of the Communist Party of Uzbekistan dated July 9, 1986, it is recommended to remove 62 religious buildings and places of worship from under state protection [64].

On the basis of this recommendation, the Central Committee of the CPSU on August 18, 1986, adopted a Resolution "On the fight against the influence of Islam" [64].

In accordance with this decision, 61 mosques built in the late 19th - early 20th centuries on the territory of the republic will be excluded from the list of monuments protected by the state as religious rites. At that time, there were more than 300 buildings for religious rituals in the country, including 82 in the Kashkadarya region, 80 in the Bukhara region, 47 in the Samarkand region, 21 in the Surkhandarya region and 17 in the Andijan region [64].

Although most of these buildings were listed on the state, they remained in an empty (abandoned) dilapidated state, and some were used as warehouses for an enterprise or farm. There are times when some mosque buildings have even been used as prisons. For example, the Odin Mosque in Karshi (14th century) and the Kazi Kalon Madrasah in Margilan (19th century) were used as prisons.

On November 12, 1986, the founding conference of the USSR Cultural Foundation was held in Moscow. The purpose of the foundation was to preserve historical, architectural and cultural monuments, to preserve the historical appearance of ancient cities. It was noted at the conference that the public is concerned about the fate of monuments in the Yaroslavl region, in particular, the Kizhi and Solovetsky monasteries, but there is no mention of the monuments of Uzbekistan built ten or even hundreds of years ago. However, in 1987, only in the Bukhara region, 603 monuments were taken under state protection and registration, of which 293 are architectural, 100 archaeological and 210 monumental works of art. By category, 24 monuments are union, 244 are republican, 335 are local. Two architectural monuments, the mausoleum of Ismail Somoni and the Kalon minaret, are included in the UNESCO World Heritage List.

In the 1980s, there were 250,000 monuments in the Union, 190,000 of which were registered by the state and protected by law. In Uzbekistan, 7,056 monuments of history and culture are under state protection. As a result of the ideological approach to the protection and preservation of historical and cultural monuments, many monuments were not taken under state protection, and even those on the list were ignored in many cases. This led to the destruction of many archaeological and architectural monuments. For example, part of the ancient monument of Oktepa (5th century) in Tashkent was turned into a city dump after the 1966 earthquake. As if that weren't enough, most of it was set aside for construction. The area of the old town has been reduced to almost 100 hectares.

Almost 50% of the surviving 50 hectares of construction boom were 15-20 meters high "mountains" of rubbish. As of September 1, 1989, there were 9,310 inactive monuments in the country, of which only 6366 (or 70%) were transferred under state protection. If in 1980 the state list included 7,056 monuments [64], then by 1989 690 monuments were excluded from the state list. In the early 1990s, a letter was sent to the Supreme Soviet of the USSR on behalf of the USSR People's Deputies with a request to preserve the monuments of Bukhara.

Among them, Academician A.D. Sakharov, poet R. Khamzatov, cosmonaut V. Tereshkova.

However, this letter was ignored.

## RESULTS

In the period from the 1980s until the republic gained independence, the attitude towards historical and cultural monuments manifested itself in two directions:

- In addition to the human factor, the natural and ecological situation (the harmful effects of the Aral Sea, rising groundwater levels, earthquakes) also played an important role in the problems of protection, preservation and restoration of historical and cultural monuments. In addition, in addition to the protection, preservation and restoration of historical and cultural monuments by the relevant authorities, other organizations (agricultural, construction, trade and cooperative organizations, production associations, military units, in some cases by relevant organizations) themselves) caused great damage to the monuments;
- In the first half of the 1980s, the command and control system reached its peak. During this period, the state bodies responsible for the protection and preservation of historical and cultural monuments, as well as for all spheres of the cultural and educational life of Uzbekistan, acted on the basis of strict orders and instructions from the centre. Ancient monuments, especially architectural structures, were alienated from their content and their use for other purposes increased. However, since the second half of the 1980s. the command and control system became somewhat loose. The first steps have been taken to restore national culture, national values, historical memory, awareness of the identity of the people. Most importantly, the attitude towards the cultural heritage and the ancient monuments that are part of it began to change. Over the years of "reconstruction", as a result of the non-transparency of the government, shortcomings of the state policy in relation to cultural heritage, protection of monuments, shortcomings in repair and restoration work, mistakes were revealed. As a result, measures were taken to eliminate the problems.

## CONCLUSION

Along with mistakes and shortcomings in the preservation, protection and use of historical and cultural monuments of the last quarter of the last century, there are also positive shifts. For example, many historical and cultural monuments in Khiva, Bukhara, Samarkand and Tashkent were renovated in connection with the birthdays of Muhammad al-Khorezmi, Abu Ali ibn Sino, the 2500th anniversary of Samarkand and the 2000th anniversary of Tashkent. At the same time, significant work has been done on the problems of scientific repair of monuments. For example, art historians and architects G.A. Pugachenkova, M.A. Salimov, F.M. Ashrafiy, P.Sh. Zokhidov, I.V. Isroilov, K.S. Kryukov, I. Azimov in their research, paid special attention to the problems of scientific repair of cultural monuments.

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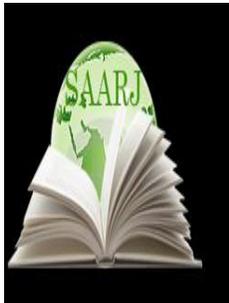
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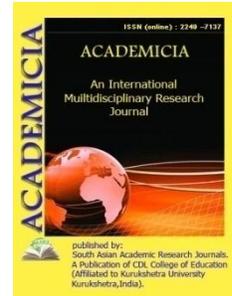
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**“YOU DON’T KNOW US!” –RESEARCH WITH THE TRANSGENDER  
 COMMUNITY IN CHENNAI, INDIA**

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**ABSTRACT**

*Transgender community in India characterizes acute Mental Health decline as they experience harassment, discrimination to blatant verbal, physical, and sexual assault, including beatings, rape, and even homicide. This cast out population facing extreme social exclusion losses it's self-esteem and voice, demands policies and processes that validate their experience, knowledge. This study aims to aid this community by exploring their mental health complexities through the survey method and support their echoes for support and social inclusion through creating awareness. This study is based on the transgender community form three different localities in Chennai, India.*

**KEYWORDS:** *Transgender Community, Survey Method, Mental Health, Social Awareness, Social Inclusion*

**INTRODUCTION**

According to the 2011 census, there are about 4.44 lakh transgenders in India, and they are grouped under the male census which considerably affects the accuracy of the data (Sawant, 2017; Sinha, 2019). Experiencing extreme social exclusion, this community has only 25 percent of the Right to education quota which has to be shared with other disadvantaged groups (Rajkumar, 2016). Even though the Supreme court of India has passed the Transgenders Right bill, in 2014 undergoes huge modifications over the years affecting the applicability of the law’s full capacity (Knight, 2019). But, in 2014, the Indian constitution also criminalized begging affecting the survival of this community leading to increased engagement in sex work resulting in complex health issues (Lyons, 2018; Sinha, 2019). Even though the transgender community holds a huge role in the culture and religion the Indian state has failed to recognize this community as the third gender until now. Respected in the pre-colonial era, this community is

now called by various derogatory terms and are seen mostly begging and sex work (Sawant, 2017).

Thus, this community which was once celebrated in the Indian culture is now an oppressed and marginalized group. This cast out community facing extreme social exclusion losses its self-esteem and voice demands policies and process that validates their experience, knowledge (Etmanski et al., 2014;Rajkumar, 2016; Snarch, B., 2004;). These over-researched transgender community in India are rarely portrayed or less prioritized in the state's law, policies and they need research which is more accessible to them, actionable, sustainable and cater to their then and now needs (Graham, 2014; Greene et al., 2009 ). This research project adopted the survey method to engage with the voices of the transgender community on their experiences with the society and the awareness of the general community on social acceptance of the transgender community.

### **Background of the Study**

Around 55,000 children were identified as transgenders by their parents, who are disowned by their family and community making them vulnerable to sex trafficking, harassment, and acute poverty (Sawant, 2017; Sinha, 2019). Transgender individuals claim to be uncomfortable with their biological sex and assigned gender role and for this community, gender reassignment surgery, hormone therapy, and gender role changing allow them to feel "right," or "natural." And to afford such expensive reassignment surgery, they are mostly engaged in begging and commercial sex work due to lack of acceptance and job opportunities. This community characterizes acute Mental Health decline as they experience harassment, discrimination to blatant verbal, physical, and sexual assault, including beatings, rape, and even homicide. And most assaults against transgender persons are never reported to the police. A link between these experiences and mental health disorders, such as Post Traumatic Stress Disorder (PTSD), is widely suspected but has not been adequately documented. This study intended to develop an understanding of the issues of the transgender community's mental health, relationship of transgenders with the general society, and assess the level of social acceptance towards them.

### **Methodology**

This research project adopted the close-ended survey method to understand the patterns of livelihood, and mental health problems of the transgender community and to assess the level of acceptance of the transgender community amongst the general public. Descriptive design was used to analyze and describe the data gathered through charts and tables to show the causal relationship. Descriptive design is used in researches which aims to accurately describe a population and its characteristics (Dulock, 1993). And the recruitment of sample used to measure the mental health complexities and the social isolation faced by the transgender community was snowball sampling method. This sampling technique was used since this community was distrustful of the outside research and academy. The sample size to study health issues of transgenders was 30 transgender respondents from Saidapet, Zafar Khanpet, Namashivayapuram. Most of this community live in slums on the banks of the river Cooum, an unhygienic and unhealthy environment. The geographic location can prove to be the first cause of their health problems. However, the study revealed this reality of housing was realized concerning the difficulties they face in acquiring a job or a rented house anywhere across the city. This leaves them with no other option but to live as groups in different slums where the other marginalized

small group of people accommodates them. The second set of data to measure the social acceptance of the transgender community was collected from 50 respondents from the general society through a convenience sampling method in the same localities Saidapet, Zafar Khanpet, Namashivayapuram.

### General Profile of the Participants

Participants	Community	Respondents*	Age	Literacy level**
Transgender (Survey A)	Saidapet	11	18-20 = 7 21-30=3 31-40 =1	6 <sup>th</sup> -10 <sup>th</sup> grade = 7 10 <sup>th</sup> to 12 <sup>th</sup> grade= 2 College = 2
	Zafar Khanpet	9	18-20 = 5 21-30=3 31-40 =1	6 <sup>th</sup> -10 <sup>th</sup> grade = 8 10 <sup>th</sup> to 12 <sup>th</sup> grade= 1 College = 0
	Namashivayapuram	10	18-20 = 7 21-30=3 31-40 =0	6 <sup>th</sup> -10 <sup>th</sup> grade = 9 10 <sup>th</sup> to 12 <sup>th</sup> grade= 1 College = 0
General Society (Survey B)	Saidapet	25	20-30=5 31-40 =10 41-50=10	Undergraduate = 10 Postgraduate=15
	Zafar Khanpet	15	31-40 =10 41-50=5	Undergraduate = 7 Postgraduate=8
	Namashivayapuram	10	31-40 =5 41-50=5	Undergraduate = 4 Postgraduate=6

\*Number of respondents interviewed in each community.

\*\*Literacy level represents the year of study completed by the respondents at the time of the interview.

Source: Field data.

### Respondents' characteristics:

Transgender community for Survey A -

- Community - 36.66 % of the respondents are from Saidapet, 30% of respondents are from Zafar Khanpet and 33.33 % are from Namashivayapuram.
- Age continuum - 63.33% belong to the age bracket of 18 – 20, 30% to 21-30 age bracket, and 6.6 % to 30-40 age bracket.
- Literacy level – 80 % of respondents have 6<sup>th</sup> – 10<sup>th</sup> grade of education, 10 % have a literacy level of 10<sup>th</sup> to 12<sup>th</sup> grade, and 6.6% holds a college degree

General community for Survey B -

- Community – 50 % of the respondents are from Saidapet, 30% of respondents are from Zafar Khanpet and 20 % are from Namashivayapuram.
- Age continuum – 10 % belong to the age bracket of 20 -30, 50 % to 31-40 age bracket, and 40 % to 41- 50 age bracket.

- Literacy level – 42 % of respondents hold an undergraduate degree, and 58 % holds an undergraduate degree

### Participants

Survey A- The recruitment of transgender participants from each community was voluntary. The participants were compensated for their time and food was provided. The data collection was done in a safe space, identified by the community.

Survey B -The recruitment of the general community participants from all three locations was also voluntary. The data was collected at the comfort of the participant's house and their time was also compensated through gift cards.

### Data analysis

The survey was initially constructed in consultation with the available academic literature and experienced academicians. Survey A which was administered to the transgender community was divided into three sections they are demographic details, mental health complexities, and societal acceptance experience. Survey B was administered to the general public had two sections they are demographic details and social acceptance of the transgender community. The survey was administered through paper and the answers were recorded by the respondents. This was later translated, coded, and analyzed by the academic researcher. The quotes representing the themes emerged during the informal dialogue between the academic researcher and the participants. The quotes were documented and produced herewith their consent. The data gathered from the transgender community on social acceptance and the metal health complexities and was grouped under two themes. And the data gathered was also grouped under one main theme.

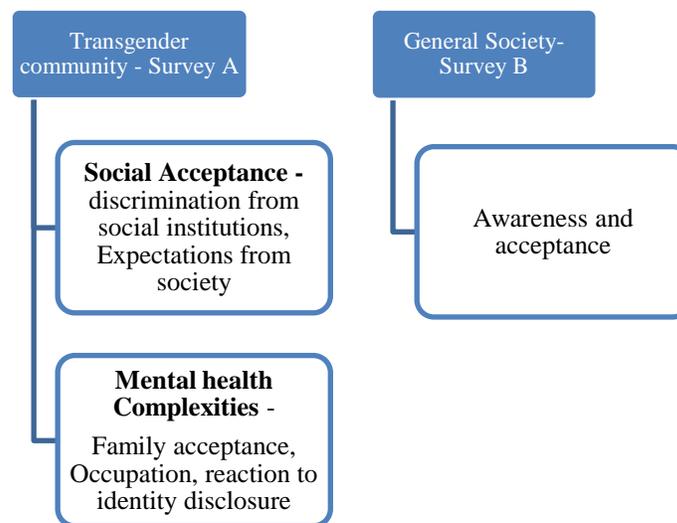
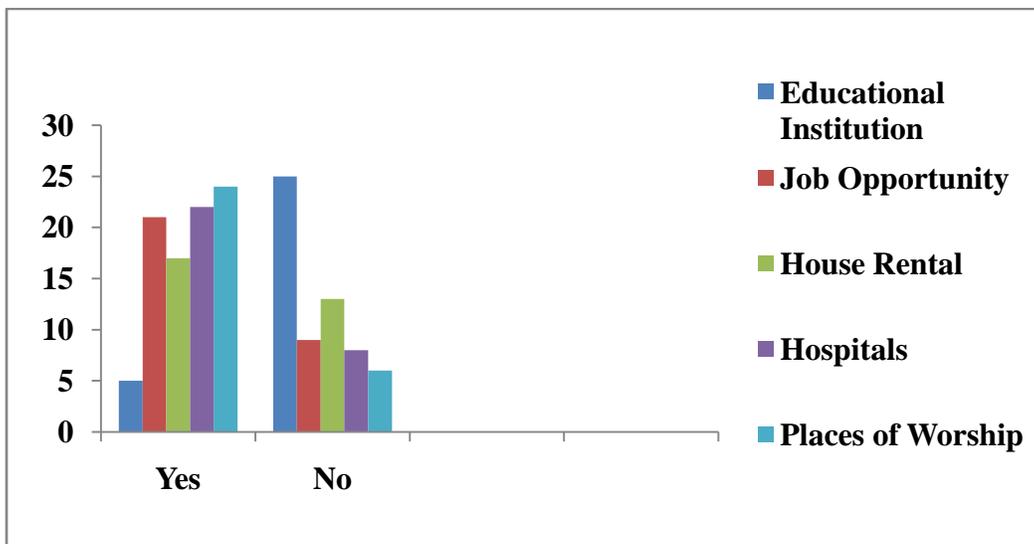


Figure 1 – Themes of the study

### Major Findings

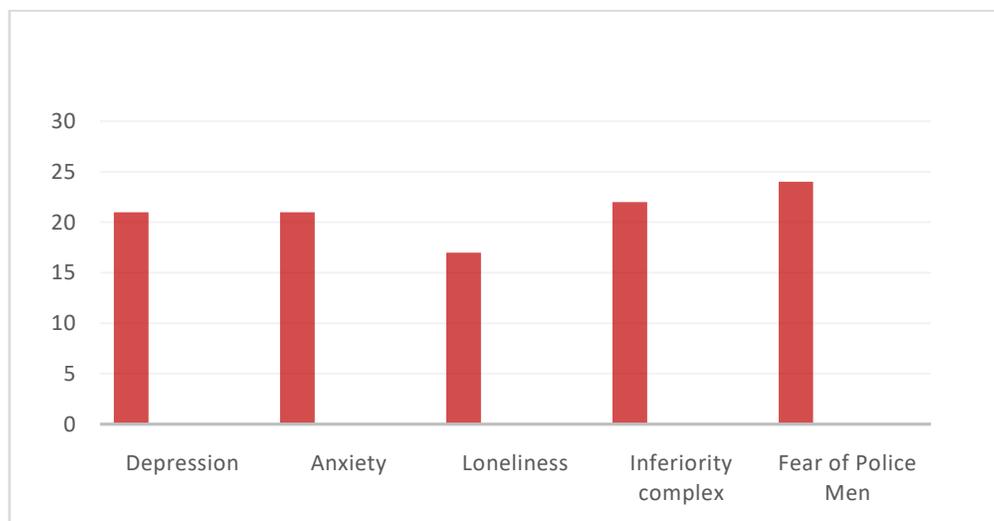
**Survey A** -The Survey A, which was administered to the transgender community from Saidapet, Zafar Khan pet, Namashivayapuram. The findings from the data were analyzed and grouped under two main themes Social acceptance and Mental Health Complexities. Social acceptance and mental health have a cyclical effect on each other.



**Table 1 - Discrimination experienced in Social institutions**

*“Everyone fails to understand us for who we are. We are more than what happens in the bedroom and stop defining us through our appearances. But appreciate our courage for being truthful to you and ourselves. Accept us, not because we hold equal rights as you do, but foremost we are also human beings” - Anonymous respondent 4#*

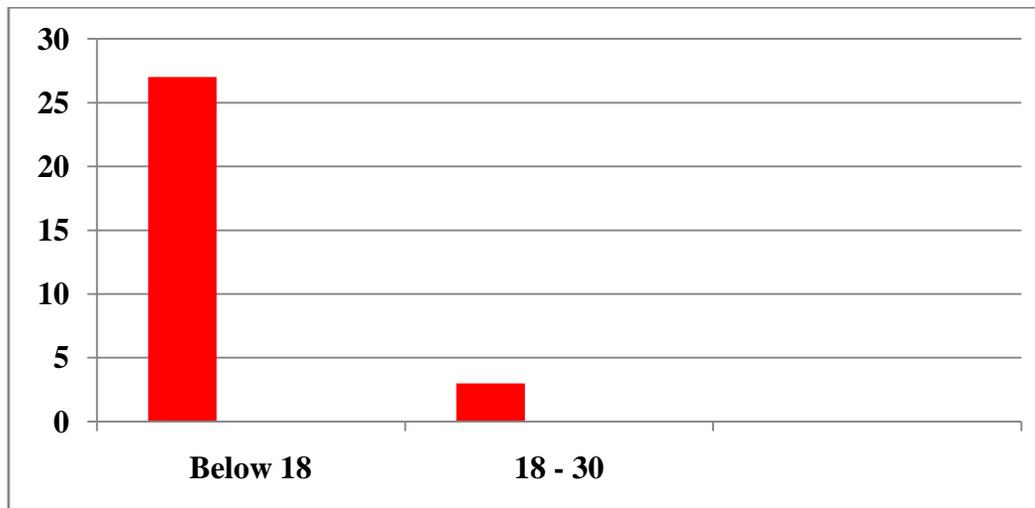
Table 1 summarises the range of discrimination faced in social institutions like an educational institution, Job opportunity, house rental, hospitals, and place of worship. The social acceptance and discrimination faced are high in Worship places, employment, and access to housing. When analyzed against the need for social acceptance by the transgender community from society, 85 percentage of the respondents stop discrimination against them and seeks respect from society. And 25 percent of the transgender community recorded that they have lost hope or expectations from the general community.



**Table 2 – Mental Health complexities experience**

*“I suffer from acute depression and inferiority complex, but I am afraid to seek treatment for the fear of discrimination. And, I cannot afford medications or treatments as I survive from the income, I earn through sex work. My family disowned me, and I was refused employment. Here I am, what choice do I have?” - Anonymous respondent 11#*

Table 2 represents the data relating to the mental health complexities experienced by the transgender community respondents. 18 of the respondents are involved in Sex work for survival and 7 are employed in Nongovernmental organizations. And 25 transgender community participants responded that they are still not accepted by their immediate family members.

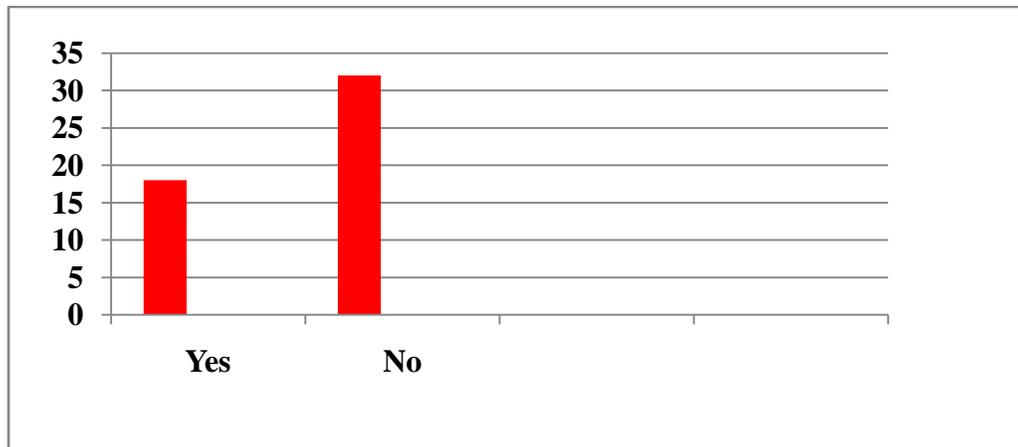


**Table 3 - Age of realizing Sexual Identity**

*“I regularly try to connect with my family and send them money even if I go hungry. All I want in return is five minutes with them. I hope it will happen one day and I look forward to that day; after all, I am still their child” - Anonymous respondent 2#*

The above table 3 provides information on the realization of the sexual identity among the transgender community. 27 respondents came out to their families before the age of 18 and 22 participants responded that this was discouraged and frowned. 5 respondents ran away from their house for the fear of public social exclusion.

**Survey B** -The Survey B was administered to the general community from Saidapet, Zafar Khan pet, Namashivayapuram. The findings from the data were analyzed and grouped under one main theme acceptance of the transgender community.



**Table 4- Will you accept a Transgender in your family?**

*“They are a curse to the family. It is against God’s creation. If it is my child, I will kill him/her and myself” - Anonymous respondent from the general community 3#*

The above table indicates the acceptance level of a transgender as a family member and 32 of the respondents reacted negatively to the posted question. But, when questioned about the awareness of the transgender community, 35 respondents reacted positive and only 15 lacked any awareness.

#### **Awareness creation and Knowledge dissemination**

From the interaction with the target group, these major findings arrived, and these played a key role in the determination of the action plan to disseminate the findings through street theatre, a Gram Sabha- talk show on social acceptance of transgenders among the students. And as a part of this project, the researcher was more focussed on creating awareness and removing stigma against the transgenders in the society. Keeping this in mind, when approached by the researcher, a team of five student volunteers obtained permission to perform street theatre on at The Film and Food Fest conducted by the Tamil Nadu tourism department. The audiences were moved by the efforts of the volunteers resulted in appreciation and donation for the welfare of the transgender community.

The second initiative was, the Gram Sabha, moderated by Mr. Karthikeyan, the clinical psychologist. Dr. Meenakshi Sundaram & Dr. Fatima Vasant, Retired Principal, MSSW were the panelists in the discussion which attracted student participation from various city colleges like MSSW, MCC, MOP. This discussion with the Transgender helped the participants to understand various issues revolving around the transgender community. The fundamental problem put forth by transgender is that they are not accepted as a part of the community at large was debated, discussed, and accepted by the participating audiences. The session included Screening of Documentary on “Transgender”, slogan writing & signature campaign for social acceptance. The success of the event was measured by the overwhelming participation of the students and also their interests in promoting products made by transgender during college festivals. This program was telecast as a part of “JannalukkuVeliye” in Makkal TV and was aired in MOPCRS at the frequency 107.8 Mhz.

### **Continuing Conversations**

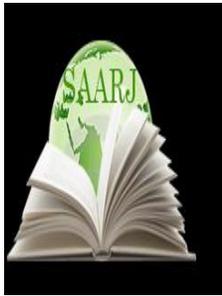
Ms. C was only 15 years old when she was disowned by her family and banished from her small village because she is a transgender. She reached Chennai and sought help from the Saidapet transgender community for safety and survival. Even though an expert in coding, she started begging for survival since she was rejected admission in schools because of her gender identity. Being a transgender in India costs them their families, homes, health, educations, and jobs. To pay for their transitions, many of these young transgenders sell their bodies to afford the treatments and decent life. The vast majority of transgender people are unemployed affecting their health (Rajesh, 1999). And this transgender community whose voice has been stolen needs respected research characterized by a reciprocal relationship and validate their experience and needs. Their sensitive culture and values have been misrepresented misconstrued and often sensationalized by the researchers and the state lawmakers (Snarch, B., 2004). They are often eluded from the important decision-making processes concerning their well-being and addressing social inequities. An important focus and outcome of this project were to support disseminate the findings and creating awareness among the general public; but also, to develop skill and capacity building for an alternate source of earning development (Castleden and Garvin, 2008). As the majority of these community members were denied employment and education, they were involved in sex work or begging and they are poverty-stricken due to their low earning capacity (Lyons, 2018; Rajkumar, 2016). Since each community's needs and wants are different, the researcher has to recognize and acknowledged the need of the local community (Loiselle et.al, 2014; Odhiambo, 2020)

This study was time and finance bound; thus, the participants were conveniently selected, and the findings were generated only from a small group. The data gathered from 30 transgender community in Chennai and 50 general community cannot be generalized to the entire transgender population of India. However, the revelations emerged from the study will help the social work fraternity in India who are working for the development and the social inclusion of the transgender community. The available literature and policies for the transgender community showcase the need for studies concerning this community specific to their mental health and social acceptance. This would help in the development of further socially inclusive policies, programs, and health services for the transgender community in India.

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## THE QUALITY OF EDUCATION AS A MULTI-ASPECT PHENOMENON

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 education system named after A. Avloni.  
 UZBEKISTAN

### ABSTRACT

*In accordance with this task, in teaching technologies should be changed: not just mastering knowledge, but the ability to filter out the necessary information, process it in the right way, and develop creative thinking in general. In fact, assessing the quality of education is a scientific task that requires the development of one's own scientifically grounded methodology, and verified methods. In this case, responsibility arises not from accountability, but from openness and transparency. At the same time, the procedures for assessing educational results become the weapon of the teachers themselves. Too many of them make assessment procedures extremely costly and does not leave schools the opportunity to assess those indicators that are especially significant for a given locality or culture.*

**KEYWORDS:** *Extremely, Accountability, Transparency*

### INTRODUCTION

Education is one of the most important social benefits. The education system plays an important role in a person life, and one spends a lot of time for acquiring it (especially a child, teenager, young man). The quality of educational results and the quality of life of students, both in the learning process and in subsequent years, depend on the conditions in which the educational process is carried out.

Assessment of the quality of education is a scientific task that requires the development methodology, verified methods, and ambiguous research problem with a deep understanding. It is proposed to consider the quality of education as a multidimensional phenomenon: in the philosophical and socio cultural, content-technological, value-worldview, communicative,

structural and organizational directions. The combination of these areas allows us to designate an integral system for assessing the quality of education.

Defining the quality of education is an ambiguous research problem that requires deep understanding. The solution to this problem is of a practical nature, since existing system for assessing the quality of education in secondary schools is fragmented and is based on quantitative, often formal indicators, such as the number of teachers with the highest qualification category, student performance, availability and correctness of paperwork, compliance with safety regulations, and others. In fact, assessing the quality of education is a scientific task that requires the development of one's own scientifically grounded methodology, and verified methods.

The quality of education is a phrase, the meaning of which is defined by two terms: education and quality. Education can be considered in several aspects: philosophical and socio-cultural, content-technological, value-world outlook, communicative, structural and organizational. Consequently, the quality of education can also be considered in all the listed aspects. The quality of education is a multifaceted phenomenon that requires measurement in the direction of several vectors.

In the philosophical and socio cultural aspects, education is viewed as a phenomenon of an epoch-making historical scale, at the level of extreme values, it is thought of as matrices that form the image of civilization and society [1]. Education is seen as the transmission of culture in the broadest sense. Accordingly, quality education is an education that is inextricably linked with culture, conveys knowledge, values, relationships that help to form society. To answer the question about the quality of education, it is necessary to make measurements in the following directions:

1. To what extent education reflects the culture of society, in what relationship culture and education are: does education correspond to culture? Does education a part of culture, or do education and culture contradict each other?
2. What is the place of the institution of education in the socialization of the individual? Can it compete with other institutions of socialization, with the exception of the family?

Let's try to analyze the quality of education in the proposed areas. The modern education system is in crisis. If we talk about the relationship between the socio-cultural development of society and education, then at present there is a gap between education and culture associated with global changes. Firstly, we can include the globalization of the world community, the integration of knowledge, and national economies. Secondly, the spread of information technologies, as a result of which the interaction of cultures, values, knowledge becomes more dynamic. The student is required to be able not only to assimilate knowledge, but to understand their huge flow, the ability to think critically, the ability to cognize, and others. Accordingly, the main task of quality education is not just to form certain knowledge, but to teach one to navigate in modern information. In accordance with this task, in teaching technologies should be changed: not just mastering knowledge, but the ability to filter out the necessary information, process it in the right way, and develop creative thinking in general. And modern education is aimed at a simple transfer of knowledge, and memorization. The crisis in this direction is aggravated by the fact that new values and worldview are adopted by the new generation, and the generation of teachers

brought up within the framework of the value system that has existed for a long time that adheres to the old worldview.

If we talk about the place of education in the socialization of the individual, then there is also a certain weakening of the role of education. It is connected with the fact that new social institutions have appeared that claim to transmit knowledge and cultural experience. Traditionally, socialization has taken place within the family and school.

### **Several volunteer groups act as stakeholders:**

**1. Students and teaching staff as direct participants in the educational process.** Students' needs are related to education, personal and social development. The needs of the teaching staff are associated with the self-realization of teachers, as well as with their development as professionals.

**2. Family, parents of students.** The family is one of the main consumers of the educational services provided by the school. The social order of parents is expressed in what parents generally expect from a child attending school, what, in their opinion, should be the content of education, the content of upbringing, in what form it can be implemented, what additional services may be in demand, and others.

**3. Institutions of primary, secondary, and higher professional education.** The social order of vocational education institutions is expressed in the requirements for school graduates as potential applicants and as future students.

**4. Economy represented by potential employers.** The social order of institutions from employers is expressed in the requirements for school graduates as potential employees.

**5. State.** The social order of the state is expressed in the requirements for school graduates as citizens of the country, and members of society.

In a situation where education is focused on fulfilling a social order, i.e. exists within the framework of the socio-centric model, quality education is education that maximally satisfies the social order of each of the groups - participants in the educational process, while not contradicting the interests of any of the named groups. Accordingly, the main vector for measuring quality is the satisfaction of each of the groups of social customers. The content of this vector for measuring the quality of education depends on the content of the social order.

The quality of education in secondary school is a whole complex of parameters and includes several areas. Each direction corresponds to a certain aspect of education:

**The first direction** is the parameters related to the understanding of education in a broad philosophical and socio-cultural context. This group includes, firstly, the ability of education to broadcast the existing culture, and secondly, the ability of education to occupy a leading position (following such a social institution as the family) in the socialization of the individual. From this position, education is experiencing a deep crisis associated with the gap between culture and education, as well as the weakening of the role of education in the transmission of cultural values.

**The second direction** is associated with the understanding of education in the content-technological aspect. This group includes parameters that reflect the correspondence between the

type of personality that is formed by education and the model that is characteristic of education. Currently, the prevailing socio-centric model of education, focused on the social order. Therefore, here it is possible to single out as a quality standard the formation of a personality that most closely matches the social order of each of the groups of participants in the educational process.

**The third direction** is associated with the understanding of education in the value-worldview aspect. The parameters that characterize the quality of education are the presence and quality of upbringing, the formation of values, worldview in the learning process. At present, the resumption of education within the school is taking place; the question of the content of education has been raised.

**The fourth direction** is related to the understanding of education in the communicative aspect. The parameters for measuring the quality of education are related to the parameters of communication. The modern school seeks to establish feedback between the participants in communications, to the open nature of relations.

**The fifth direction** is associated with the understanding of education as a specific organizational structure. The parameter for measuring the quality of education will be the effectiveness of education as an organization from the standpoint of management. In the modern school, there is an attempt to decentralize management by involving participants in the educational process in management.

The state system for assessing the quality of education which currently exists affects only on some aspects of the quality of education: the structural and organizational aspect, as well as the implementation of the state social order (the presence of certain knowledge, skills and abilities among schoolchildren, academic performance, compliance of educational programs with the state standard, and others.) Accordingly, in these areas, quality measurement techniques are the most developed. Measurement of the quality of education in other areas is often absent. Therefore, the task of creating an integral methodologically verified system for assessing the quality of education remains urgent.

Apparently, the intensity of discussions on this issue has reached a stage today when it becomes necessary to “clear up” the terminology and disclose those contexts that arise in connection with the implementation of certain approaches to assessing the quality of education, and we are trying to solve this problem in this article.

1. We do not discussing here the question of what is the content of the criteria for assessing the quality of education, just we will analyze what to consider as a good quality and what is bad. We will be interested in procedures and approaches to measuring the quality of the results of the work of the education system, and not in the question, for example, which results are more important. From this position, it does not matter whether we are talking about obtaining certain knowledge, abilities and skills or about the formation of abilities as the goals of education. This approach significantly distinguishes the proposed angle of view from recent discussions, which have focused mainly on the discussion of criteria for assessing quality. Our attention to forms and procedures is explained not so much by the fact that we are indifferent to quality criteria, but by the fact that, from our point of view, the procedures and approaches to quality assessment set the most important institutional context of the reform, to a large extent form the very results that then are evaluated.

2. We distinguish between a possible quality assessment system (quality management) and a system that ensures certification of individual students. From this point of view, all kinds of testing services (uniform examinations) should not be equated with quality assessment services. Their data, of course, should be used in assessing quality, but the direct identification of the totality of individual educational results, measured by standardized procedures, with the quality of the education system seems to us inappropriate.

3. We discuss the assessment of the quality of education in relation to a decentralized and variable education system. In a homogeneous centralized system, quality assessment tasks are posed in a completely different way, since the process is strictly regulated there.

What is the purpose of quality assessment? All above are about quality assessment, and it is a good desire to improve the quality of education. However, as often happens in social systems, the implementation of a tool designed to achieve a good goal leads to very contradictory results. Therefore, it is increasingly common to hear that quality assessment is needed so that (especially in a decentralized system) government can receive timely and reliable information about how the system works, how effectively budget funds allocated to education.

Let's pay attention on the problem of improving the quality that is being discussed, as the problem of providing higher authorities with information, the problem of monitoring the activities of educational institutions. This is clearly a substitution of goals. This substitution is extremely remarkable, since it reflects the difference in approaches. Recognizing the independent importance of the task of providing governing bodies with control information, we implicitly identify the quality of the work of educational institutions with the degree of administrative control. The solution becomes itself in the end.

We emphasize that we do not argue with the need to move information flows from the bottom up, but the task of ensuring this movement is subordinate secondary. It makes sense only in the context of the general task of improving the quality of the work of real teachers and school principals.

Thus, we emphasize that, from our point of view, the goal of creating a quality assessment system is to create conditions for improving the quality of education through increasing the flow of information about educational outcomes and relevant factors.

We also emphasize that for all the indisputability and even triviality of this statement, many projects for creating quality assessment systems are not really oriented towards the above goal as verifiable and achievable.

The modern history of education provides two fundamentally different approaches for assessing the quality of education in decentralized educational systems, and let's consider them below.

**Assessment as a test.** In one case, a quality assessment is needed by higher authorities to assess how the subordinate schools are performing. In this approach, a set of indicators and assessment procedures are developed at the top and applied in a standard and "inevitable" way to schools. In fact, this scheme implements not the idea of responsibility, but the idea of controllability.

**Assessment as a mechanism for dialogue and self-development.** An alternative is the approach in which the main consumers of information about educational results are the direct participants in the educational process - teachers, students and their parents. In this case,

responsibility arises not from accountability, but from openness and transparency. At the same time, the procedures for assessing educational results become the weapon of the teachers themselves. In this approach, the core of the quality assessment system is the methodological work to provide schools and teachers with new means of assessing the achievement of educational goals, new means of dialogue with the extracurricular community. The undoubted advantage of the second approach is that the process of collecting information about the quality of education is at the same time a process of development of the teacher and the school institution itself. Thus, the modern idea of management as learning is realized.

It is argued that decentralization already gives schools a lot of freedom, so in order to maintain a balance freedom must be limited through quality assessment procedures. Although, here formal considerations lead to a logical error: it is overlooked that the goal of decentralization is to strengthen independence at the level of educational institutions, therefore, the main task of assessing quality in a decentralized system is to strengthen this level at which really effective decisions are made.

**Finding a balance between control and dialogue.** Comparing these approaches, we consider complete administrative control or complete abandonment of administrative control. We emphasize the need for a balance in which it is clear that the most important driving forces for high quality education are independent and competent teachers, independent and self-governing schools, dialogue between parents and schools, dialogue between schools and the educational policy department. At the same time, one must understand that behind these approaches lie two different educational philosophies:

**In the first case,** general education is understood as the sphere of investment of state funds for the implementation of state priorities.

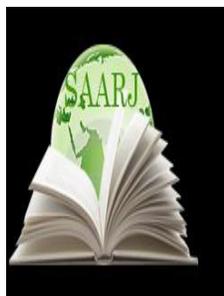
**In the second case,** on the one hand, general education is rather viewed as a service sector; on the other hand, as a sphere of free creative action by teachers and school collectives.

In the first case, the tool for maintaining the system is accounting, control, and direct management. In the second case, such tools are open communication channels and professional development.

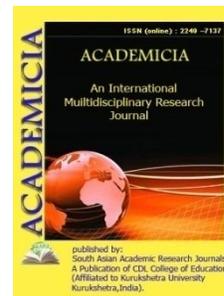
The question of the scope of quality assessment also includes the question of the number and structure of a set of indicators by which an educational institution or system is assessed. Too many of them make assessment procedures extremely costly and does not leave schools the opportunity to assess those indicators that are especially significant for a given locality or culture. On the other hand, random selection of indicators reduces the heuristic value of information. Apparently, the principle of compiling such sets should be reasonable minimum.

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**A PECULIAR ASPECT OF THE ORGANIZATION OF DISTANCE  
 MATHEMATICS LESSONS**

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**ABSTRACT**

*Analysis of the content of publications on the problems of organizing distance learning shows that, despite the fact that distance learning has already become a part of our life, a significant part of the research in this area is associated with higher education. However, it is quite obvious that there is a category of schoolchildren for whom the creation of a distance learning system in accordance with the principles of flexibility, mobility, interactivity, etc. is almost the only way to receive education with full inclusion in the process of interaction with other subjects of learning.*

**KEYWORDS:** *Interaction, Flexibility, Mobility, Interactivity*

**INTRODUCTION**

Currently, a teacher must be able to form, using information technology, an educational environment that provides an appropriate level of learning, to model individual trajectories of learning and development of students, as well as his own path of professional growth. One of such technologies used in the learning process is distance learning technologies.

Distance educational technologies based on the use of information and communication technologies are confidently included in the practice of many educational institutions of various forms and levels. Since one of its main features is independence from the geographic location, from the distance between the teacher and the student, it was called distance (derived from the English distance - distance, distance), i.e. learning at a distance.

In the state educational standards one of the main roles is assigned to distance education. Distance education is a new, modern technology that makes learning better and more accessible.

The orientation of the learning process to individual characteristics and needs becomes more effective with the active use of innovative teaching technologies based on the methodologically sound use of information and communication technologies: from building a lesson using electronic educational resources to implementing individualized distance learning. Analysis of the content of publications on the problems of organizing distance learning shows that, despite the fact that distance learning has already become a part of our life, a significant part of research in this area is associated with higher education. However, it is quite obvious that there is a category of schoolchildren for whom the creation of a distance learning system in accordance with the principles of flexibility, mobility, interactivity, etc. is almost the only way to receive education with full inclusion in the process of interaction with other subjects of learning.

One of the advantages of distance learning is the real opportunity to take into account the individual characteristics of students and their educational needs in the organization of the educational process, in particular, independent work of students and creating a situation of success for each student.

Currently, distance learning for schoolchildren is proposed to use

- When studying basic courses of various academic disciplines;
- In the learning process within the framework of additional education (elective courses and special courses in various disciplines);
- In extracurricular activities (network Olympiads, quizzes, tournaments for schoolchildren);

Mathematics as an academic discipline has great opportunities for the implementation of distance learning, since the use of computers makes it possible to strengthen the applied and practical orientation of the mathematics course and creates conditions for the implementation of an individual approach at a qualitatively new level. The need for the integrated use of distance and traditional methods for teaching mathematics is due to the active introduction of distance educational technologies into the school educational process, the widespread use of computer methods in the study of mathematical disciplines that provide additional opportunities (computational, graphic, reference and informational) for improving and intensifying the learning process.

Numerous didactic and methodological studies by G.R.Akramova, V.P. Bepalko, Z.Kasimova, E.S. Polat, I.V. Robert et al. Show that the use of modern information technology (SIT) in the learning process provides the necessary conditions for the development of cognitive activity of students. Theoretical problems and practical issues of using computers in teaching mathematics in secondary and higher education are solved in the works of N.S. Anisimova, L. Borevsky, Sh.Samarova, E.I. Kuznetsova, N.Tosheva, G.N. Skobeleva, E.V. Skrylnikova, E.K. Henner, etc. The main attention in these works is paid not only to the issues of creating electronic educational tools with a methodology for their application, but also to the design of the information and communication environment in which these tools will be embedded. The analysis of these works shows that electronic teaching aids and computer training programs can be used to implement both distance and traditional approaches to learning.

As a result of the analysis of the theory and practice of distance learning for schoolchildren, it can be noted that it is necessary to solve the following issues: how to organize teaching mathematics, which increases the level of mastering of educational material and the level of

independent activity of students; what should be the content of educational material implemented by means of distance learning, and what criteria should be used to select it; how to organize independent work of students, taking into account their cognitive needs in the context of the complex application of distance and traditional teaching methods; what distance technology is advisable to use as the basis for distance learning for schoolchildren; what means of teaching and means of interaction between the teacher and students are the most effective. At the same time, it is the integrated application of distance and traditional teaching methods that has great prospects for the implementation of an individual approach to teaching mathematics in higher and secondary schools, while when implementing only traditional teaching methods, the individual characteristics of students and their educational needs are not fully taken into account. ...

Distance learning serves as a mechanism for the development of universal educational actions (methods of action) of students; implementation of education and socialization programs for students. The quality of distance learning is achieved through the development of universal educational actions, personal, meta-subject and subject educational results in students.

Benefits of distance education:

- Higher adaptability to the level of basic training and abilities of trainees, health, place of residence, etc., and, accordingly, better opportunities to accelerate the process of obtaining education and improve the quality of education;
- improving the quality of the educational process by focusing on the use of automated training and testing systems, tasks for self-control, etc .;
- prompt updating of the methodological support of the educational process, tk. the content of teaching materials on machine carriers is easier to keep up to date;
- Accessibility for students of "cross" information, since they have the opportunity, using computer networks, to refer to its alternative sources;
- increasing the creative and intellectual potential of students through self-organization, striving for knowledge, the ability to interact with computer technology and independently make responsible decisions;
- pronounced practicality of training (students can directly communicate with a specific teacher and ask questions about what interests them most of all).

The means of new information technologies provide students with a variety of modern teaching aids. In addition to traditional teaching aids and abstracts, students are offered:

- Computer training programs;
- Electronic teaching aids;
- Computer systems for testing and control of knowledge;
- Electronic directories;
- Educational audio and video materials;
- Information materials.

The listed means are able to improve the quality of teaching, accelerate the study, assimilation of educational material, control of knowledge.

Distance learning is based on pedagogical technologies of multi-tempo learning, independence in self-education of schoolchildren in various educational areas, a combination of various forms and methods of interaction between teacher and student.

Experience of working with students has shown that distance learning is quite effective in the following cases:

- Implementation of projects and research works;
- Work with frequently ill children;
- Work with gifted children.

The main feature of distance learning for children with poor health is the emphasis on independent work of students, which causes the greatest difficulty for schoolchildren. Therefore, it is important to create conditions for the formation of a culture of mental work in them:

- studying the material in small portions;
- Concise and clear instructions for handling materials and completing assignments;
- Involvement "on their side", as assistants and allies of the parents of students.

However, it should be borne in mind that distance learning presupposes a careful selection of educational material, its coordination with the state standard of educational content and requirements for entrance examinations to universities, a multilevel structural organization of educational material.

The personal and meta-subject results of education among students in distance learning are revealed through the system of activities of the teacher - mentor and student using technologies of the distance learning system. They include ways to implement the content of training provided by the curriculum, which is a system of forms, methods and teaching tools that ensure the most effective achievement of the goals.

On the portal of a unified environment for educational institutions' access to the services of electronic and distance learning systems, any schools, colleges and universities can request the creation of their own copy of the electronic and distance learning system for use in their educational process. It is absolutely free and will improve the quality of training in an educational institution. The organization of the distance learning system is carried out on the basis of the free Moodle platform.

In terms of the level of provided opportunities, Moodle compares with well-known commercial distance education systems, at the same time it compares favorably with them in that it is distributed in open source code - this makes it possible to "sharpen" the system for the features of a particular educational project, and, if necessary, embed it into it new modules.

The effectiveness of teaching students in the educational information space depends on many reasons, but the most important thing is the following: monitoring the quality of teaching students in the information space created by the teacher. Moodle allows you to control the "attendance", the activity of schoolchildren, the time of their study in the network. The teacher

can create and use any grading system within the course. All marks for each course are stored in a summary sheet. An important feature of Moodle is that the system creates and stores a portfolio of each student: all the work handed over to him, all the teacher's grades and comments to the work, all messages in the forum.

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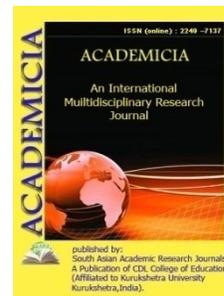
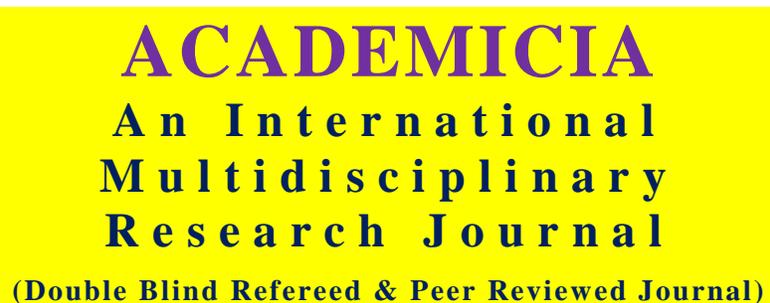
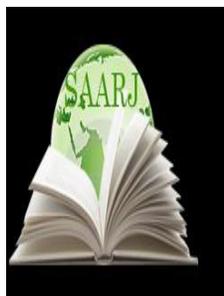
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## BORROWED PLANT NAMES IN THE LEXIS OF BUKHARA OGHUZ DIALECTS

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### ABSTRACT

*The article provides a comparative analysis of the plant names expressed through Persian-Tajik words in Oghuz dialects of Bukhara region with other Uzbek dialects and Turkic languages. The lexis of the region is explained by comparing phonetic variants of the plant names.*

**KEYWORDS:** *Dialect, Historical Etymology Of Words, Phonetic Version, Lexical Layers, Comparison, Synonymic Line*

### INTRODUCTION

The lexical layer of the Persian-Tajik languages existed in the lexicon of Oghuz dialects of Bukhara (Uzbekistan) differs by its diversity and richness from other Uzbek dialects. Genuinely, there is no any language or a dialect that does not contain words taken from other languages as the process of borrowing words is one of the essential needs for language existence.

According to Professor M. Mirzaev, the weight of Persian-Tajik lexical units in the bilingual dialect of Bukhara region is much higher and more diverse than in the monolingual Oghuz and Kipchak dialects<sup>1</sup>.

Two brotherly nations - Uzbeks and Tajiks have shared the same territory for centuries and lived in the equal economic, political and cultural conditions. The close relationship between these two nations has historically been evolved. The tradition of socio-cultural and literary interrelationships has led to the emergence of many linguistic commonalities in the vocabulary of their languages. In addition, the lexicon of both nations has enriched with the new lexical units in the field of household lexicon and special terminology<sup>2</sup>.

Due to the fact that the representatives of the Bukharian Oghuz dialects lived side by side with the Tajik-speaking people for centuries, in addition to their Turkic vocabulary, a number of lexical units borrowed from Persian-Tajik language naturally appeared in their language and began to be actively used in everyday life. The fact that the lexical units denoting plant names in the region came from the Persian-Tajik languages might also give rise to some speculations as historically Persian-speaking population lived in some villages of the districts belonged to Oghuz dialect. Although few villagers today speak pure Oghuz dialects, they claim that historically the roots of the origination of their ancestors traces to the Persians. For example, still we can observe a number of Persian customs and traditions in the way of life and folk customs of the population living in Tot, Shurabad, Kunduk and Tojikent villages. From this evidence it can be noted that a mixture of Turkish and Persian populations in the region created the modern lexicon. In our work, we conducted a comparative analysis of the conceptual implications of plants and their associated Persian-Tajik lexical units with Uzbek dialects and some other Turkic languages.

*кади* 1. *pumpkin* For example: *Худэгэ шүкүр, шу йыл кәдимыз мол-көл болли* (Asajam, Olot district). 2. *A household item which is made from pumpkin*, for instance, *Кәдының ичиндә севзы тохум бәр, оны элыгел, хэзыр экәмыз* (Qoravul, Jondor district). 3. *A small dish for nas or nasvai* (Uzbek chewing tobacco). To cite an example: *Сәдық кәдыңны бер, быр нәс этыйын* (Khafizobod, Romitan district). A comparative analysis of Bukharian bilingual dialects is as follows: *каду//кәды (pumpkin). Палавкаду//палавкәдъ//эшкәдъ, нәнкаду// нәнкадъ, тәмшәкаду//тәмшәкәдъ* (M. Mirzaev, 122). This lexical unit is given in the following forms in the dictionary of Uzbek folk dialects: *каду//кадъ* (Samarkand, Bukhara), *//кәде* (Kashkadarya), *//кәди* (Khorezm), *нәскәде, тәмшә кәде, дәсмәл кәде, кәди бичәк* (Kashkadarya) etc. (Dictionary of Uzbek Folk Dialects, 137). “Uzbek Folk Words in Kashkadarya” dictionary the word *кади (pumpkin)* is expressed in the following ways (Чироқчи) 1. *Pumpkin* 2. *A special rag bag used for curdling yogurt or kefir and milking a cow* (Chiroqchi), *кадичак* is a dish for curdling yogurt or kefir (Qorakhitoy). The following lexical units related to the word *кади* are also available in Kashkadarya: *кадибав* (Dekhkonobod) is a thread to tie the rag bag used for water, milk and curdling yogurt. *Кадибоғ* (Chambil) is a thread of rag bag, a fiber used for threading a rag bag. *Кадипечак* (Denov) is a pastry made by adding pumpkin between the dough. *Кадисомса* (Karshi) is a type of savoury pastry stuffed with pumpkin. *Кадихўр* (Qamashi) is a person who likes to eat and cook pumpkin. (T. Nafasov 134). In Karakalpakstan dialects the word *кади (pumpkin)* is used in various ways as well: *сәлләкәди// маркәди* (Beruniy) is a type of pumpkin called by local people as *anjir pumpkin*, *дасмал кәди* and applied to name the pumpkin used for washing the dishes, *шәңгил кәди* (water pumpkin) is a type of a mug used for drinking water, *алмакәди* and *наскәди* are the types of pumpkin, *чилиmkәди* is a sort of pumpkin used for keeping a smoking chillum, *палавкәди* is a quality sort of pumpkin, *сукәди* is pumpkin used for keeping water, *дәстәркәди* is a big pumpkin, *кәдибәрәк* is dumplings made from pumpkin, *кәдишорва* is a type of soup made with pumpkin, *кәдигәммә* is a type of savoury pastry stuffed with pumpkin etc. (Ishaev, 119). In the Uzbek literary language, the word *кади* relates to the Persian-Tajik languages and is considered to be dialectal, and in the literary language it has a meaning of pumpkin. (Explanatory Dictionary of Uzbek Language, vol 1, 358). Also the word *каду (pumpkin)* was very popular in Uzbek classical literature (Resources of Classical Literature, 171): for example, *каду* has been used to denote pumpkin, a dish used for water, a kind of small neck bag made from pumpkin and used by qalandars (wandering ascetic Sufi darvishes) for collecting money; *кадуамруд* is a round-

shaped pear; *каду качкул* a widespread small bag among beggars made from pumpkin and used as a pocket for collecting money from people (Dictionary of Navoi Literary Works, 299); In Turkmen language there are several types of pumpkin such as *хайван кәди, нас кәди, палав кәди, сув кәди, даш кәди, сүртеч кәди//десмал кәди, гара кәди, алма кәди, сары кәди* etc.<sup>3</sup>. This word has a number of variations in different languages such as *аскәди, палаўкәди* in Karakalpak (Russian-Karakalpak Dictionary, 1028), *ашкәди//ашкеди* in Kazakh dialect (Kazakh Ancient Turkic Dictionary, 50), *каду* in languages belonging to the Iranian group (Urdu-Russian Dictionary, 734), *каду* in Dari language (Dari Dictionary, 207), *каду* (Voskonyan, 720), *каду* (Russian-Tajik Dictionary, 771) and *кеди* in Kurd language (Russian-Kurd Dictionary, 248) etc.

*чәңгәләк* is a *cotton boll* or *protective case of cotton*. For instance: *Пәхтә чәңгәләгы қыштә мәлләрә зор йем боләдыр* (Qozon, Qorakul district); *Пәхтә чәңгәләгы күнжәрә, кепәк билен өкүзлеры сәмыз етәды* (Ojiayron, Olot district). This lexical unit is expressed in different forms in various Uzbek dialects i.e., *чаңалоқ* (South Khorezm), // *чаңгалақ* (North Khorezm), // *чаңгалоқ* (Bukhara) in the meaning of *cotton boll* or *cotton protective case* (Dictionary of Uzbek Folk Dialects, 293), *чангалоқ* (Karshi) means waste from cottonseed meal (T. Nafasov, 338). A comparison of the word *чәңгәләк* in various Uzbek dialects is as follows: *чаңгалақ* in Turkmen language (Turkmen Dictionary, 738), *чангалоқ* (*a cotton boll*) in Persian-Tajik, (Tajik-Russian Dictionary, 437), *шаңгалақ* (*a pit of fruit such as pitches and apricots* etc.) in Kazakh dialects (Kazakh Ancient Turkic Dictionary, 330), *чанқалақ// чаңгалақ* (*cotton-stalk*) in Uzbek dialects of Karakalpakstan etc. (Ishaev, 169).

*худрәйи* 1. *Wild plant*; a plant that crowds out without being planted. For example: *Бәр, бу пәмәдурны иймә, у худрәйи гәгәрән* (Arabkhona, Qorakul). 2. *A child without a father or whose father is unknown*. For example: *Сениң қызың худрәйи доғын, ҳәзыр дылы быр қарыш* (Tutonkora, Olot district) A comparative analysis of the word *худрәйи* in various Uzbek dialects is as follows: this word is used in various senses in the language of Uzbek classical literature: *худройлығ* in the meaning of *stubbornness, obstinacy, arbitrariness* etc. (A. Karimov, 2, 113), *худройлиқ* (*self-will, stubbornness*) (Resources of Classical Literature, 461), *худрӯ//худрӯй* means *wild* or *wild plant* (Short Dictionary of Navoi Literary Terms 310), *худроӣ* defines *a person who is willful and stubborn* (Kh. Nazarova, 161), *худроӣ* describes *a self-will, obstinate and acerbic person* (Resources of Classical Literature, 363), in the Dictionary of Navoi's Literary Works the word *худрӯ//худрӯй* relates to the Persian-Tajik origination which means *self-grown, wild* etc. and the word combination *гули худрӯ* has a meaning of *a wild flower*. *Худроӣ* is also interpreted as *stubborn, stubborn, arbitrary* and the word *худройлиқ* as *stubbornness, arbitrariness* etc. (Dictionary of Navoi's Literary Works, 665). In Khorezm dialects the word *худрайи* (Urgench, Khiva) is interpreted as *careless, light-hearted* or *laid-back* (Khorezm dialects, 93). Yusuf Jumanazarov explains the combination *худрәйи қавынни* which is widespread in Hazarasp dialect as *a local melon* and notes that the origin of the word *худрәй* is still unknown (Issues of Turkology, 133). The word *хумраӣ* was also widely used in Turkmen classical literature in the meaning of *a person who doesn't listen to anyone and does everything in his/her own* (Short Dictionary of Turkmen Classical Literature, 255). In Tajik language the word *худрӯй* means *wild* and *self-grown* (Russian-Tajik Dictionary, 215), in Persian language the word *хӯдроӣ* or *хӯдроӣи* has synonymic notions such as *self-will, stubborn* etc. and the word *хӯдрӯ* has meaning of *wild* or *self-grown* (Rubinchik, 1, 578). The expressions *a person without a father* or *a child whose father is unknown* in Persian-Tajik languages are given with the words

*гайирникоҳ, ҳароме* (Russian-Tajik Dictionary, 554) and *валадизино* (Rubinchik, 2, 707). Apparently, in Oghuz dialects of Bukhara the word *худрэйи* has an extended meaning and this lexical unit began to express the meaning of *born out of wedlock*. In Uzbek literary language, this meaning is expressed with the words *валад, валад зино, ҳароми, ҳаромзода* (Explanatory Dictionary of Uzbek Language, Vol 1,171).

The word *тоҳум* means *seed*. For example: *Кэдиниң ичиндэ севзи тоҳум бэр, элыгел бүгүн севзини экали* (Solo qorovul, Olot district); *Шу йил қовуның тохмыны элмэштирэмэн, қовун тохмымың ҳеммеси эттүришэк болли* (Yoshbotir, Olot district). In Uzbek folk dialects, this lexical unit is also used in the sense of *egg* (South Khorezm, Kashkadarya), *seed* (Lexis of Uzbek dialects, 204), *seed used for crops* (Chirakchi) and *grain for sowing seeds* (T. Nafasov, 301). In the speech of local Uzbeks from Mangit and Khojayli districts, the word expressions *тухум // туқум тәбарик* stand for *relatives* or *relations* (Ishaev, 161). A comparative analysis of the word *тоҳум* is as follows: the forms of *туқым // туқум // тухум* are very popular in Kipchok and Oghuz dialects, but *// тухъм* is used mostly in Korluk dialects in the meaning *relations* and *relatives* (Dictionary of Uzbek Folk Dialects, 382). The words *тухумы тәж* in Oghuz dialects of Khorezm, *тәхум ми:ч* in Turkmen language, *түхмә тож* in Persian-Tajik languages are exploited in the meaning of *generation* (Turkmen Dictionary, 656; Rubinchik, vol 1, 359). The word *туқым* stands for both words *seed* and *generation* (Russian-Karakalpak Dictionary, 888) and the word expression *туқымлық бийдай* expresses *grain seed* (Russian-Karakalpak Dictionary, 919) in Karakalpak language, in Kazakh language the word *тухым* has a meaning of *seed* (Kazakh Language Dictionary, 302), in Turkish language the word *тоҳум* means *seed* and the word expression *тоҳумлук бугдай* is used in the meaning of *grain seed* (Russian-Turkish Dictionary, 824), in Tajik the words *тухм, тухмӣ* are used for denoting *seed* (Russian-Tajik Dictionary, 1003), in Persian language people use the words *тохм, тохмә* in the meaning of *seed, grain* and *egg* (Rubinchik, 1,359), Tatar word *орлык* stands for *grain seed* (Russian-Tatar Dictionary, 565) and *йомырка* for the word *egg* (Russian-Tatar Dictionary, 724). In the Dictionary of Classical Literature the word *тоҳум* is referred to the word with Persian-Tajik origin. In the past the words *тухм (seed, egg), тухма (generation, seed), тухмиёна (the seed of one of the herbal plants)* (Dictionary of Navoi Literary Works, 618), *тухмийона (drug seed, healing seed)* (Short Dictionary of Navoi Literary Terms, 283), *тухм (seed, egg)* (Kh. Nazarova, 148), *тухм (relatives or relations)* (Resources of Classical Literature, 333) were widely used in the active vocabulary of Uzbek people.

The word *зэмэррық//зэмэрық* means *mushroom* or/and *fungus*. For example: *Йэмгыр йэгэннэн соң, бэхэр вэхты йэвэндэ зэмэрық бемен чықей* (Bikach, Olot district); *Зэмэррық терын, элэвдэ биширдик* (Kuvacha, Qorakul). In Uzbek folk dialects, the word also occurs in the form of *замарық* (Northern Khorezm) or *// зама:рық* (Southern Khorezm), meaning *mushroom* or *fungus* (Dictionary of Uzbek Folk Dialects, 109; F. Abdullaev, 45; Ishaev, 107). A comparative analysis of the word *зэмэррық//зэмэрық*: this word has a number of varieties and forms in different languages, for example, *замаррық* in Karakalpak language (Russian-Karakalpak Dictionary, 169), *замаррыкъ* in salir, arsari dialects of Turkmen language (Short Dialectological Dictionary of Turkmen Language, 87), *зәмбә* in Tatar language (Russian-Tatar Dictionary, 117), *мантар* in Turkish (Russian-Turkish Dictionary, 160), *кәмелек* in Turkmen language (Dictionary of Turkmen Language, 396), *занбўруғ* in the meaning of *mushroom* in Tajik language (Russian-Tajik Dictionary, 190) and *заморуғ // саморуғ* with the same meaning in

Persian language (Rubinchik, vol 1, 764; vol 2, 256). In tajik language the word *занбӯруғ* is a common name for an edible agaric, but the word *саморӯғ* stands for an inedible or poisonous agaric (Tajik-Russian Dictionary, 150; 339). In Bukharian Uzbek vocabulary the lexical unit *гөвәләк* has the conception of a *mushroom* (f.ex: *Йәмгыр йәгды – гөвәләк дүшди* (Denov, Olot district). We believe that this lexical unit is a phonetically modified form of the word *кәмелек*, which means *mushroom* in Turkmen language.

*нэзбой* // *нэзвой* in the meaning of *basil* – a tropical aromatic annual herb. For example: *этыздә дүрли-дүрли нэзвойлә экилен* (Katta bayot, Olot district). The meanings of basil in Uzbek folk dialects are expressed in a number of ways i.e., *нэзбой* (M.M. Mirzaev, 128) // *назвай* (Khorezm) // *нэзвэй* (Kashkadarya) // *назбай* (Khujayli, Kungiro) // *назвай* (Turtkul, Beruniy, Mangit) // *назвайгүл* (China) etc. (Dictionary of Uzbek Folk Dialects, 189; Ishayev, 140; B. Juraev, 144; T. Nafasov, 195). The lexical units *нозбӯй* // *нозбу* in Persian and Tajik languages stand for the word *basil* (Russian-Tajik Dictionary 43; Rubinchik, 2, 606). When we compare the words in different languages we may find out several variations and forms of the word *basil* such as *райхан* (Kazakh Dictionary, 251), *туран уты* (Russian-Tatar Dictionary, 655), *феслеген* // *базилик* (Russian-Turkish Dictionary, 31) and *назбай* // *рейхан* (Turkmen Dictionary, 463, 562) etc.

*зәрдалы* // *зердалы*// *залдары* means *apricot tree* and its *fruit*. For example: *Жықжыққа зәрдалының үстүнә гелип сейрәп хич ухләтмидир* (Kharoba, Peshku district). This lexical unit is found in Uzbek dialects in the following forms: *зәрдалу*//*зәрдалъ* (M. Mirzaev, 118) used in the meaning of *fresh apricot*, *зәрдалы* in the Lower part of Kashkadarya in its genuine meaning of *apricot* (A. Shermatov, 92). However in the Resources of Classical Literature this lexical unit is referred to the Persian-Tajik languages: for instance, *зәрдолу* (Short Dictionary of Navoi Literary Terms, 97; Dictionary of Navoi's Literary Works, 245; Kh. Nazarova, 48). In the Explanatory Dictionary of Uzbek Language the word *зәрдоли* is presented as the word with Persian-Tajik origin, but relating to the dialectal words with the meanings of an *apricot tree* or its *fruit* (Explanatory Dictionary of Uzbek Language, vol 1, 300). In Persian and Tajik languages the word *зәрдолу* shares the same meaning (Tajik-Russian Dictionary, 151; Rubinchik, vol 1, 759). Through the comparative analysis we may come across with numerous forms of this word in different languages: *ерик* (Russian-Karakalpak Dictionary, 14), *эрик* (Russian-Turkmen Dictionary, vol 1, 30), however in Kirach dialect of Turkmen language it has a form of *зерда:лы* and in Khasar dialect it takes another shape as *зәрдалы* (Short Dialectological Dictionary of Turkmen Language, 89), *өрек* (Russian-Tatar Dictionary, 15), in Turkish language the word has two expressions such as *кайусу* (*apricot* and *apricot tree*) and *кайусу ағачы* (*apricot tree*) etc.

*шывыргэны* is a *raisin type of grape; the grains are small, seedless, dark black in color, and the name of the vine or the branch that bears such fruit*. For example: *Шывыргэны йәхишы хәсыл берәды, уннән зор мейизи хәр йылы элмән. Шывыргэныгә дым көп қәрәш кәрәк* (Kukkuз, Olot district). *Шъбърганъ* is a black, round sort of grape which usually grows in summer (F. Abdullaev, 114). The name of this sort of grape is related to the name of the place *Шибиргон* // *Шибаргон*, located in the northern part of Afghanistan. The suffix *-и* occurs in words borrowed from other languages and serves to create adjectives that express a relation to a place, for example, *шибиргони*//*шивиргони*, *кәшмири* etc.

*йәкдәнә// йәгдәнә* is a sort of grape with a large bunch of fruit with few seeds but productive and sweet. For example: *үзүмиң йәхишысы йәкдәнә боләды* (Chovurchi, Qorakul). Consisting of two Tajik words *йак* (як) and *дона* (seed, grain) (one, the only) this grape variety has been famous for its quality and uniqueness.

*ҳилвой* is *mint*, a temperate plant with aromatic leaves and small mauve flowers. For example: *Отызә бәрып ҳилвой, нәзвәй, йорынжә әлигелиң, гәк сәмсә биширжәк* (Bikach, Olot district). This word is expressed as *пудинә* in dialects of Kashkadarya and Samarkand and in Bukharian bilingual Uzbek dialects it has other variations such as *ҳулбӯй//ҳулвӯй* (M. Mirzaev, 145; Dictionary of Uzbek Folk Dialects, 223). In Osh and Jizzakh it has the form *ҳилвә* and in Namangan region as *ҳулвә* a variety with a slight phonetic change. All the lexical unites mentioned above are the same as Tajik *пудина, ҳулбӯй*. In the Tajik language, the words *пудина, ҳулбӯй, наъно* create a synonymic line (Russian-Tajik Dictionary, 506). As comparative analysis of these word shows there are a number of other variations of *ҳилвой* in different languages. For example: *жалбыз//нозбай* (Russian-Karakalpak Dictionary, 449), *бәтнек* (Russian-Tatar Dictionary, 280), *нане* (Russian-Turkish Dictionary, 418), *нарпыз* (Russian-Turkmen Dictionary, vol 1, 588), *наъно* (Tajik) (Voskanyan, 283) etc. *Ҳилвой* in Uzbek is called as *ҳилви, чӯл ялпизи* (desert mint). There is some evidence that Avicenna (Ibn Sina) on page 295 of volume 2 of his *Canon of Medicine* names mint as *наъно* and presents two types of this plant: garden mint and desert mint (Uzbek Literature and Art, №52, 2014, p 1). In sarik, solir, arsari and southern yomut dialects of Turkmen language *mint* is given as *пидене*, in anev dialect as *пидинә*, in nukhur dialect as *пудинә* (Short Dialectological Dictionary of Turkmen, 148).

*шывыт* means *dill* – a type of herb which has aromatic threadlike foliage. For example: *Шорвә, уншыгә шывыт сәлсәң, бу о:қәты йәхишы гәрип иймиз* (Pichoqchi, Olot district). In Uzbek dialects it has the forms *шывыт// шувыт//шебит* (Urgench, Khiva, Khonqa) (Dictionary of Uzbek Folk Dialects, 314; F. Abdullaev, 103). The word *dill* has several variations in other languages that is *ауқатқа салынатугын ийисли шәп, укроп* in Karakalpak (Russian-Karakalpak Dictionary, 1044), *шәет//туран уты* in Tatar (Russian-Tatar Dictionary, 655), *дереўту* in Turkish language (Russian-Turkish Dictionary, 945) and *шубит//укроп* in Turkmen language. In Uzbek-Russian dictionary, the word *швид//шивит* is described as specific to a dialect as well as in the five-volume explanatory dictionary the word *шивит* is referred to Persian dialects (Uzbek-Russian Dictionary, 561; Explanatory Dictionary of Uzbek Language II, vol 4, 567). In taka and akhal dialects of Turkmen language the word *шивит* also means *dill*, but in Persian and Tajik languages they are used as *швид* (Voskanyan, 736) and *шубит* (Russian-Tajik Dictionary, 1143).

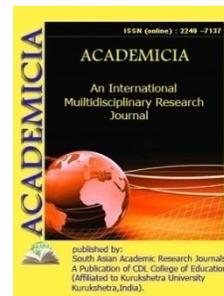
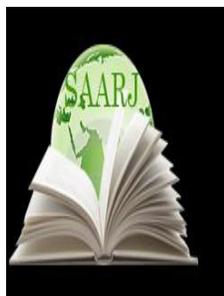
The word *әптәппәрәс//әптәппәрәс* means *sunflower*. For example: *әптәппәрәсләрымыз гәз дегмәсын хеммәсы бехәтә гәгәрыптыр* (Vokhim, Qorakul district); *әптәппәрәсымыз йәхишы хәсыл бермәды* (Qaroli, Jondor district). In Shakhrisabz (Kashkadarya) the word *әфтәбнәрәст* has two meanings: 1. *Sunflower*. 2. *Type of embroidered ornament* (T. Nafasov, 213). In one of the Bukhara dialects the word *әфтәбнәрә* means *sunflower* (Dictionary of Uzbek Folk Dialects, 37), but Tajiks use it as *офтәбнәрәст* (Russian-Tajik Dictionary, 1004). *Офтәбнәрәст* has the concept of *sun-loving* in Tajik (Rubinchik, 103), when the word *sunflower* is expressed with the word *тӯхмә* and the word combination *тӯхмә шәкастан* means *sunflower lightning* (Voskanyan, 623). In Turkmen dialects of Karakalpakstan the word *а:нта:нмәрез* is applied for describing *double-faced, rascal* and *cheating* people (Short Dialectological Dictionary of

Turkmen Language, 23) and *гүнебақар* is used to denote *sunflower* (Turkmen Dictionary, 216). This word has different variations in some other languages as well: for example, *айғабазар* in Karakalpak (Russian-Karakalpak Dictionary, 702), *айгичегу // гүнебакан* in Turkish language (Russian-Turkish Dictionary, 642) and *көнбагыш* in Tatar (Russian-Tatar Dictionary, 564) etc.

From all the above it can be seen that most of the borrowed words in Bukhara Oghuz dialects have become vital lexical units for the representatives of those dialects. It is not known whether these lexical units are loaned from Persian-Tajik or borrowed from other languages. They seem like native words for local people as they have already interpenetrated to the daily usage.

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## CATALOG OF TRAINING TASKS FOR TRAINING SPECIAL ENDURANCE OF YOUNG GIRL HANDBALL PLAYERS

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### ABSTRACT

*In the study, a catalog of motor (training) tasks was developed, aimed at the education of special components of endurance, manifested in playing competitive activity among young handball players (girls). It was assumed that the progressive growth of sports-technical and physical readiness of young and young female handball players in teams of potential reserve, high efficiency of competitive activity and indicators of its effectiveness will be achieved in the conditions of building the microstructure of training in the form of motor tasks, corresponding to their training effects to the load of competitive exercises.*

**KEYWORDS:** *Handball, Youth Sports, Women's Sports, Girls Handball Players 16-17 Years Old, Motor (Training) Task, Heart Rate - Heart Rate, Cardiac Monitors "POLAR".*

### INTRODUCTION

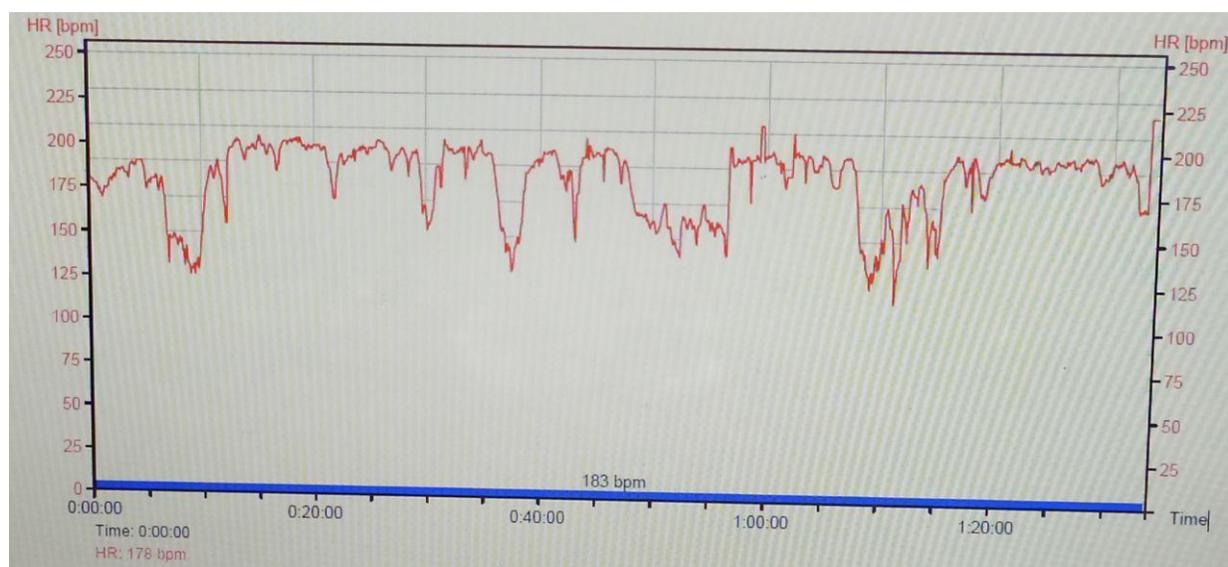
Modern views in the construction of sports training for young and qualified athletes are associated with the allocation of primary structural and functional units of the organization of motor activity, called motor (training) tasks [1,2]. The selection of such tasks in the training activity of young and qualified handball players should take into account the specialization of the functional reactions manifested in competitive activity [3]. At the same time, in the practical activity of novice coaches, due to the insufficient number of scientific and methodological recommendations, sometimes training tasks are solved that do not ensure the growth of sports, technical and physical fitness, since the composition of exercises, methods of their implementation, parameters of loads in their influence do not correspond to competitive effects [3]. By virtue of this fact, the study set a goal - taking into account the specifics of functional reactions manifested in the game competitive activity of girls-handball players, to develop a

catalog of training tasks that would ensure the growth of the leading sides of the preparedness of young athletes of 16-17 years old, and, first of all, special components of endurance [ 4].

The analysis of the internal load in terms of heart rate in the conditions of the Championship of Uzbekistan was carried out using the POLAR Team System.

## RESULTS OF STUDIES

Studies conducted during the Championship of Uzbekistan among girls aged 16-17 [5] showed that in the most intense games of the finals, about 80% of the active time of the competitive game takes place in the pulse range of a large (161-180 beats / min) and high intensity load ( from 181 bpm and above). Figure 1 shows the pulse curve reflecting the intensity of physical actions in the final game for the 3rd place with a 1 point loss to one of the most productive players in the match and the competition as a whole.

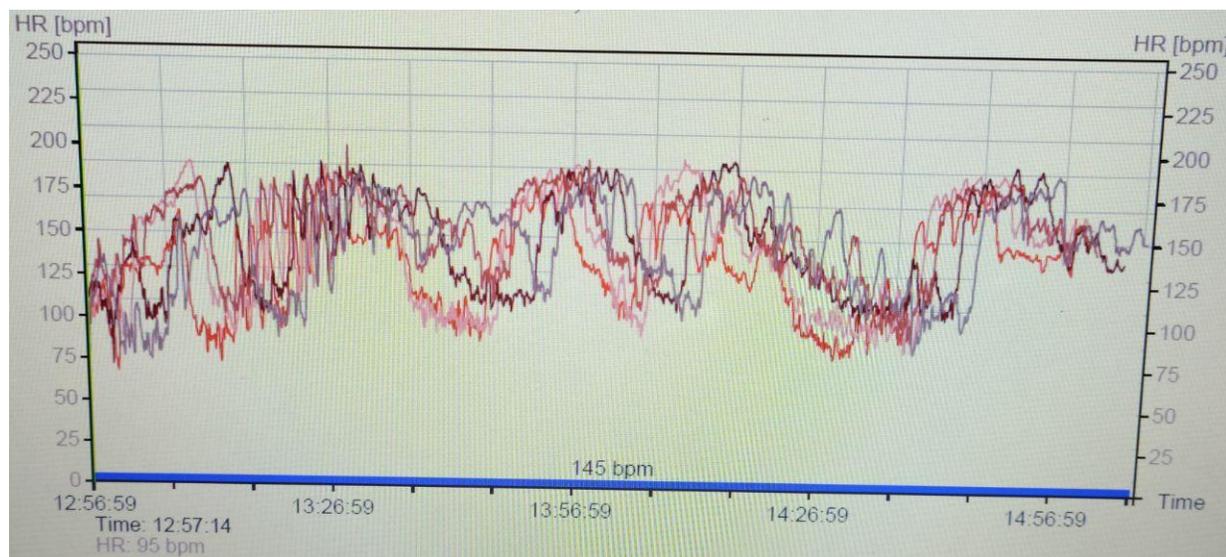


Person	RazzokovaMarjona	Date	16.02.19	Heart rate average	183 bpm		
Exercise	05020401	Time	16:29:35	Heart rate max	221 bpm		
Sport	Running	Duration	1:33:40.0				
Note				Selection	0:00:00-1:33:40(1:33:40.0)		

Figure 1 - Heart rate dynamics of a player in the final match of the Championship of Uzbekistan among girls aged 16-17

As a comparative example, Figure 2 shows the dynamics of heart rate for a number of players during a training session. The structure of the training consisted of the following scheme of sequential tasks: warm-up running and running tasks along the diagonal; stretching exercises - stretching; passing the ball in pairs along the court with the goal attack, back - a 2 × 2 game; Exercise in passing the ball with 3 versus 6 defense throughout the entire court; throws in pairs from medium and long distance; 6 × 6 game with repetition of tactical interactions; free throws;

6 × 6 game with personal protection throughout the court; free throws. Despite the fact that high-intensity exercises were used in this training, the general parameters of the load differ significantly from the competitive ones. So, in the high-intensity zone, the players were 12.8% of the training time, in the high-intensity zone - 24.6%, in the medium-intensity zone - 22.8%, in the low-intensity zone - 39.8%.



o	Exercise	Date	Cursor	HR rate	Heart	Duration	Note
	Razokova Marjona/05012901	29.01.19	1 0 1	133 / 186		2:01:20.0	
	AmrulloevaMohigul/0 5012901	29.01.19	102	153 / 201		2:03:40.0	
	NurullaevaNigina/050 12901	29.01.19	111	145 / 189		2:03:25.0	
	ChorievaUmida/0501 2901	29.01.19	96	146 / 195		2:07:45.0	
	NiyozovaGulmira/050 12901	29.01.19	95	143 / 196		2:04:15.0	
	Mavlonova Farida/05012901	29.01.19	108	145 / 189		2:10:25.0	

Figure 2 - Dynamics of players' heart rate during a training session

Thus, in the training process, up to 60% of active time actually falls on work in the zone of moderate power (medium and low intensity), which hardly meets the requirements of effective

competitive activity. The analysis of pulse curves made it possible to compile a catalog of motor tasks, in which the value of the load was determined according to the point system. Intensity gradation the load was determined: insignificant - heart rate - 114–120 beats / min, 1–2 points; moderate - heart rate - 126-132-138 beats / min, 3-4-5 points, respectively; average - heart rate - 144–150–156–162 beats / min, 6–7–8–10 points, respectively; large - heart rate - 168–174–180 beats / min, 12–14–16 points, respectively; submaximal and maximum - heart rate - 185-192-198beats / min, 20-24-32 points, respectively. For example, one training session used pulse response exercises with 192, 174, 137, 186, 150 bpm, which corresponds to 25, 14, 5, 21, 7 points, i.e. a total of 73 points. Naturally, the next or previous trainings had different total scores, for example, 96, 112, 64, 82, etc. Thus, summing up the normalized cost of the load, we get a value that characterizes both an individual training session and the training stage as a whole. By determining the overall total assessment of the load at each stage, it is possible to compare these stages with each other in quantitative terms using a single indicator. In the course of the research, a catalog of motor tasks aimed at developing special game endurance was developed, including 4 clusters [1, 2, 4]: I Cluster - heart rate up to 135 beats / min. The intensity is low to moderate. The orientation is aerobic. Education of flexibility, strength. Exercise is mostly not specialized, simple. The magnitude of the load is from 1 to 5 points. Motor tasks: a set of stretching exercises; set of exercises ORU; even running; about-preparatory jumps; jumping from a place in pairs; recovery swimming; strength exercises on simulators. Cluster II - heart rate 136–160 bpm. Average intensity. Orientation, mixed aerobic-anaerobic. Education of special endurance, strength. Exercises mostly specialized, simple and complex. The value of the HR load is –144, 150, 156, 160 beats / min, 6, 7, 8, 9 points. Motor tasks: free throws - "picked up and threw"; free throw in pairs; medicine ball passing in place and in motion; dribbling with two balls in place and in motion; passing in motion in pairs, alternately with two balls; dribbling in pairs, holding the hand, one pulls the other player behind him, both dribble the ball; "Jerking" with a change in the direction of movement, stopping with "stomping" ("dance"); dribbling the ball with a change in direction, with transfers followed by an attack; jump in pairs in series of 10; going to the right and left, a jump throw after a step; hitting the ball on the backboard; "Handball" cross, shuttle with throws from different distances.

III Cluster - heart rate 161-180 beats / min. The intensity is great. Orientation, mixed aerobic-anaerobic. Education of special endurance, strength, speed-strength qualities. The exercises are mostly specialized and complex. The value of the heart rate load - 162, 168, 174, 180 beats / min, 10, 12, 14, 16 points. Motor tasks: playing with a "shuttle"  $5 \times 4$ ,  $6 \times 6$ ; two-sided games without pressure; game  $1 \times 1$  on two gates; game  $5 \times 3$ ,  $6 \times 5$ ,  $4 \times 4$  on two shields; double-sided games with periodic use of pressure; "Repeated" jumps; running on segments of 300, 400, 600 m.

IV Cluster - heart rate from 181 and above beats / min. The intensity is submaximal and maximum. The orientation is anaerobic. Education of speed, speed-strength abilities. The exercises are mostly specialized and complex. The value of the heart rate load is 185, 192, 198 beats / min, 20, 24, 32 points, respectively. Motor tasks: varieties of "eights" - narrow, wide, with catching up, followed by a game of  $5 \times 2$ ; the game  $6 \times 3$ ,  $6 \times 6$ ,  $6 \times 5$  with access to the "fast break"; exercises in fast break  $6 \times 1$ ,  $6 \times 2$ , etc.; shuttle running with or without dribbling from front to back; game in a numerical advantage  $6 \times 1$ ,  $6 \times 2$ , etc.; playing with pressure throughout the court; control and qualifying games using substitution.

Thus, in our study, the parameters of the training load were determined on the basis of the relationship between heart rate, the nature of energy supply and the predominant orientation of tasks when solving certain pedagogical tasks. In general, the value of the training load characterized the degree of influence of certain exercises performed by the player on his body. The catalog clusters also took into account the indices of specialization, complexity and orientation of training loads [5]. The predominant fulfillment of motor tasks from one cluster of the catalog allows achieving a certain intensity in the load, programming the general functional effect, while clear parameters of the training load in terms of the duration of the task, its repetition, the duration of rest are provided by the standard reactions of the body. The inclusion of tasks from various clusters will help us regulate the dynamics of the increase in the load, and their vertical ordering will provide an opportunity to take into account the individual reactions of the body of athletes-handball players.

## CONCLUSION

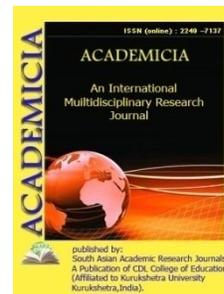
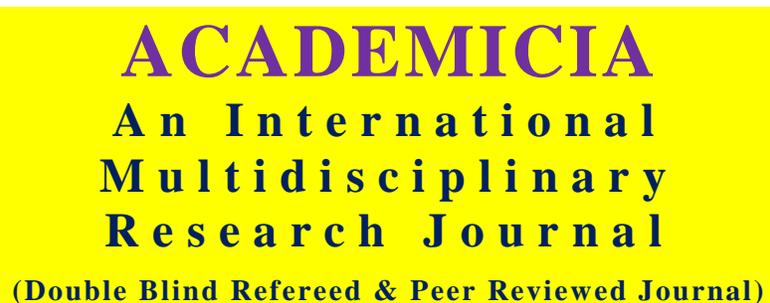
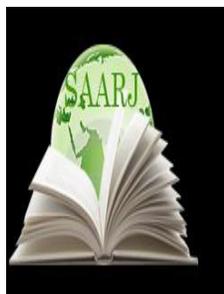
When planning training sessions, it is recommended to use the catalog of complexes-tasks according to the training effect indicators - the heart rate. For exercises with a low load, choose tasks mainly from cluster I (heart rate - up to 135 beats / min), from the middle - the second (heart rate - 136–160 beats / min), from the big one - from the third (heart rate - 161–180 beats / min), with the maximum - IV cluster (heart rate - 181 and above). Summing up the assessment of the load in points, you can get a normalized value that characterizes both a separate training session and the training stage as a whole.

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## METHODOLOGY OF APPLICATION GAMES IN THE TRAINING OF YOUNG ATHLETES

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### ABSTRACT

*This article scientifically analyzes and substantiates the methodology of using movement games in the development of physical and psychological training of 10-12-year-old athletes in the primary training group. In movement games, the physical and mental components are closely intertwined, not only taking into account the formation of children's ability to work as a team, the ability to fight for the common good with other children in the team, but also through active action.*

**KEYWORDS:** *Initial Preparation Stage, Strength, Agility, Endurance, Agility, Physical Training, Psychological Preparation, Ability To Communicate.*

### I. INTRODUCTION

Today, the popularization and development of physical culture and sports has become one of the important directions of the world community. In this regard, the role of children's and youth sports is of particular importance [1]. The role of physical, technical-tactical, psycho physiological, intellectual training in attracting talented children to the chosen sport, in developing their sports skills is invaluable. The rapid development of sports is one of the important aspects of the development of children's and adolescents' sports today. One of the most important tools for the development of children's sports is action games.

Research in the world has studied the formation and development of motivation of young athletes for sports, the optimization of training loads, taking into account their anatomical-physiological, psycho physiological and age characteristics.

## II. LITERATURE REVIEW

At the initial stage of preparation, the means and methods of rational formation of movement training in the selected sport, a methodology for developing their motor qualities, taking into account the sensitive periods of children, have been developed. Numerous studies have been conducted on the problems of qualifying sports, determining the importance and effectiveness of mobile games in maintaining the contingent in their sports clubs [3,4,5,6,7,8,9]. Improving the system of application of movement games in the physical and psychological training of young athletes is now considered a solution to the initial stage tasks.

Of course, today in the field of theory and methodology of children's and adolescent sports a lot of research has been conducted on the adaptation of the system of training of adolescent athletes to modern requirements.

V.G.Nikitushkin, K.T.Shakirjanova, E.R.Andris, R.Q.Qudratov, A.N.Normurodov, M.S.Olimov, T.S.Usmonkhodjaev, V.P.Filin, S.S.Tajibaev and others, in their research works and sources, emphasize the importance of movement games in the targeted development of physical and psychological training of adolescent athletes engaged in primary training [3,4,5,6,7,8,9].

## III. Analysis

As a result of the analysis of the scientific and methodological literature, methodological recommendations for improving the methods of using movement games to increase the effectiveness of training of young athletes, the development of physical qualities and psychological training of trainees are not sufficiently developed.

**The aim of the study** was to improve the methodology of using movement games in improving the physical and psychological fitness of young athletes.

### Research objectives:

- To determine the correlation between the indicators by studying the age-specific dynamics of physical and psychological training of athletes;
- To determine the content and direction of the method of stratification and application of movement games in the training of young athletes;
- To determine the effect of the level of physical fitness on psychological fitness in athletes aged 10-12 years;
- improving the use of movement games in the training of 10-12-year-old athletes in the initial stage of training.

**The object of the study** was the training process of young athletes.

**The subject of the study** was the use of movement games in increasing the effectiveness of training of young athletes.

The work used the analysis of scientific and methodological literature, pedagogical observation, pedagogical testing, instrumental methods, psychological testing, pedagogical experience and methods of mathematical statistics.

A pedagogical experiment was conducted to test the effectiveness of the developed authoring method, which focuses on the development of physical and psychological abilities of children aged 10-12 years.

The results of experiments to determine the level of physical fitness of children aged 10-12 years in primary education are presented in Table 1.

The general level of physical fitness of adolescent athletes is as follows: the average result in running 30 m in 10-year-old boys was  $6.8 \pm 0.2$  s, in 11-year-olds -  $6.7 \pm 0.2$  s, the development of speed quality in athletes of this age compared, the reliability of the statistical differences between the indicators is  $p > 0.05$ .

The analysis of the results of the dynamics of physical fitness of 10-year-old athletic boys is as follows.

At the beginning of the study, the average performance of the control group was  $6.8 \pm 0.2$  in the 30 m run (s), the average of the experimental group was  $6.7 \pm 0.3$ , and the reliability of the statistical differences between the indicators was  $p > 0.05$ .

At the end of the study, in the 30 m run (s), the average performance of the control group was  $6.5 \pm 0.7$ , the average performance of the experimental group was  $6.1 \pm 0.4$ , and the reliability of the statistical differences between the indicators was  $p < 0.05$ .

When 3x10 m moxibustion running control tests were taken to determine the level of agility quality development, at the beginning of the study, the control group had an average of  $9.0 \pm 0.4$ , while the experimental group had an average of  $8.8 \pm 0.3$ , statistical differences between the indicators. reliability  $p > 0.05$ .

At the end of the study, the mean of the control group was  $8.7 \pm 0.6$ , and the mean of the experimental group was  $8.3 \pm 0.5$ . The results show that in the experimental group, the rate of increase in agility quality improved by 0.4 seconds, the reliability of statistical differences between the indicators  $p < 0.05$ .

In the 60 m running control test, at the beginning of the study, the mean value of the control group was  $9.6 \pm 0.3$ , the mean value of the experimental group was  $9.4 \pm 0.7$ , and there was no reliability in the statistical differences between the values -  $p > 0, 05$ .

**TABLE 1 DYNAMICS OF PHYSICAL FITNESS OF 10-YEAR-OLD ATHLETIC BOYS**

T/p	Indicators Running 30 m (s)	CG	EG	t	p
		$\bar{x} \pm \sigma$	$\bar{x} \pm \sigma$		
1	3 × 10 m moxibustion Running (s)	<u>6,8±0,2</u>	<u>6,7±0,3</u>	<u>0,45</u>	<u>&gt;0,05</u>
		6,5±0,7	6,1±0,4	2,41	<0,05
2	Running 60 m (s)	<u>9,0±0,4</u>	<u>8,8±0,3</u>	<u>0,48</u>	<u>&gt;0,05</u>
		8,7±0,6	8,3±0,5	3,21	<0,05
3	Throwing a filling ball (1 kg) (meters)	<u>9,6±0,3</u>	<u>9,4±0,7</u>	<u>0,48</u>	<u>&gt;0,05</u>
		9,4±0,8	9,1±0,9	2,32	<0,05
4	Long jump from a standing position (sm)	<u>5,2±0,3</u>	<u>5,3±0,4</u>	<u>0,87</u>	<u>&gt;0,05</u>
		5,6±0,9	6,1±0,7	2,39	<0,05
5	Leaning forward while standing (sm)	<u>157,2±2,2</u>	<u>158,4±4,1</u>	<u>0,94</u>	<u>&gt;0,05</u>
		162,1±2,4	168,4±1,3	3,39	<0,001

6	Pulling on a horizontal bar (times)	$5,7 \pm 1,2$	$5,9 \pm 1,1$	$0,94$	$>0,05$
		$6,8 \pm 1,4$	$7,9 \pm 0,45$	$3,39$	$<0,05$
7	6 minutes of running (m)	$3,5 \pm 0,6$	$3,2 \pm 0,8$	$1,15$	$>0,05$
		$4,0 \pm 0,7$	$4,4 \pm 0,7$	$1,89$	$>0,05$
8	Indicators	$855,5 \pm 10,3$	$845,8 \pm 4,5$	$1,12$	$>0,05$
		$865,5 \pm 10,3$	$900,4 \pm 7,2$	$3,21$	$<0,001$

At the end of the study, the mean of the control group was  $9.4 \pm 0.8$ , the mean of the experimental group was  $9.1 \pm 0.5$ , and the results showed that the rate of increase in agility quality in the experimental group improved by 0.3 seconds. The statistical differences are reliability -  $p < 0.05$ .

Filling ball throwing (1 kg), (meter) control tests were taken to determine the advanced level of strength physical quality of the trainees.

#### IV. DISCUSSION

At the beginning of the study, the mean of the control group was  $5.2 \pm 0.3$ , the mean of the experimental group was  $5.3 \pm 0.4$ , and there was no reliability in the statistical differences between the indicators -  $p > 0.05$ .

At the end of the study, the mean of the control group was  $5.6 \pm 0.9$ , while the mean of the experimental group was  $6.1 \pm 0.7$ . The results show that the rate of increase in strength quality in the participants of the experimental group increased by 0.5 m, there is a reliability of statistical differences between the indicators -  $p < 0.05$ .

Long jump (sm) According to the results of the control test, the average score of the control group at the beginning of the study was  $157.2 \pm 2.2$ , the average score of the experimental group was  $158.4 \pm 4.1$ , there is no reliability in the statistical differences between the indicators -  $p > 0.05$ .

The mean of the control group at the end of the study was  $162.1 \pm 2.4$ , while the mean of the experimental group was  $168.4 \pm 1.3$ . The results show that the growth rate of the long jump control test in the experimental group increased by 0.6 m, there is a reliability in the statistical differences between the indicators -  $p < 0.05$ .

According to the results of the upright bending (sm) control test adopted to determine the quality of flexibility, the average score of the control group at the beginning of the study was  $5.7 \pm 1.2$ , while the average score of the experimental group was  $5.9 \pm 1.1$ . equal, the reliability of the statistical differences between the indicators  $p > 0.05$ .

According to the results of the 6-minute running (m) control test obtained to determine the development of endurance quality, the average score of the control group was  $855.5 \pm 10.3$  at the beginning of the study, while the average score of the experimental group was  $845.8 \pm 4.5$ . there is no reliability in the statistical differences between the indicators -  $p > 0.05$ .

The mean of the control group at the end of the study was  $865.5 \pm 10.3$ , while the mean of the experimental group was  $900.4 \pm 7.2$ . The results show that in the experimental group, the growth rate increased by 0.35 m, there is a reliability in the statistical differences between the indicators -  $p < 0.05$ .

The study also examined the effects of movement games on the psychological preparation of young athletes.

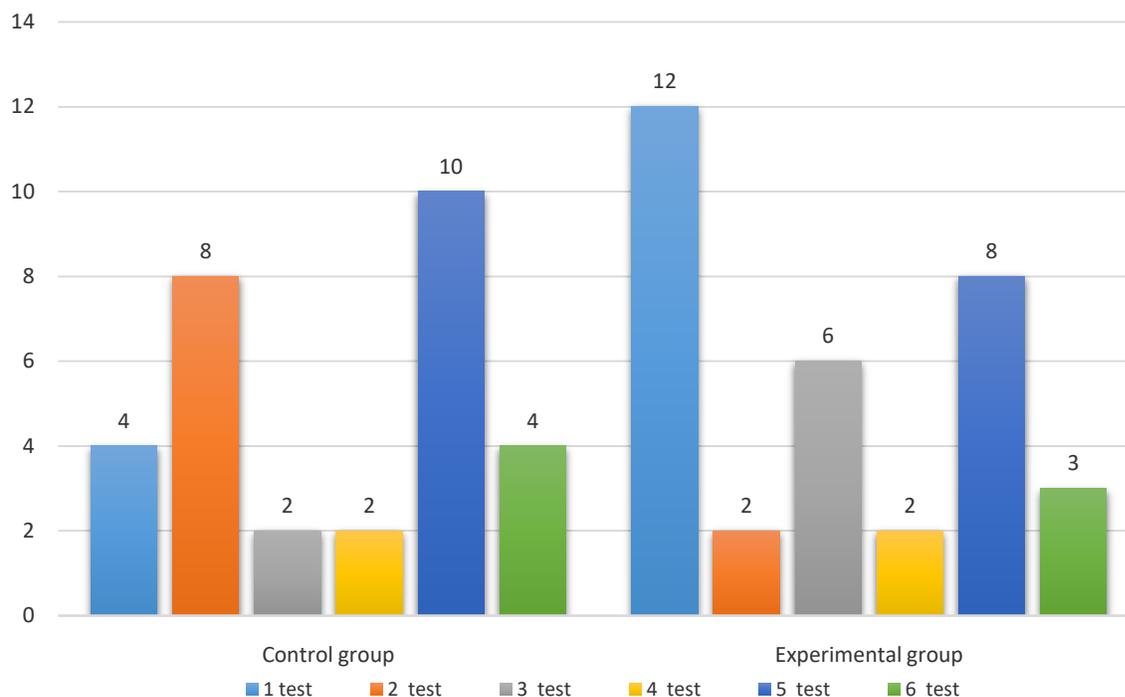
It should be noted that the ability to communicate in young athletes is a complex process, which is manifested in children in a variety of interactions and begins to form in the simple social motives of behavior.

During the experiments (at the end of each of the three stages), the level of demonstration of children's ability to communicate was clarified and timely adjustments were made to the selection of play materials.

Analysis of the results of pedagogical experiments in control and experimental groups during the test showed that there were some changes in children's ability to communicate. Observations on children in kindergarten were performed on test maps to be completed by teachers.

In consultation with each other, educators assessed the level of children's ability to communicate with other children and adults, the level of development of the quality of will, the manifestation of skills and abilities to successfully perform various activities. Based on the comparison of the initial, intermediate and final results, data were obtained that allow to draw a final conclusion about the level of development of children's ability to communicate.

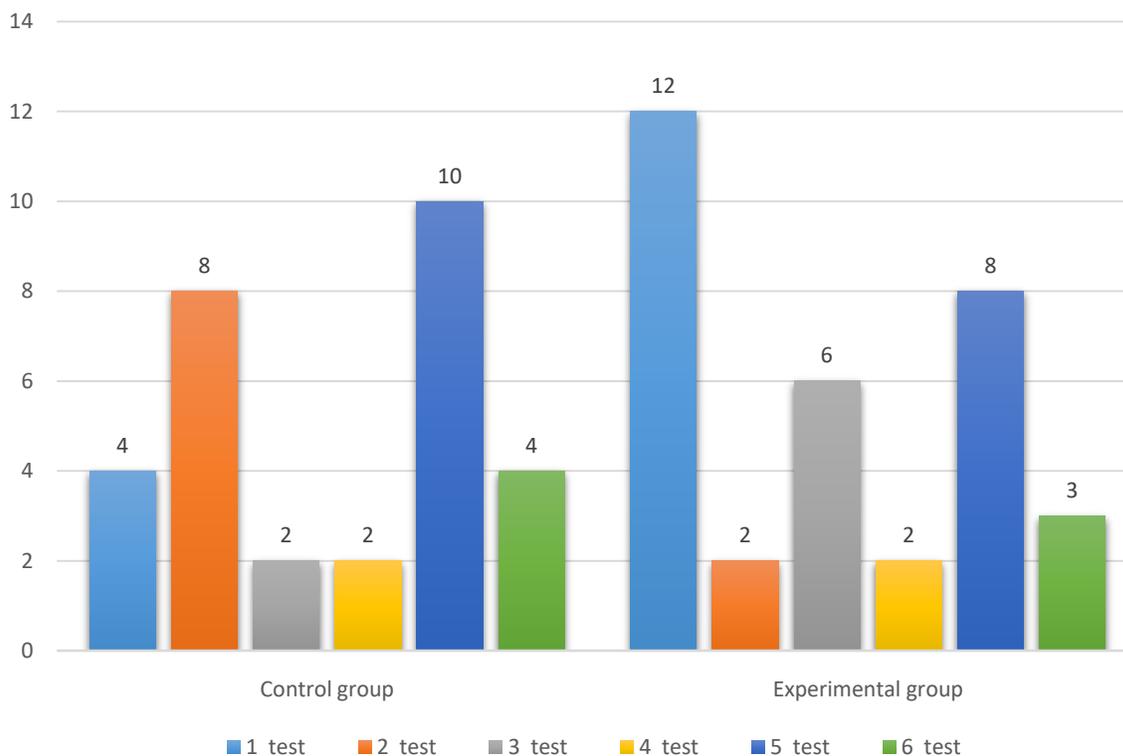
In the period before the implementation of pedagogical experiments, the average value of external indicators of children's ability to communicate in the experimental group was assessed with 3.29 points, while in the control group it was noted that this indicator was 3.33 points. These results are the "average" level for the value of the indicator being analyzed. During the experiments, a smooth increase in the value of this indicator was observed in both groups (picture 1).



### Picture 1. Developmental ability of 10-year-old athletes to communicate during pedagogical practice (%)

Thus, in the first stage of pedagogical experiments, it was noted that 70% of children in the experimental group formed stable stable friendly relations with their peers. If there was a short-term periodicity in the interactions at the beginning of the experiments, a negative change in this indicator was noted in 25% of children, and at the end of the experiments it was found that the value of this negative indicator decreased to 16%. Negative situations in relationships are characterized by short-term manifestations, which are accompanied by an increase in children's willingness to participate in joint play activities.

According to the results of the test to determine the development of children's ability to communicate during the experiments [8], the control group on the psychological test "Monitoring of communication activities" showed that the boys in the experimental group received 4% after pedagogical experience. 12% (see picture 1). According to the results of this test, the results of the girls in the control group were 4%, and the results of the athletes in the experimental group were 12% (see picture 2).



### Picture 2. Developmental ability of 10-year-old athletes to communicate during pedagogical practice (%)

In the 10-year-old boys in the primary preparation stage, the control group scores on the Peer Comprehension test were 8%, the experimental group scores 15% (see picture 1), and the control group scores 4%. The results obtained are 12% (see picture 2). The reason why boys and girls in TG have a high level of understanding of their peers is because of the movement games that we

have categorized and applied to the learning process. This situation once again confirms the correct and purposeful stratification of movement games in accordance with the psychological characteristics of children engaged in athletics.

The most important thing in sports is to perform the tasks given by the coach in a timely manner. As a result of the movement games we used in our study, 2% of the boys in the control group and 6% of the boys in the experimental group tested the ability to “understand the tasks of the activity to be performed” (see picture 1). 4%, 6% results were recorded in the experimental group (see picture 2).

The mutual friendliness of the participants is important during the sessions. We observed that 10% of the boys in the control group and 13% in the experimental group scored on the “Children's Perceptions of Expressing Peer Relationships” test, which was considered important by the participants (see picture 1). It was also found that the results of this test were 4% in the control group of girls and 6% in the experimental group (see picture 2).

According to a study of 10-year-old athletes in the psychological control test "Child's perception of the relationship to adults", the control group showed 4% of boys, the experimental group - 7% (see Figure 1), the control group - girls. 5%, the experimental group recorded a result of 7% (see Figure 2). This is due to the fact that the organization of movement games and the movement games used in the training of young athletes are properly selected, and the norms and intensity of their application are properly developed by us.

The coach's direct supervision of the movement during the training session also helped to increase the performance of 10-year-old athletes in the psychological control test "Children's perceptions of adult attitudes".

## **V. CONCLUSION**

The results of the conducted experiments allow to come to a number of general conclusions and final conclusions.

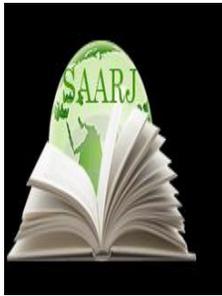
In movement games, the physical and mental components are closely intertwined, not only taking into account the formation of children's ability to work as a team, the ability to fight for the common good with other children in the team, but also through active action. The ability to target energy resources, the formation and development of skills and abilities of physical activity.

Compared to other methods currently used in practice, this method of experimentation has been shown to be highly effective, ensuring the harmonious development of children's ability to interact with physical development when applied to the pedagogical process in sports educational institutions.

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## PROFESSIONAL COMPETENCE OF THE SPECIALIST IN PHYSICAL CULTURE

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### ABSTRACT

*The article discusses the professional and psychological competence of a teacher, the role of the readiness of a specialist in physical culture and sports, generalized algorithms of pedagogical activity, the tasks facing a specialist in physical culture and sports, as well as research methods and levels of professional and psychological competence achieved within the framework of existing educational practice ... In particular, you cannot learn to maintain discipline in the gym or on the playground without going through teaching practice.*

**KEYWORDS:** *Teacher Competence, Professional And Psychological Competence Of A Specialist, A Specialist In Physical Culture And Sports, Mastering The Basic Algorithms Of Pedagogical Activity.*

### INTRODUCTION

The professional and psychological competence of a teacher in the scientific and methodological literature is characterized as a unity of theoretical, practical, psychological readiness for the implementation of pedagogical activities. In the field of higher education, the main educational value is professional and psychological competence, which ideally implies a specialist's possession of the entire set of cultural, including purely professional, samples known to date in this area of human activity. In accordance with this approach, the professional-psychological competence of a specialist is characterized as his readiness to implement various algorithms of pedagogical activity, and the formation of professional-psychological competence should be considered as the main task of higher pedagogical education [1; p.180]

... It seems to us that in the structure of professional and psychological competence of a future specialist in physical culture and sports, it is necessary to highlight the main types of activities of a specialist [2; p.17]:

- Information and orientation;
- Modeling;
- Mobilization;
- Translational;
- Control and assessment;
- Analytical;
- Corrective.

To carry out these types of professional pedagogical activity, it is necessary to form the following components of the readiness of a specialist in physical culture and sports:

- Operational and technological;
- Scientific and theoretical (cognitive);
- Psychological (motivational-value).

Such an approach to determining the structure of the professional and psychological competence of a future specialist in physical culture and sports allows not only to implement a systemic and interdisciplinary approach to solving a complex and multifaceted question about the possible content of the professional and psychological competence of a future specialist in physical culture and sports, but also to determine levels of mastering the algorithms of pedagogical activity.

Generalized algorithms of pedagogical activity, in fact reflecting the functional content of the content of the concept of "professional and psychological competence of a future specialist in physical culture and sports", admit further reduction to a set of algorithms called pedagogical abilities, and "this reduction has a significant pragmatic meaning, primarily in terms of isolating those pedagogical abilities that can be developed in other (non-pedagogical) types of activities (educational and cognitive, etc.). In accordance with this approach, it is quite permissible to consider information-orientational activity as a set of its individual algorithms. It is also clear that this skill can be acquired (in fact, it is acquired) outside the framework of the information-orientational activity of a specialist [3; p.279]. At the same time, mastering by the subject of most of the algorithms of mobilization activity is simply impossible outside the framework of this activity. In particular, you cannot learn to maintain discipline in the gym or on the playground without going through teaching practice. As you know, within the framework of the existing educational practice of training future specialists, the broadcast of algorithms, the success of the development of which, in principle, cannot be verified outside the framework of the pedagogical activities carried out in the course of students' pedagogical practice, during which, for obvious reasons, the student does not carry out the named activity, but its imitation (good or bad is another matter). The above allows, in our opinion, to determine the qualitative basis of the next levels of mastering the algorithms of professional activity of a future specialist in physical culture and sports [4; p.864]:

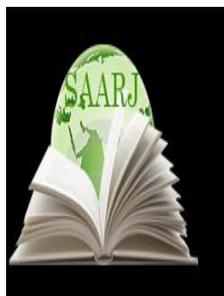
1. Content-personal, achievement, which presupposes the formation of the necessary knowledge and mental abilities necessary for the implementation of the algorithms of pedagogical activity, in the absence of the practice of using this algorithm.

2. Scientific-theoretical, an achievement that presupposes the formation of the necessary knowledge and skills to perceive, analyze information, make decisions and model activities in specially created pedagogical situations.
3. Simulation and activity, an achievement which presupposes the successful mastering of algorithms of pedagogical activity within the framework of certain models of pedagogical activity (pedagogical practice).
4. Professional-activity, the achievement of which involves the development of algorithms of pedagogical activity in the framework of the professional activity of a specialist in physical culture and sports. The specified structure allows us to understand the sequence of mastering the basic algorithms of pedagogical activity. And to determine the levels of professional and psychological competence achieved within the framework of existing educational practice.

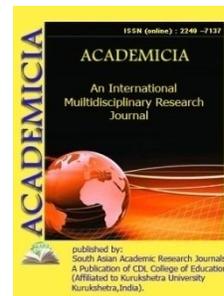
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## THE IMPORTANCE OF EDUCATIONAL METHODS IN THE ORGANIZATION OF PHYSICAL EDUCATION

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### ABSTRACT

*The article focuses on teaching students physical activity in physical education classes, the formation of physical movement skills and abilities, as well as the widespread use of modern teaching methods and principles in physical education classes.*

**KEYWORDS:** *Physical Education, Play, Training, Skills, Abilities, Movement, Education.*

### INTRODUCTION

The main task of physical education is to teach physical movements and to form the techniques and tactics of sports movements. Physical education classes focus on teaching students physical activity and developing physical movement skills and abilities. Also, technical and tactical training skills in sports in accordance with the school curriculum are formed in the process of physical education in students.

The age, gender, and level of physical fitness of the students are taken into account when organizing physical education activities. In physical education and sports, teachers and coaches need to fully engage all students in physical activity. Modern methods and principles of physical education are widely used in the educational process. Among the teaching methods in physical education, oral, practical, demonstration, game and competition methods play a key role. In physical education, the oral method is used in the form of oral explanations, conversations, questionnaires, questions and answers, and feedback on exercises and movements. Physical education teachers and sports coaches also develop the ability to give commands to themselves and their participants. In a practical style, physical education teachers demonstrate the exercises and physical movements to the students in practice. Students repeat the physical activity. In the process of practical performance, students develop physical skills and abilities. Teachers provide methodological advice and guidance on how to correct mistakes and shortcomings in the

performance of exercises and movements. The exhibition will feature videos and films on the formation of techniques and tactics of physical activity and sports, as well as presentations. Posters, stents, posters and demonstrations will be made. In such a style process, athletes receive methodological advice and guidance on the development of technical and tactical training physical qualities. The style of play is widely used in the organization of physical education activities for primary school students. However, it can be widely used in games for students of all ages. Games are a great way to help students develop physically, healthily, and develop the physical and vital movement skills and abilities they need. During the games, children will have fun with their free behavior, ingenuity, desire to perform new actions, and independence. Physical activity in games has an unbalanced effect. Students are active during the games according to their physical fitness and physical ability. A wide range of games can be used in general and special training of athletes. Competitive style organizes competitions in the process of physical education of students. The competition demonstrates the development of technical and tactical skills and physical qualities in sports. Athletes' general and special training will be assessed. The assessment of general readiness takes into account the level of intellectual, moral, spiritual and volitional readiness of students. The assessment of special training takes into accounts the skills and abilities of students to master the techniques and tactics of sports movements. Their physical qualities are also determined by the degree of development of the qualities of strength, endurance, speed, agility and flexibility. Competitions can take the form of competitions in sports, assessments of general physical fitness, tests. Sports competitions are also organized in the form of mass sports holidays. There are many different ways to do this exercise. The turn-by-turn method is when one student completes one exercise and the second student begins the exercise, followed by the third student. This method is usually used in the first stage of training. In the group method, one student completes one exercise and the other student completes the exercise. In some cases, alternating exercises are used. It can be said that in this method, students can do one exercise on their own or another task at the same time. Practical work uses methods of organizing frontal, group and individual lessons. The essence of the frontal method is that all students are involved in one task at a time. It is used to introduce students to new material and to learn simple exercises, as well as to improve well -mastered exercises. Its advantage is that it allows students to engage in movement activities, ie to achieve a high intensity of the lesson. The frontal method requires careful preparation for the lesson, the organization of student work, precise control of the teaching process, the ability to provide the necessary auxiliary exercises. When students are divided into groups, it is important to look at their physical fitness. The group method provides a wide range of opportunities to develop students' independence, increase their activity, and organize competitions for the successful solution of the tasks set for the lesson. This method is more suitable for high school students and can be used throughout the lesson. In some manuals, the method of circular exercises is distinguished independently. However, in the organization of student activities, it is partially included in the group.

Each method has different effectiveness when it comes to teaching students based on age, gender, level of preparation, and the number of students in the class. Such training increases the volume and productivity of physical activity. Most classes are held in a natural environment. The teacher creates a variety of situations, which in turn increases the interest in the lesson. It is known that in order to cultivate physical qualities, it is necessary to set high standards for the body, that is, to perform the exercises to the level of fatigue. In this case, the control is created

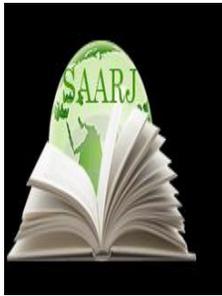
during the training. Often in control classes, some students learn more than in the classroom. The spirit of mutual support in the classroom has a positive effect on this. Each session will have elements of teaching, supervision and exercise.

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## PROFESSIONAL TRAINING OF FUTURE TEACHERS OF PHYSICAL EDUCATION

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### ABSTRACT

*The formation of personality culture has a great importance in the system of training future physical culture teachers. The following article deals with the development of personal and professional qualities of the future teachers and their pedagogical culture; paid attention on the country's leadership to the problem of the formation of the foundations of physical culture in youth; as well as interest in physical education and sports. The author emphasizes the importance of developing a culture of communication among future specialists. The requirements for the personality of modern teachers and their professional activities have been determined.*

**KEYWORDS:** *Physical Culture, Professional And Personal Qualities, Healthy Generation, Cultural Heritage, Communicative Culture, Pedagogical Ethics, Pedagogical Cooperation.*

### INTRODUCTION

Transformations of the socio-economic and socio-cultural spheres of life in Uzbekistan during a pandemic period have had a great impact on pedagogical science and practice, on the process of training specialists. In the life of society, many questions arise that only creatively active and critically thinking people are capable of solving. In the Law of the Republic of Uzbekistan "On Education", one of the main tasks is to create conditions for the development of a creative personality based on universal values, national and world culture.

The National Program for the Training of Personnel of the Republic of Uzbekistan defines the main directions for improving the system of training future teachers. The program on

pedagogical disciplines in higher educational institutions provides for the solution of problems related to the formation of the professional and personal culture of public education workers. The transition of education in the country to new paradigms requires not only innovative approaches to the effective development of students, but also the improvement of the methodological base of this process. Including the words of our president in the resolution: "Creating a healthy lifestyle in our society, creating favorable conditions for the population, especially the younger generation, for regular physical culture and mass sports, strengthening confidence in the will, strength and capabilities of youth through sports competitions, courage and patriotism, devotion to the Motherland ... Excellence, as well as large-scale work aimed at the systematic organization of the selection of talented athletes among young people and the further development of physical culture and mass sports".<sup>1</sup> The program is based on the requirements for the organization of pedagogical communication, focus on the sustainable development of the personal and professional qualities of a future specialist, and especially pedagogical skills. Pedagogical education has been assigned the task of forming a professional culture as an important factor and guarantor of the successful professional activity of future teachers, since without mastering the art of pedagogical communication and without the teacher's creativity, it is impossible to effectively solve educational problems. The formation of professional qualities of teaching staff is associated with the development of pedagogy of communicative culture, and for future teachers of physical education, given their specificity, also with ethics and aesthetics. Programs for training pedagogical personnel for teaching and educating a new generation recommend increasing attention to national and universal values; reforming the education system is associated with the modernization and improvement of the content of education, the selection and development of new pedagogical technologies and, most importantly, with the creation of a methodology for upbringing a harmoniously developed personality. In this direction, for the upbringing, development and improvement of the individual are being developed. Mechanisms of influence on students, including various types of extracurricular activities.

The priority task of the public education of the Republic of Uzbekistan is considered to be the revealed physical capabilities of pupils, students and their physical development, and for this it is necessary to form strong foundations of physical culture among young people. Physical culture is an important personality trait and a powerful factor in its development. This idea has national and national - historical roots, which are laid down in Folklore, Folk Pedagogy, works of eastern thinkers, modern Pedagogy.

The problem of spiritual and physical development is of particular importance for the modern education system. A healthy generation is the main concern of the leadership and government of independent Uzbekistan, therefore, the formation of physical culture of students, the training of young specialists in physical education are elevated to the "level of state policy".

In the works and speeches of the President of the Republic of Uzbekistan Sh.Mirziyoyev, the need to educate a physically healthy young generation is constantly emphasized and, in particular, attention is paid to the training of highly professional, knowledgeable specialists in this field through the organization of extracurricular activities, the use of advanced technologies and innovative approaches of new techniques and means learning.

The National Program for Personnel Training defines measures to create the necessary conditions for protecting and strengthening the health of students and their physical development.

In the Law of the Republic of Uzbekistan " Issues on Education" [1, p. 12-14] also considers the development of physical potential of pupils (students) and the formation and their foundations of physical culture. The state educational standard establishes the obligation not only for students to obtain historical and theoretical knowledge about physical culture and their explanation, but also to master knowledge of ethics and aesthetics in the field of sports. The state standard determines not only the circle of knowledge, but also the rules of the basic spiritual and moral qualities of the individual. So this, in turn, requires the organization of an effective educational process. The formation of motives and needs for self-improvement (physical), the development of interest in physical culture and sports is associated with aesthetic development. This provision is enshrined in the national training model. The main components of the model are: personality as a subject and object; the state and society are guarantors of personnel training; continuing education is the basis for training qualified personnel; science-producer and consumer. Highly qualified specialist personnel; advanced technologies, including information technology tools, contributing to the training of personnel; production (educational institutions) - the customer of high-quality trained personnel.

The goal of continuous education (pedagogical) is the all-round development of the personality, its spiritual enrichment, the formation of an intellectually - creative professional-creative, socially active, communicative - activity specialist. In particular, in the formation of physical culture, physical education, one should rely on the richest cultural heritage.

In the national program for the improvement of teaching staff, the main emphasis is on improving their culture. The program notes that in order to form a pedagogical culture among future specialists, it is necessary "to develop and introduce a new generation of educational and methodological complexes, provide didactic and informational support of the educational process, prepare an educational and methodological base, and introduce advanced pedagogical technologies".

In the state educational policy of Uzbekistan, special attention is paid to the development of a culture of communication at all levels and, above all, a culture of professional communication. An interpersonal and mass culture of communication is increasingly being established in society. In this regard, in higher educational institutions, especially in the pedagogical direction, an obligatory condition should be the effective formation of the professional culture of communication of future teachers.

Serious attention is paid to the communicative competence of teaching staff in the state educational policy.

The tasks of modern teacher education, taking into account the new values, are as follows:

- Reliance on conceptual - educational areas, goals and objectives enshrined in the National Program for Personnel Training;
- Updating, improving, modernizing and creating programs, textbooks, manuals and recommendations;

- The formation of a pedagogical culture on a scientifically grounded structural and content basis.

The implementation of these tasks is associated with the professional and personal training of future specialists and, in particular, with the development of intellectual and creative, activity and social and communication skills, the formation of their professional culture - pedagogical communication. Pedagogical education has been given the task of high-quality preparation of future teachers for pedagogical activity through the formation of a communicative culture.

Scientists - teachers of Uzbekistan in their works emphasized the importance of developing the communication skills of future teachers in the formation of their professional culture.

In particular, M. M. Davlatova asserts: "One of the most important social qualities of a modern person is the communicative quality as a factor of communication. Interpersonal communication relations in society are the demands of the times".

According to S. Kh. Faizulina opinion, there are various directions of personality development. It does not mean the unification of forms of communication and relations in society. Communicative culture finds its expression in relation to wildlife, society, science and art, in tolerant interpersonal relationships. A communicative culture is based on a positive attitude, aesthetic content and sincere, and open feelings.

The profession of a teacher is characterized by such properties as organizational skills, communication, research skills, a desire for scientific and cognitive activity [5, 80 p.]. Among the professional and personal qualities of a teacher, you can turn off: observation, hard work, discipline, diligence, responsibility, purposefulness, perseverance, firmness in decisions, conviction, desire for self-education and self-improvement, general and pedagogical culture, humanity, decency, honesty, objectivity, attentiveness to principles, kindness, respect for people, high morality, patience and endurance, sincerity, optimism, the ability to negotiate, the need for communication, self-criticism and others.

The main requirements for a teacher as a professional are general development, education, general and communicative culture, creativity.

In the teacher's activities, it is necessary to show humanism, pedagogical tact, restraint, self-control, sincerity of feelings, caring for their pupils, fairness (in assessments of characteristics), a sense of humor, a cheerful character, a positive emotional attitude, understanding and respect for the personality of each student.

Professional - pedagogical culture requires a teacher to:

- Full return of creative forces and professional and personal abilities in the organization of the educational process;
- Establishing cooperation in educational and cognitive activities, pedagogical management and control;
- The results of professional and educational activities.

In the general pedagogical culture, the communicative culture plays an important role. Professional and communicative activity of a teacher, including a teacher of physical education,

in the modern educational system is considered as an important factor in improving the quality of professional training.

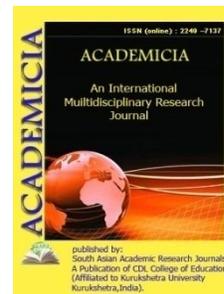
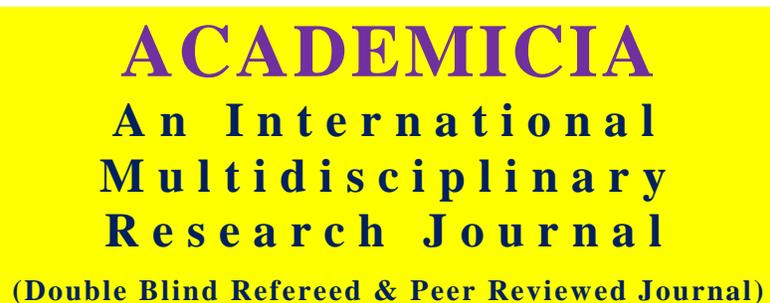
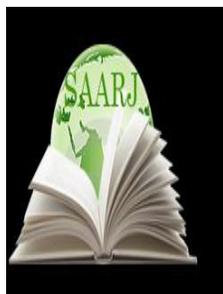
The substantial components of physical culture are historical and theoretical knowledge, sports, physical education, hygiene and regimen, control of one's body and body, health-improving measures.

Thus, the teacher's physical culture has a unifying and social orientation and is part of the teacher's professional and personal world.

Future physical education teachers are called upon to form physical communication culture among schoolchildren, using special technologies, innovative methods and modern means, and most importantly, a professional culture based on pedagogical ethics and pedagogical communication: rules, norms, regulations, content, technologies are all important for establishing contacts and mutual understanding.

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## STRUCTURE OF SPECIAL AND COMPETITIVE TRAINING STAGES OF JUDOISTS

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### ABSTRACT

*The article discusses the structure of the stages of special and pre-competition training of judokas in the process of judo micro-cycles, planning and exchange of load training sessions of different sizes and directions.*

**KEYWORDS:** *Competition, Microcycle, Training, Special, Sports, Loading*

### INTRODUCTION

In the planning of pre-competition trainings, in most sports, the targeted distribution of loads within the microcycles of the special and pre-competition training stages is a topical issue. During the training there is an opportunity to combine the types of exercises, their load, the description of the rest after training, the number of sessions, different sizes and directions of loads, as well as the rate of return of the microcycle process. Therefore, the structure of microcycle training in the special and pre-competition stages of training of qualified judokas can be quite different (variation).

In the special and pre-competition training stages of qualified judokas, with the help of microcycle training, the personal potential of athletes is widely used to eliminate the factors that negatively affect the mental state of athletes, increase the effectiveness of training. Hence, the main task of microcycle training is to identify the situations necessary to increase the effectiveness of the training effect and to develop their details.

The duration of microcycle training is variable (microcycle system) weekly and bi-weekly.

In the modern system of sports training processes, weekly microcycles are widely used, which are adapted for the general exercise, rest and recovery of athletes. In practice, therefore, more

weekly microcycles are used, but there are cases when weekly microcycles do not adequately meet the requirements of modern training.

They are limited only by the requirements of work skills and leisure processes.

Therefore, the content and system (structure) of the microcycles of special and pre-competition training stages are flexible, and the growth (dynamics) of changes during the training stages requires special tasks of the sports training process (8,29).

Experiments in this area have many years of research work, and previous research has shown the need for a year-round training process. The work in practice is devoted to the development of general principles of planning, continuity, coherence, compatibility, and so on. Later, in planning the training processes of microcycles, more attention was paid to the issue of the structure of microcycles.

According to a number of authors, in the process of training highly qualified athletes during the special training phase of sports training, before the start of the competition (10-12 days before the competition) it was found necessary to reduce the load and maintain a high level of intensity.

According to S.I. Gerasimov, the recovery process of the body after high-level loads can take up to a week - ten days, but after low-level loads, it usually lasts from a few minutes to several hours. According to the research of Yu.V. Verkhoshansky, G.S. Tumanyan on the types of loads, it is expedient to divide the loads in sports judo into 5 groups: large, significant, medium, variable and low.

The description of the above-mentioned loads, the application of which to a certain extent in terms of the size of the load, has been emphasized in several research studies.

In particular, it was introduced to perform weekly exercises with high, small and medium-sized loading exercises, followed by alternating exercises designed to lift the load again.

Nevertheless, there are differences of opinion among experts on the content of microcycles.

A number of authors recommend the following variants of microcycles.

In some microcycles, the first day of training is to improve the technique of individual movements and techniques (average load), the second day is rest, the third day is physical training through sports and gymnastics, the fourth day is rest, the fifth day is judo. -militation (large load), on the sixth day - rehabilitation activities of athletes (baths, saunas, massages, etc.), on the seventh day - rest is recommended. In the analysis of this variant of the structure of microcycles, we can see that the total volume of training loads is so high that it gradually increases.

According to the above authors, when planning the training of athletes, it is important to take into account the creation of conditions for the full recovery of the athlete's body between training cycles. Analyzing the opinions of other experts, it is shown that the total volume of loads on the microcycle is much higher, and athletes should take an active rest, enjoy the rest. On other microcycles, it is recommended to use a variety of exercises that help to gradually increase the load.

At the heart of the content of such microcycles is the use of special training in combination with training through general physical training.

But different views on the structure and content of microcycles reflect differences in the size and direction of training loads.

These differences suggest that, according to different authors, the different use of tools in different directions and sequences on microcycles in training planning has yielded the desired result. In addition, many sports experts emphasize the need to pay attention to the number of exercises in which the microcycles are carried out with large and small loads. Based on the views of the authors, it can be concluded that the structure of microcycles is affected by various factors, so the replacement of work with rest is of particular importance and should be based on the laws of fatigue and recovery in the body.

It should be noted that in order to increase the efficiency of microcycle planning, it is necessary to take into account and study the response of the athlete's body to loads of different sizes and directions with a targeted direction. To do this, you need to perform the following tasks when planning the training process:

- Determining the intensity of training when the body's ability to work;
- To determine the overall effect of the volume of loads in different directions on the body in several sessions;
- The use of small and medium loads to accelerate the recovery process of athletes in cases of reduced ability of judokas to work.

From the above, it can be concluded that in the process of judo micro-cycles there are no clear recommendations on the planning and exchange of load training sessions of different sizes and directions.

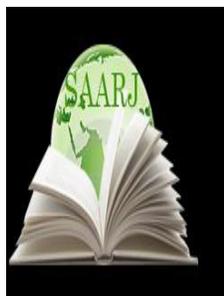
Therefore, there is a need to identify the main issues of this problem and to study the results of inspections in other sports.

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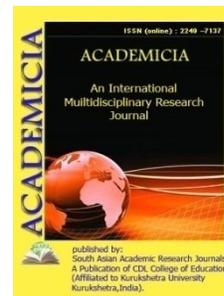
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## METHODS OF DEVELOPING ENDURANCE IN STUDENTS THROUGH THE USE OF FOLK GAMES IN PHYSICAL EDUCATION CLASSES

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### ABSTRACT

*The article discusses the development of endurance in students through the use of folk games in physical education classes, as well as the development of physical qualities of students through games using general pedagogical methods in the classroom.*

**KEYWORDS:** *Physical Education, Folk, Play, Lesson, Pedagogue, Education, Teacher, Student, Endurance.*

### INTRODUCTION

The first stage of primary education and general secondary education in the country is organized in the form of I-IV grades. The goal of primary education is to develop the talents, abilities and skills, sensitivity and interests that are present in every child, qualities such as a positive moral outlook, acceptance, national and civic duty and feeling. One of the tasks of primary education is to determine the pedagogical skills, scientific and methodological abilities, comprehensive maturity, high morality of the teacher, and vital factors such as age, strength, needs, readiness, ability and environment of children.

Finding ways to prevent the child from getting tired and stressed, incorporating play tools into the content of the lessons, ensuring that each lesson serves to protect the health, mental, spiritual and physical well-being of the child, the young generation is beautiful, polite, sensitive, intelligent, smart and to be brought up as disciplined, highly cultured, nationally proud, to cultivate in them the necessary qualities such as patriotism, inter-ethnicity, a sense of civic duty.

The following is taken into account when choosing a game:

1. Where and in what form the lesson will be held.

2. Tasks for physical education.

3. Another important element to consider when choosing a game is the part of the lesson.

4. The conditions of the playground and the availability of equipment to solve a pedagogical task.

5. The use of movement games in combination with other means of physical education in physical education classes, in which they correctly determine their place among other exercises.

Preparing for the game is methodologically correct, the creative thinking of the players, the development of their organizational skills is very important in the complete solution of training tasks, and, finally, in increasing the effectiveness of training.

1. First of all, you need to prepare the place and the necessary equipment for the game.

In order to teach students cleanliness, tidiness and hard work, all game preparation work should be done with them. A variety of equipment is used to conduct many action games: flags, colored ties, sticks, balls, and more. Equipment should be colorful and in sufficient quantity, size and weight to suit the strength of the players and tastefully crafted. For the lesson to be effective, the equipment must be kept ready in specially designated areas. It is advisable for players to take an active part in keeping the equipment clean, distributing it to the participants and collecting it. Equipment is distributed to players after the purpose and mission of the game have been explained.

2. Spending and proper placement of players on the field is also a big factor in the outcome of a training session. Therefore, when explaining the game, players should be placed on the field so that the educator can hear and see well. At the same time, of course, the content of the game should not be overlooked.

Players cannot be purged against the sun or other light sources. Because at such times, players do not see the leader, and as a result may not understand his instructions. In turn, the educator should also look at all the players during the explanation.

Elementary students think primarily through imagination. That's why they tend to play more, move more physically. Game classes are common in the classes that are currently being organized. Because absorbing the knowledge given to a young child through games seems more fun than memorizing the dry rule and using continuous exercise.

Play plays an important role in a child's life. Experiments show that through play, children gain knowledge about the environment, various objects. Organizing the educational process using a form of play allows you to achieve the intended goals.

The game also has an educational value, because in this process the students interact, as a result of which their behavior, positive qualities in the culture of behavior are formed and formed.

Game. Under this concept there is a universal meaning of the universe. She is a constant companion of children, an inexhaustible source of positive emotions such as cheerfulness, cheerfulness. However, play should not be seen as just fun for children. The role of play in children's lives is a bit broader. Our ancestors, great scholars and famous educators considered children's play as a tool that plays a very important role in the education of the younger generation. From a very young age, a human child looks around carefully, sees the brightness of

colors, listens to a symphony of sounds. It marvels at the variety of things around him, thinks about them, asks adults questions, or seeks an answer to that question himself.

What does it take for a child to live a happy, joyful and meaningful life? How can a child evoke a variety of emotions early, stimulate the development of his mind, increase his speech, increase his literacy, make his presence pleasant, attractive and meaningful? The answer is one: GAME!

Moving games are used as an auxiliary tool in training sessions. Because the game increases the interest of the participants, gives them pleasure, provides faster recovery of work skills. They forget about fatigue due to the game, as a result of which endurance skills are also formed and they perform the exercises carefully.

The activity of the students during the game also depends on how the teacher prepares for the game.

All action games have a complex effect on the bodies of the participants. That is why games should be viewed as an exercise that has a general physical effect.

In short, the Uzbek people had their own national customs and traditions. In fact, our people have always paid serious attention to the harmonious formation of young people. Since that time, national folk games have been widely developed. These games have been very helpful in helping the younger generation grow up to be physically strong and healthy.

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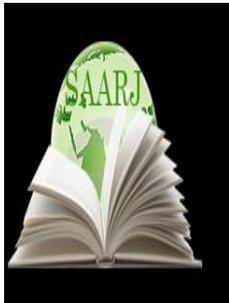
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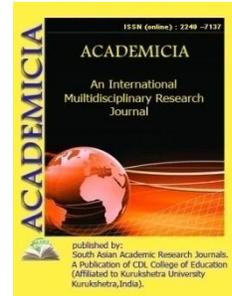
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**INCIDENCE OF GALL BLADDER CANCER IN INDIA AND THE SCOPE  
 OF SOCIAL WORK PRACTICE IN THE MODIFICATION OF  
 LIFESTYLE FACTOR**

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**Abstract**

*Gallbladder cancer may affect on the individual's life as well as their family and caregiver's life. The gallbladder cancer is more evident in North Indian region as compare to South Indian region. The carcinoma of GB is more prominent in women as compared to men. Poor lifestyle, including unhealthy diet pattern and physical inactivity may cause various types of cancer, especially gallbladder cancer. Most cancer survivors are facing financial, emotional, psychosocial problems during diagnosis and treatment. Most of the patients has lack of awareness about the disease, its causes and consequences; What to do? /Where to approach for*

*assistance and treatment? They struggle with trauma, anxiety, fear of disease, transportation problems, or financial issues during the cancer treatment. The role of social worker may play an important role to deal with such problems, as the social worker is well qualified and trained to tackle these problems in the actual situation. The article outlines the prevalence of gallbladder cancer in India and the lifestyle as a risk factor as well as the role and practice of social work in the epidemiology of gall bladder cancer are also underlined.*

**KEYWORDS:** *Cancer, Gall Bladder, Lifestyle Factors, Social Work Practice.*

## INTRODUCTION

Cancer is a 'chronic disease' which does not merely affect the life of cancer patients, but also their family members and caregivers.<sup>1-2</sup> Cancer patients along with their family members confronts the psycho-social and socio-economic problems. They have also experienced various types of challenge at the time of initial diagnosis (for example, fear, anxiety, depression, and trauma-related problems) and during cancer treatment (for example, out of pocket expenditure, indebtedness, transportation, stigma and so on).<sup>2-3</sup> Apart from the expensive treatment, patients also have lack of awareness and knowledge about the disease, treatment, side effects, and its consequences.<sup>3</sup>

According to World Health Organization (WHO, 2020), cancer recognized as the second leading cause of mortality in the world after the cardiovascular diseases with the estimation of about 9.6 million deaths in 2018.<sup>4</sup> GLOBCAN 2018 data showed that about 11, 58, 208 new cancer cases diagnosed, nearly 7, 84, 821 people died with cancer and almost 22, 58, 208 people were living with cancer in India.<sup>5</sup> Gallbladder cancer is a rare type of cancer that has risk factors in multi-factorial nature with usually no symptom at an early stage.<sup>6</sup> These are gene variants (female sex, age, gallstone, ethnicity, congenital developmental abnormalities and personal or family history of gallstone), environmental condition (geographical location and chronic bacterial infection) and lifestyle behavior (obesity, diabetes, sweeteners and consumption of alcohol).<sup>6-7</sup> According to American Cancer Society (2020), gallbladder cancer is often found at an advanced stage when the malignancy spread outside the gallbladder.<sup>8</sup> It is estimated that 1 out of 5 gallbladder malignant cases will be diagnosed at the early stage. Hence, there is a limited scope of curative treatment and least survival rate among gallbladder cancer patients.<sup>6, 8 & 9</sup>

Bray et al. (2018) illustrated that there was approximately 219,420 new cases of gallbladder cancer and 165,087 deaths (70, 168 males and 94,919 females) due to this disease in the world in 2018. About 122,024 females reported high incidence of gallbladder cancer in comparison to 97,396 males with gallbladder cancer.<sup>10</sup> South America (Chile, Bolivia and Columbia), South Asia (India, Pakistan, Nepal, Bangladesh and Bhutan) are considered to be regions with high incidence of gallbladder cancer. East Asia (Korea and Japan) and Central Europe (Slovakia, Poland and Czech Republic) have a moderate incidence of gallbladder cancer. South and Central Asia (Sri Lanka, Maldives, Yemen, Afghanistan, Tajikistan, Turkmenistan and Uzbekistan) have recorded low incidence of gallbladder cancer. Certain ethnic communities, such as Hispanics, American Indians, Mexican Indians, Alaskan natives and Asian Indians are at more risk of developing gallbladder cancer than any other ethnic groups.<sup>11</sup>

The incidence of gallbladder cancer is highly found among the Indian population as compared to other countries.<sup>11-12</sup> The study of Dutta et al. (2019) found that the young population is more affected with this disease as compared to other developed countries.<sup>11</sup> Approximately 25,999 new cases of gallbladder cancer and 19,676 deaths due to this disease in India.<sup>13</sup> The northern and northeastern regions have a high incidence of gallbladder cancer like Bihar, Uttar Pradesh, Assam, Orissa and West Bengal. As per Indian Council of Medical Research, ICMR (1990-1996), the incidence of Gallbladder cancer per 100,000 populations is 10 times more in North India as compared with south India.<sup>14-15</sup> Nearly 4.5 cases per 100,000 populations in men and 10.1 cases per 100,000 in women are frequently prevalent in the northern India.<sup>16</sup>

The interdisciplinary team of healthcare professionals that encompass oncologists, pathologists, psychologists, medical social workers, dieticians, nurses, pharmacists and etc., are playing significant role in the domain of Oncology.<sup>17</sup> Because cancer survivors are not only confronted with physical symptoms but also have other issues like financial, personal relationships and occupation.<sup>18</sup> The physical activity, proper diet, abstains from alcohol and tobacco in any form considers as the effective facet of a healthy lifestyle and can bring some improvement in the health of cancer survivors. However, again its impact varies from person to person on the basis on cancer type and stage.<sup>19</sup> The medical social workers may play a vital role in solving issues faced by cancer survivors and their caregivers.<sup>20</sup> Kellie Bramlet (2015) describes the concerns of cancer survivor, such as financial losses (loss of jobs and indebtedness), acceptance of the disease, traveling problems, telling the disease to loved ones, support of good health schemes, etc. The social worker is providing the service of counseling in regard to reduce their anxiety, stress, and other related issues.<sup>21</sup> They may handle cancer patients' problems like psychological, social, emotional, and financial with the role of facilitator, referral, liaison and counselor. They are trained in pre & post-discharge counseling, as well as discharge planning, collaboration, documentation, follow-ups, referrals and approaching health schemes.<sup>20</sup>

**Aims of the Paper:** The paper was focused on the prevalence of gallbladder cancer in Indian sub-continent with the description of lifestyle factors responsible for this disease among individuals. The paper also contoured the role and practice of social work in the epidemiology of cancer, including gallbladder cancer in India.

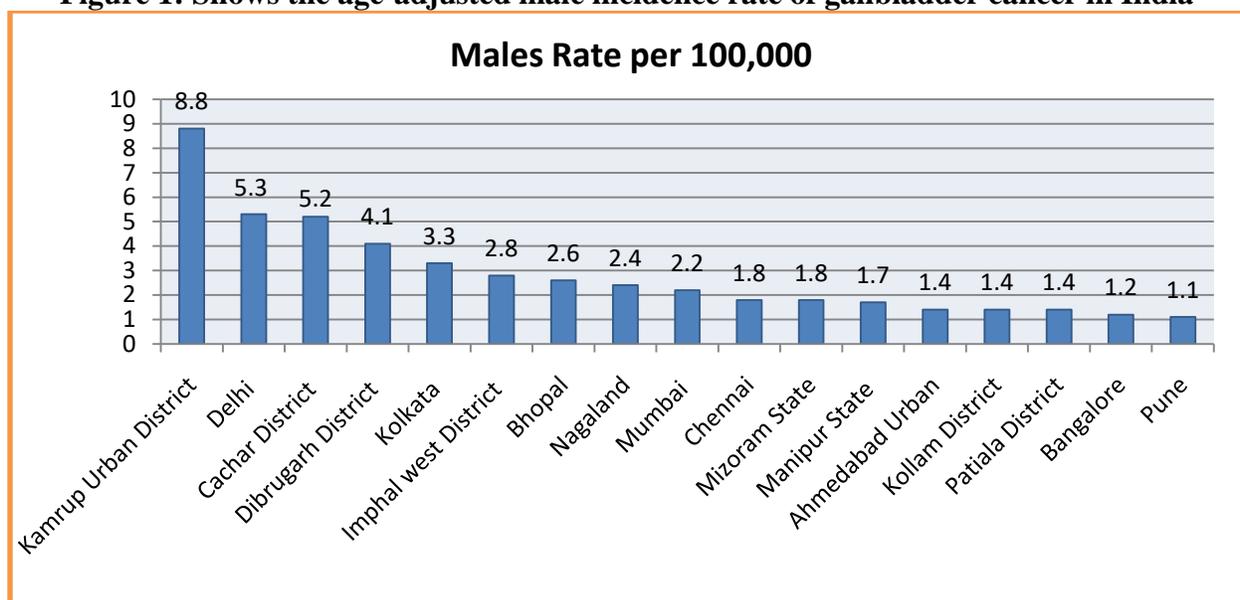
**Methods and materials:** This paper is based on the review of secondary data composing of published and unpublished literature associated with gallbladder cancer, lifestyle and medical social worker. Databases of Google search, Google scholar, ResearchGate, PubMed and websites like WHO and ICMR were widely searched. Keywords, such as 'cancer', 'gallbladder cancer', 'Incidence', 'medical social worker', 'lifestyle', 'problems & issues', 'cancer survivor and their family members' 'in India' were used. Those retrieved studies that were applicable for research objective and written in the English language were selected and analyzed.

**Results and discussions:** The results and discussions were composed of three sections. The first section dealt with the demographical profile of patients suffering from gallbladder cancer in India. The second section discussed life style as a risk factor in the development of gallbladder cancer. The last section encapsulated the intersection of social work practice in the area of cancer, including gallbladder cancer and lifestyle. Tables and graphs were employed to illustrate the demographical distribution of gallbladder cancer. The results and discussions are as follow:

### A. The demographical distribution of gallbladder cancer in India:

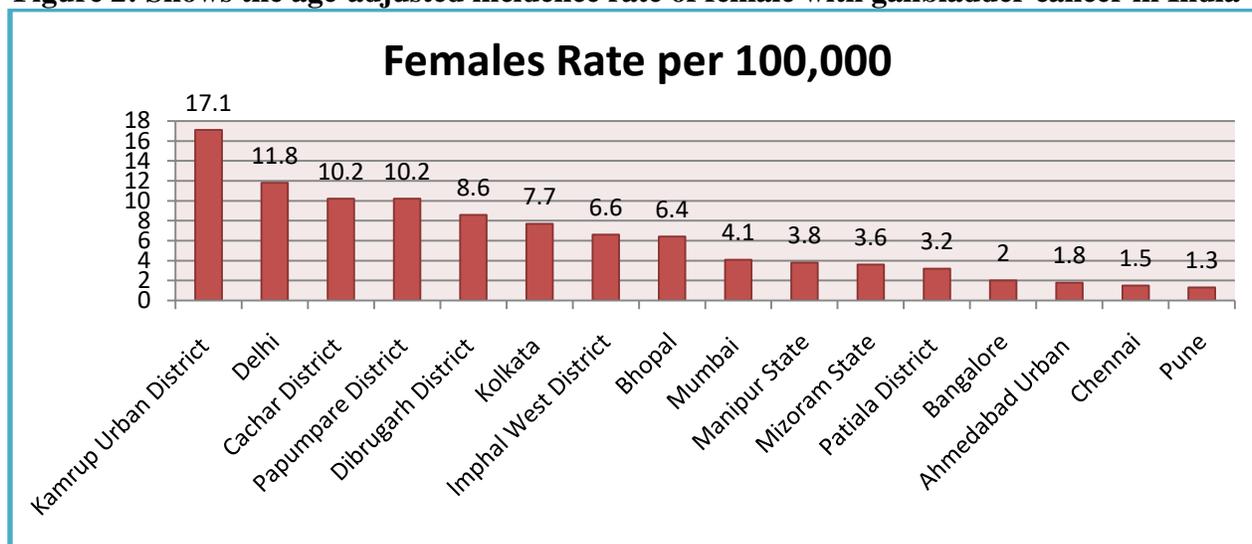
The incidence of gallbladder cancer is escalating in India, particularly in north and east northern regions and women. For example, the average age-adjusted rate among women has risen from 6.2 per 100,000 populations in the period of 2001-2004 to 10.4 per 100,000 populations in 2012-2014. <sup>11</sup> Dubey et al. (2018) studied demographic characteristics, risk factors and clinical profile of 68 patients with gallbladder cancer (15 males and 53 female) belonging to the north and northeast regions in India. Gallbladder cancer cases were geographically distributed, such as Uttar Pradesh (29.41% cases), Bihar (20.59% cases), Delhi (20.59% cases), Uttarakhand (10.29% cases), Jharkhand (4.41% cases), Madhya Pradesh (4.41% cases), Punjab (5.89% cases) and Jammu (4.41% cases). Nearly 33.82% and 32.35% of respondents belonged to the age group of 41-50 years and >60 years with the median age of 51.8 years. More than 83.82% respondents diagnosed with cancer at the advanced stage (third and fourth stage) with 73.47% of respondents had metastases in the fourth stage. <sup>12</sup>

**Figure 1: Shows the age-adjusted male incidence rate of gallbladder cancer in India**



Source: NCDIR-NCRP, ICMR (2016)<sup>22</sup>

ICMR report (2012-2014) showed the geographical distribution of gallbladder cancer among males, for example, the highest incidence of age-adjusted gallbladder cancer among males in the district of Kamrup Urban (8.8/100,000) as a comparison of Pune (1.1/100,000). <sup>22</sup> (see figure 1).

**Figure 2: Shows the age-adjusted incidence rate of female with gallbladder cancer in India**

Source: NCDIR-NCRP, ICMR (2016)<sup>22</sup>

As per ICMR report (2012-2014), females were reported highest incidence of age adjusted of gall bladder cancer as compared to males. For example, Kamrup urban district comprised of (17.1/100,000) females and (8.8/100,000) males.<sup>22</sup> (see figure 2) Kumar et al. (2006) studied the demographic variables and lifestyle impact on gallbladder cancer among 328 patients diagnosed with this disease, comprising of 75 (22.87%) males and 253 (77.13%) females in Varanasi, India. About 61.59% of respondents belonged to the age group between 41-60 years. The cancer cases reported higher among 264 (80.49%) respondents living in rural areas and 200 (60.98%) respondents having low socioeconomic status. Around 66.77% of female respondents were multi-parous (give birth to more than two children). The lifestyle had also influenced increasing gallbladder cancer. There were nearly 315 (96.03%) respondents who consumed mustered oil (60.63% of respondents brought open as compared with 25.39% used homegrown and 13.97% used sealed pack. Respondents used water source through different sources, such as hand pump 219 (66.77% respondents) as a comparison of tap water (22.26% respondents) and well (10.98% respondents). About 89.63% and 62.19% of respondents consumed milk and non-vegetarian food.<sup>23</sup>

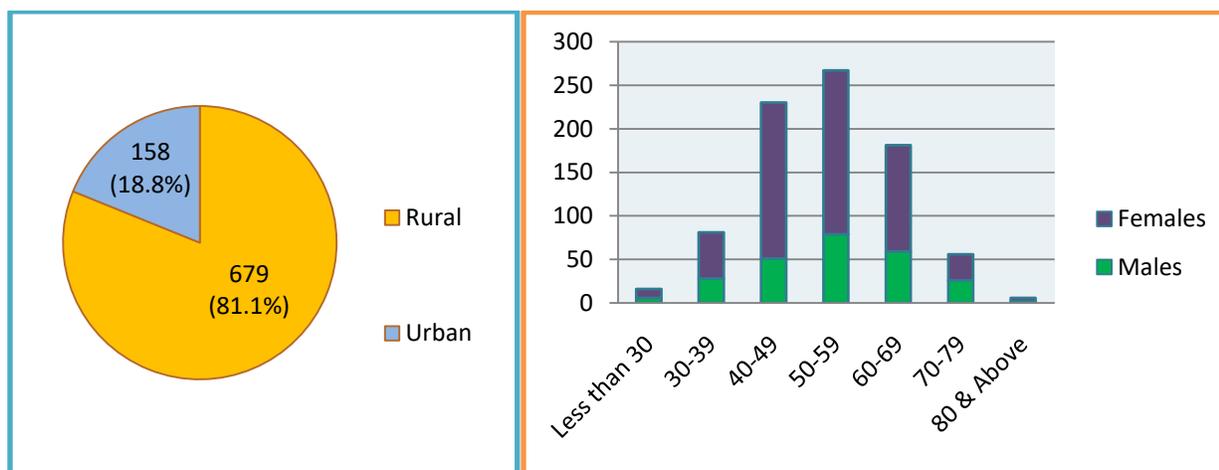
**TABLE 1: DEMOGRAPHICAL DISTRIBUTION OF GALLBLADDER CANCER SURVIVALS IN BIHAR, INDIA**

Regions	Year 2014 (n)	Year 2015 (n)	Year 2016	Total
Central districts	93	158	181	432
East districts	41	67	83	191
North districts	60	93	125	278
South districts	23	48	77	148
West districts	33	89	120	242
Total	250	455	586	1291

Source: Madhawi et al. (2018)<sup>24</sup>

Madhawi et al. (2018) conducted a study among 1291 gallbladder cancer patients from the period of 2014-2016 (3 years) that Hospital Based cancer registry registered, the Regional Cancer Centre in Bihar. **Table 1** displays the geographical distribution of gallbladder cancer in diverse regions, such as Central, East, North, South, and West. The incidence of gallbladder cancer was highly prevalent in the central district in three years, i.e. 33.46% out of total incidence. The central districts, predominantly Panta (208 cases) and Vaishaisli (75 cases) had a high incidence of gallbladder cancer. Districts with a high soil level of arsenic content were associated with the prevalence of gallbladder cancer.<sup>24</sup>

**Figure 3: The distribution of Gallbladder cancer in the North-east India**  
Rural-urban distribution      Age-wise prevalence in males and females



Source: Bhagabaty et al. (2014)<sup>25</sup>

Bhagabaty et al. (2014) conducted a study among 837 cases from a database of cancer registry from January 2011 to December 2012 in Guwahati, Assam, India. The study comprised of 251 (29.9%) males and 586 (70.0%) females with a median age of 50 years. A total of 79 males and 188 females diagnosed with gallbladder cancer between the ranges of 50-59 years of age. The median age in males was 54 years and in females was 50 years. The rural areas had the highest prevalence of gallbladder cancer, as per 81.1% (679) cases in rural areas in comparison of 18.8% (158) cases in urban areas of northern east regions. (See figure 3) Nearly 65.1% respondents belonged to Hindu religion, 45.5% of respondents were illiterate and 71.9% of respondents were diagnosed with gallbladder cancer at stage IV. The results showed that variables, such as female, age and rural regions were at a higher risk of gallbladder cancer. There was a need of study in the area of identifying possible risk factors in gallbladder cancer through the investigation of environmental condition, lifestyle and infective agents.<sup>25</sup>

Kumar et al. (2006) suggested alertness and careful clinical examination while the clinician was taking routine history of a patient, for example multi-parous, low economic status along with the rural areas as this tended to consume water from hand pump, the consumption of mustered oil, especially open which had a possibility of adulteration with some carcinogens.<sup>23</sup> Early detection and improvement in survival could be possible through careful evaluation of patients and health education.<sup>12</sup> Further Suraj et al. (2019) encapsulated that socio-demographic variables, such as age, gender, class, place of residence, etc. might influence the patient level delay in the treatment

of cancer. Rural residence with other variables like lack of education, low socio-economic status, poor access to medical care and lack of awareness could be responsible for the migration to tertiary healthcare center of cities. This further lead to economic burden, work overload in hospital, limited use of healthcare infrastructure, delay in investigation and treatment which can be a cause of delay in treatment and non-compliance of treatment.<sup>26</sup>

#### **A. The impact of lifestyle in the progression of cancer, especially gallbladder cancer**

O'Brien (1995) defined lifestyle as a choice within a constrained context which was determined by the position of social structure, such as class, gender and ethnicity.<sup>27</sup> Lifestyle is a way that is used by people, group and nations on the basis of specific geographical condition, economic, political, cultural, religion and texts. It incorporates day to day behavior and functions of a person in job, activities, recreation and diet.<sup>28</sup> There is an intersection of lifestyle and health or wellness. The act of choice promotes physical, emotional, mental, and social wellbeing.<sup>27</sup> Unhealthy lifestyle can be defined as poor diet, smoking, alcohol consumption, drug abuse, self medication, consumption of fast food, physical inactivity, misuse of technology, addiction to mobile phones, sleep latently and so on. Unhealthy lifestyle can be resulted in sleeping disorder, stress, depression, a side effect of drugs, obesity, cardiovascular diseases, cancer, asthma, type 2 diabetes and reduce life expectancy.<sup>28</sup> Lifestyle and dietary habits are considered an important factor in the progression of gallbladder cancer.<sup>29</sup>

Rai et al. (2004) considered a variation of dietary pattern from north to south in India in the progression of gallbladder cancer, for example, the consumption of high fat diet and wheat in the north in comparison of rice food in the south responsible for the high incidence of gallbladder cancer in the northern region. Related factors, such as low fiber, fruit and vegetable intake; high calorie, fat and cholesterol intake; consumption of sugar and red meat; high body mass index and obesity increase the risk of gallbladder cancer.<sup>30</sup> Certain food choices may also increase the risk of gallbladder cancer, such as mustard oil, sucrose-rich soft drinks or juices, spices (chili pepper both red or green, Hungarian hot pepper, fried food, fast food etc.<sup>31-32</sup> Shukla et al. (2008) highlighted that past history of smoking, tobacco chewing, smoking, alcohol consumption and other lifestyle factors might increase the risk of gallbladder cancer and gallstone. The consumption per day and year of consumption is the major concern in tobacco chewing, smoking and consumption of alcohol.<sup>33</sup>

Overweight and obesity is a condition of consuming more calories and less physical activity.<sup>34</sup> The physical activities comprise activity during work, in transport and leisure time in a week that means 150 minutes of moderate-intensity physical activity or 75 minutes of vigorous-intensity physical activity or both achieving at least 600 meter per minutes.<sup>35-36</sup> In the study of Anjana et al. (2014), the physical activity of around 14227 individuals was assessed from four regions of India-Tamil Nadu (South), Maharashtra (West), Jharkhand (East) and Chandigarh (North). Nearly 66.8% respondents of Chandigarh were physically inactive (<600 meter minutes), followed by Tamil Nadu (60.0%), Maharashtra (55.2%), Jharkhand (34.9%). The respondents from rural areas and males were more active than urban and female.<sup>36</sup>

The sedentary kind of lifestyle is associated with obesity, which further associated with other significant diseases, such as gallstone, type 2 diabetes and cardiovascular diseases.<sup>34</sup> As per Everhart (1993), obesity is a major cause of developing gallstones among individuals. Both men and women may increase the risk of gallstones in early age. Around 10 % men and 20 % women

are expected to develop the problem of gallstone.<sup>37</sup> The prevalence of gallstone is one of the risk factors for gallbladder cancer, i.e. between 0.5% - 3% of patients having gallstone disease have a chance of developing gallbladder cancer in future. Nearly 80% of gallbladder cancer cases have a history of gallstone disease.<sup>29</sup> The study of Vitetta et al. (2000) showed that the gallstone disease was one of the risk factors in the development of gallbladder cancer among people. The median age of 78.5 (77-81) years and the majority of women were diagnosed with gallstones and also with gallbladder cancer as compared to men.<sup>38</sup>

Unhealthy lifestyle (fried and fast/junk food, smoking, alcohol, tobacco, physical inactivity and sedentary lifestyle) and risk factors, such as obesity can be modified with the intake of fruit and vegetable (Rai et al., 2004), regular exercise, yoga (Malhotra et al., 2017) and abstinence from tobacco, smoking and alcohol (Shukla et al., 2008).<sup>29, 30 & 33</sup> Awareness among the general public about the side-effect of an unhealthy lifestyle and risk factors may play an effective role in reducing the incidence of gallbladder cancer.<sup>29</sup>

### **Significance of Social work practice in cancer and lifestyle:**

The work of social work professionals is receiving an acknowledgement at international level in the sphere of providing care and resolving issues of cancer patients as well as in the area of developing knowledge.<sup>39</sup> The function of socio-psychological care is performed through screening, evaluation, assessment, counseling, discharge planning, financial support referral and advocacy.<sup>40-41</sup> Numerous Studies in various countries like United states, Sweden, etc. (Kennedy, 1996; Messner, 2006; Zebrack et al., 2008, Yarlagaadda et al., 2015; Abbott, 2017; Lilliehorn et al., 2019; Verulava et al., 2019) described the role of social work professionals in the arenas of oncology, such as clinical, collaborative, discharge planning, documentation and program support.<sup>42-48</sup>

In India, the role of social work professionals is also enhancing day by day in the domain of oncology due to the increase in cancer cases and burden in healthcare facilities.<sup>49-50</sup> Hermann (2016) recognized the role of social workers in providing holistic healthcare services to cancer patients with the coordination of the multi disciplinary team. Along with counseling of the cancer patients, they can also coordinate with physicians in the treatment of cancer patients.<sup>51</sup> Correspondingly Suraj et al. (2019) also delineated the function of social worker within the multidisciplinary team in the initiation and completion of cancer treatment. Social work professionals could practice interventions like counseling, planning, guidance, financial assistance, management of advance cases and care of cancer patients and their families. Others practices, such as conjoint use of social and musical therapy, research, liaison with NGOs and CSR, and activities related with prevention of cancer could be utilized.<sup>50</sup>

Sirohi (2014) elucidated three approaches of social work professionals, such as education, delivery services and research in the context of providing quality healthcare services to cancer patients.<sup>52</sup> Das and Dey (2016) described the functions of oncology social work professionals at three levels- cancer patients at the micro level, their families at the mezzo level and community at the macro level. Activities, such as registration, data collection, counseling, casework, using therapies, financial assistance, referrals and rehabilitation are practiced at micro level. Practices like counseling, group work, using therapies, support, family adjustment and awareness are practiced at mezzo level. Functions, such as awareness, screening camps, street play and

community organization are performed at the macro level.<sup>53</sup> The professional of social work could perform functions related with pain management and prevention.

Chan and Dickens (2015) also discussed the lifestyle management of oncology social work practice, such as healthy diet, weight management, increase physical activity, behavior modification and stress management, which can influence the progression of cancer, improve the survival rate and reduce the risk of reoccurrence.<sup>54</sup> Townsend et al. (2010) explained the function of social worker in the Cancer Nutrition Rehabilitation (CNR) program at the McGill University Health Centre. Under this program, services, such as information, education, treatment and support in the area of diet, exercise and rehabilitation are offered to cancer patients, along with addressing their needs. Social work interventions covered supportive counseling, caregiver support, information on resources (for example, financial and transportation), referrals for community based home support services and co-facilitation of patient and caregiver support groups. Apart from dealing practical needs of cancer patients, the social worker also dealt with patients' emotional difficulties, such as coping with illness.<sup>55</sup> Medical social workers (MSW) can act as an educator, counselor, and trainer for the prevention of lifestyle diseases, including cancer.<sup>17, 56</sup> They can also function in the context of reducing the burden cancer through the conduct of community awareness program on the modification of habit, such as abstain of tobacco use and improving the lifestyle.<sup>57</sup>

Despite of above mentioned roles of medical social worker (MSW), there is a lack of understanding among the general public as well as healthcare professionals about their 'roles specified and roles allocated to them' in the context of healthcare and prevention. Apart from this, lack of support, misconception as well as lack of awareness about the duties of social workers and improper utilization of MSW's as a resource are identified as barriers.<sup>49</sup> There are major concerns in the functions of social workers, like a shortage of staff, lack of knowledge and training, inadequate educational background of medical social worker, insufficient healthcare infrastructure and lack of professionalism. These barriers and concerns highlight the need of professional development measures, such as recruitment of skilled and required manpower, organization of training, liaison with welfare agencies, etc. could improve the current scenario.<sup>58</sup>

## CONCLUSION:

There is an uneven socio-demographic distribution of gallbladder cancer in India with high incidence in north and east-northern region, female gender, age (above 40 years of age) and rural areas. Gallbladder cancer as a rare cancer is a multi-factorial and frequently diagnosed at an advanced stage with no symptom at an early stage. This is responsible for poor outcome and limited scope of curative treatment. The lifestyle factor is an emerging cause of gallbladder malignancies. Lifestyle behaviors (such as unhealthy diet and lack of physical activity), obesity and gallstones are considered as risk factors in the progression of gallbladder cancer. These factors can be modified with the consumption of fiber, vegetables and fruit daily, increase physical activity (exercise, brisk walk, cycling etc.) and abstain from smoking, tobacco and alcohol. The general public should be aware about the effectiveness of the healthy lifestyle in the reduction of gallstone disease and gallbladder cancer through different measures of awareness. Social work professionals could play an important role in the awareness campaign on related risk factors of gallbladder cancer. Trained and skilled social workers should be employed to perform

their role, such as counseling, planning, guidance, financial assistance and care of cancer patients and their families.

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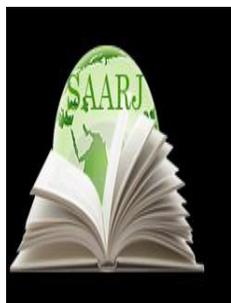
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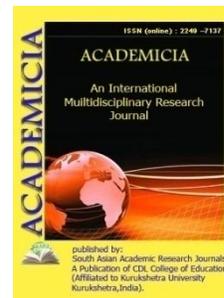
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**MATHEMATICAL MODEL OF THE PROCESS OF PHASE  
 SEPARATION OF OIL SLUDGE UNDER THE INFLUENCE OF  
 CENTRIFUGAL FORCE**

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**ABSTRACT**

*This article provides a brief overview of the integrated oil sludge disposal technology, starting from the study of the characteristics of the sludge and physico-chemical bases of process and ending with the results of practical recommendations for the feasibility study for construction of a pilot plant disposal of sludge. In this regard, the main task is to develop an ACT-a control structure for a technological system consisting of hydrocyclones operating in a system of parallel and opposite flow directions. An engineering calculation of the hydrocyclone, which is a key element of the technological system, and a mathematical model of the process are developed.*

**KEYWORDS:** *Oil Sludge, Hydro Cyclone, Utilization, The Liquid Phase, Heat Capacity, Hydrodynamics, Density, Mixture, Mechanical Additives, Solid Phase.*

## INTRODUCTION

Analysis of the methods for separating oil sludge from the object under study shows that an economical, technically effective separation method is the separation of fractions present in the oil sludge under the action of centrifugal force. In this regard, the main task is to develop an ACT control structure for a technological system consisting of hydrocyclones operating in a system of parallel and opposite flow directions. An engineering calculation of a hydrocyclone, which is a key element of a technological system, and a mathematical model of the process have been developed.

In the process of separating oil sludge according to the proposed technological system, the movement of flows is organized in parallel and opposite directions. It is very difficult to separate the oil sludge into three phases that contain a very fine particulate system. This is due to the fact that very fine particles often leave together with the liquid phase. Therefore, in this work, the problems of mathematical modeling of the separation of oil sludge containing only very small particles, only into 2 phases, are solved.

Modeling of a technological process is the collection of information characterizing the process and the formation of an automatic control system on its basis. The most common type of simulation is the development of differential or linear equations to classify the required steps in a process. Currently, calculations are carried out on the basis of specific programs to determine the parameters affecting the process, for the organization of optimal control of the technological system. In this context, in this study, we used an interconnected three-stage system to develop a mathematical model that fully represents the process of separating oil sludge:

- development of a mathematical description of the investigated object;
- selection of a method for solving a system of mathematical equations and its introduction in the form of a simulation program;
- to determine the similarity (adequacy) of the model to the object.

When developing a generalized mathematical model of the technological process, the input and output parameters of the investigated device were determined: heat capacity, temperature coefficient, diameter of the tangential inlet of the cyclone, product velocity, product flow rate, pressure of sludge entering the cyclone, installation of tangential pipe 0 on the cylindrical part of the cyclone. 0873 glad.

In the proposed technological system, analyzes were carried out on the phase of oil sludge in two stages. For this purpose, the issues of increasing the separation efficiency based on the provision of parallel and sequential flow direction were considered. When developing a mathematical model for separating oil sludge, it is advisable to first develop a mathematical model of the mixing process in order to form a normal system. We considered it expedient to consider the hydrodynamic structure of currents in devices operating under the action of centrifugal force as a model of ideal mixing. It is known that the hydrodynamic structure of phase flows in a cyclone can be considered as a model of ideal mixing.

### 1. Mathematical model of a mixer for solvents and oil sludge:

We consider the hydrodynamic structural flow of liquid-solid-phase systems as a model of ideal mixing. As a result of intensive mixing of oil sludge entering the mixer, the concentration of the liquid system changes per unit of time. If we analyze the change in concentration in terms of the amount of solid particles present in a liquid system, the resulting concentration relative to the solid decreases over time. To express this law, we assume that the input and output parameters are as follows.

We express the amount of liquid, mixture, liquid phase and temperature change contained in the oil sludge and released from the device together with solid particles by the following differential equation

$$\frac{\partial a}{\partial \tau} = \frac{1}{\tau_{av}} (a_T^{ent} - a_m^{ext}) \quad (1.1)$$

here:  $\tau_{av}$  - average residence time of the solid phase in the working chamber, C;  $a_T^{ent}$ ,  $a_m^{ext}$  - concentration of the liquid phase in the solid phase, %;

The average residence time of the solid phase in the working chamber is represented by the following equation:

$$T_{av} = \frac{m_M}{G_M + G_l} \quad (1.2)$$

here:  $m_M$  - is the amount of mixture in the working chamber. In turn, this size is equal to:

$$m_M = V_M \rho_M \quad (1.3)$$

here:  $V_M$  - the volume of the mixture in the working chamber;  $\rho_M$  - mixture density. In this case, equation (1.2) looks like this:

$$\tau_{av} = \frac{V_M * \rho_M}{G_M + G_l} \quad (1.4)$$

$$\tau_{av} = \frac{V_{o.s.} * \rho_{o.s.}}{G_{o.s.} + G_s} \quad (1.5)$$

$G_o$  - pure oil consumption at the outlet, kg / hour;

$G_{o.s.}$  - the amount of oil sludge in the apparatus, kg / hour.

The mathematical expression for changing the concentration of mechanical additives in a mixture can be expressed by the following differential equation:

$$\frac{\partial a_M}{\partial \tau} = \frac{1}{\tau_{average}} * (a_T^{ent} - a_m^{ext}) \quad (1.6)$$

After making changes with the following expression,

$$G_j^{ent} = G_j^{ent} + (1 - a_M^{ent}) * G_M \quad (1.7)$$

We'll have

$$V_M * \rho_M * \frac{\partial a_M}{\partial \tau} = G_M * a_M - (G_l^{ent} + (1 - a_M^{ext}) * G_M) * a_M^{ext} \quad (1.8)$$

$a_M^{ent}, a_M^{ext}$  - respectively, the inputs and outputs of mechanical additives.

The mathematical expression for the rate of change in concentration in the liquid phase can be expressed as follows:

$$V_M * \rho_M * \frac{\partial a_M}{\partial \tau} = G_j^{ent} * a_j^{ent} + G_m^s * a_m^s - G_j^{ext} * a_j^{ext} \quad (1.9)$$

taking into account expression (1.8)

$$G_m^s = (1 - a_m^s) * G_j \quad (1.10)$$

After the changes, we will have the following

$$V_M * \rho_M * \frac{\partial a_M}{\partial \tau} = G_j^{ent} * a_j^{ent} (1 - a_j^{ent}) + G_m^s * a_m^s (G_j^{ent} (1 - a_j^{ent}) * G_{m.m}) \quad (1.11)$$

The change in temperature in the liquid phase is represented by the following differential equation:

$$\frac{\partial Q}{\partial \tau} = q_m + q_j^{ent} + q_j^{ext} \quad (1.12)$$

here:  $q_m$  - the amount of heat entering the mixture;

$q_j^{ent}$  - the amount of heat entering the liquid phase;

$q_j^{ext}$  - the amount of heat carried by the liquid phase.

The amount of heat entering the mixture is determined as follows:

$$q_m = G_m * c_m * t_m \quad (1.13)$$

here:  $c_m$  - specific heat of the mixture;

$t_m$  - mixture temperature.

The amount of heat entering the liquid phase is as follows:

$$q_j^{ent} = G_j^{ent} * c_j^{ent} * t_j^{ent} \quad (1.14)$$

here:  $c_j^{ent}$  - specific heat of the liquid phase;

$t_j^{ent}$  - liquid phase temperature.

The amount of heat transferred by the liquid phase:

$$q_j^{ext} = G_j^{ext} * c_j^{ext} * t_j^{ext} \quad (1.15)$$

Taking into account expression (1.8), the final equation can be written as follows

$$q_j^{ent} = (G_j^{ext} + (1 - a_j^{ent}) * G_m) * c_j^{ext} * t_j^{ext}, \quad (1.16)$$

here:  $c_j^{ext}$  - specific heat of the liquid phase at the outlet of the mixer;

$t_j^{ext}$  - temperature of the liquid phase at the outlet of the mixer. Taking into account expressions (1.13), (1.15), (1.16), equation (3.16) takes the following form:

$$V_j \rho_j c_j \frac{dt_j}{dt} = G_m c_m t_m G_m^{ent} c_m^{ent} t_m^{ent} - (G_j^{ent} + (1 - a_m^{ent}) G_m) c_j^{ext} t_j^{ext} \quad (1.17)$$

**2. Mathematical expression of the process in a hydrocyclone:** We use a typical ideal mixing model to express the hydrodynamic structure of flows in a hydrocyclone. In this case, the change in the amount of quenched liquid can be used from the differential equation of the following form.

$$\frac{\partial G_j^{ext}}{\partial \tau} = -\frac{1}{\tau_{av}} (KG_{m.j}^{ent} - G_j^{ext}), \quad (1.18)$$

here:  $\tau_{av}$  - average residence time of product particles in the hydrocyclone;

$K$  - hydrocyclone separation factor;

$G_{m.j}^{ent}$  - the total amount of mixture and solvents entering the hydrocyclone;

$G_j^{ext}$  - the amount of liquid phase leaving the hydrocyclone.

The average residence time of particles in a hydrocyclone is determined by the following equation:

$$\tau_{av} = \frac{V_m \rho_m}{G_m} \quad (1.19)$$

The concentration of the condensed mixture at the outlet of the hydrocyclone is also expressed as follows:

$$\frac{da_j}{dt} = -\frac{1}{\tau_{av}} ((-K)KG_{m.j}^{ent} - G_j^{ext}) \quad (1.20)$$

The change in the concentration of mechanical additives in the liquid phase can be expressed by the following differential equation:

$$\frac{da_j}{dt} = -\frac{1}{\tau_{av}} * (a_{m.j}^{ent} - a_j^{ext}) \quad (1.21)$$

here:  $a_{m.j}^{ent}$  и  $a_j^{ext}$  - the concentration of mechanical additives in the liquid phase at the inlet and outlet of the hydrocyclone, respectively.

The change in the temperature of the liquid phase in the hydrocyclone can be expressed by the following differential equation:

$$\frac{dt_j}{d\tau} = -\frac{1}{\tau_{av}} (t_{m.j}^{ent} - t_j^{ext}) \quad (1.22),$$

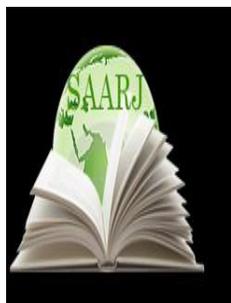
here:  $t_{m.j}^{ent}$  - the change in the temperature of the liquid phase in the hydrocyclone can be expressed by the following differential equation:

$t_j^{ext}$  - temperature of the liquid phase at the outlet of the hydrocyclone.

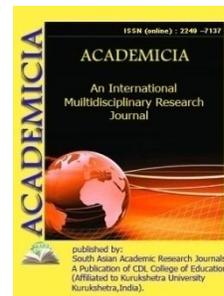
Based on the above equations, a complete dynamic mathematical model of the process of separating oil sludge in the field of centrifugal forces is built. In this model, a static mathematical model of the process is built and an algorithm for its solution is developed by making the necessary changes in the shape.

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## CHALLENGES IN TEACHING COMMUNICATION IN ENGLISH FOR STUDENTS OF THE MINING FACULTY

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### ABSTRACT

*This article reveals about a special methodology of teaching students of the Mining Faculty to communicate in English which is scientifically substantiated. In the research, it is discussed that methodological recommendations for teaching the ability to communicate in a foreign language developed during the experimental test can be applied in other conditions of teaching English as a language of international communication.*

**KEYWORDS:** *Professional Communication, Non-Linguistic, Curriculum, Full-Fledged, Substantiated.*

### INTRODUCTION

The stabilization of the socio-economic situation in the country, the development of international relations between Uzbekistan and the countries of near and far abroad require from the educational system the formation of a specialist who has the skills of professional communication with representatives of other cultures.

Knowledge of a foreign language is currently not only prestigious, but also necessary for a specialist of any profile.

The study of a foreign language in a non-linguistic mining university is a stage in the practical mastery of the language, the specificity of which can be defined as a special additional learning "in accordance with the nature of subsequent professional activity" [1], within which it is assigned the role of a secondary means of written and oral communication [2]. In other words, in the practice of teaching a foreign language, the principle of a professional orientation dominates, which is consistently implemented in the selection of educational material for classes and

teaching methods that form professionally significant actions and operations for a future specialist [3].

At the same time, when teaching a foreign language in non-linguistic universities in Uzbekistan, there is a contradiction felt by many teachers and students between the understandable need to prepare for future professionally-oriented communication in a foreign language and the insufficient level of motivation for its implementation during the period allotted for this by the program - on I-II courses of a non-linguistic mining university. A similar problem is typical for other countries, where teaching a foreign language is conducted within the framework of the native culture [4]. As a consequence, teaching a foreign language in non-linguistic universities "is associated with special difficulties for the student and teacher" [5]. Various researchers and practicing teachers are trying to solve them in their own way, while all attempts are essentially aimed at finding ways to increase the motivation for learning a foreign language. A large number of works are devoted to the motivational reserves of actually professionally oriented communication in a foreign language, carried out both with the help of oral and speech activities, and with the help of communicative reading activities.

Serious reasons for the low effectiveness of training are the lack of demand for a foreign language in the practical activities of specialists in mining sciences; lack of modern teaching aids; insufficient development of a number of important issues of teaching and organization of the educational process in a foreign language, taking into account the specifics of universities and mining faculties, the lack of teaching materials and manuals adequate to the goals and conditions of education.

Aim of the study is to develop a scientifically grounded special methodology for teaching students-miners to communicate in English and to determine the main parameters of the foreign language communicative competence of future miners, necessary and sufficient for full-fledged communication in English.

To achieve this goal, it was necessary to solve a number of particular research problems:

- To study the degree of readiness of students of the Mining Faculties for foreign language personality-oriented communication in English in the context of international competitions;
- To identify the reserves of increasing students' motivation to learn a foreign language;
- to consider the behavioral, emotional and motivational features of mastering a foreign language by students-miners; to develop extraordinary forms of organization of teaching English in relation to the specifics of the mining faculties;
- substantiate the competence-based approach to teaching communication among students as the most relevant;
- To identify and substantiate the peculiarities of one of the components of the content of education - mining-oriented topics;
- To develop a textbook based on the theory of frames, the purpose of which is to teach students-miners to communicate in English "English for Miners";
- To experimentally test the effectiveness of the textbook and methods of teaching communication in English in the conditions of the mining faculty.

The hypothesis of the study, which determined its entire course, is formulated as follows: the mastery of the foreign language communicative competence by students-miners in the specified parameters will be more effective if the organization of training is changed so that oral communication on mining topics that arouse the personal interest of students is dominant in it. Teaching communication among students of the Mining Faculty on a mining-oriented topic is more effective in a dynamically changing topic.

## **METHODS**

For the first time, an attempt was made to substantiate mining-oriented topics as a component of the content of teaching a foreign language, and also the idea of teaching foreign language communication through educational communication on mining-oriented topics was substantiated; the expediency of the selection of linguistic (lexical, grammatical) material, necessary and sufficient for the needs of intercultural communicative activity of graduates of the mining faculty, has been proved;

- Theoretically substantiated non-traditional organization of training, content in the form of a frame grid of mining topics;
- formulated the distinctive features of the communicative activity of athletes, which have a number of characteristic features, including: laconic, athenatic, emotional, factual;
- developed and systematized exercises and tasks for teaching communication in English in accordance with the theory of frames, aimed at developing communicative competence within limits.

To solve the set tasks, the following research methods were used:

- a substantive analysis of the requirements and curriculum for the training of specialists - future miners, as well as curricula in general professional disciplines;
- functional-content (linguistic-statistical, subject) analysis of the texts of authentic articles published in journals and materials of scientific and mining conferences in the specialty in English;
- testing (lexical and to identify the level of proficiency in reading skills) of 1st year students in order to establish the initial level of foreign language proficiency for training at a university;
- conducting a teaching methodological experiment; qualitative and quantitative analysis and evaluation of the obtained experimental data.
- conducting a teaching methodological experiment; qualitative and quantitative analysis and evaluation of the obtained experimental data.

The scientific novelty of the research lies in the fact that a new type of classification of the array of disciplinary publications has been developed according to the purpose of the sources included in it; revealed the specifics of professionally oriented communication in a foreign language at the lexical level; detailed the concept of "subject competence"; describes the conceptual apparatus of professionally oriented communication of specialists - miners, which is the basis of the corresponding professional and industrial picture of the world

The theoretical significance of the work lies in the theoretical analysis of professionally-oriented communication in a foreign language from a sociolinguistic standpoint and the identification of its main characteristics; in detailing the structure of the concept of "subject competence"; in the development of the theoretical foundations of the teaching methodology for professionally-oriented communication in a foreign language and the actual methods of teaching communication for students - miners.

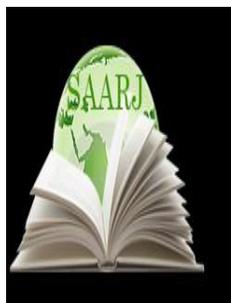
The practical value of the study lies in the fact that it presents a theoretically grounded and experimentally proven methodology for teaching professionally oriented communication in English to students - future miners, which has a positive effect not only on mastering a foreign language, but also on the process of professional socialization of a student in the whole. A frequency dictionary of the sublanguage of the texts of mining articles was compiled, containing the characteristics of mining enterprises / companies, a methodological classification of terms for teaching vocationally-oriented communication in the mining sphere was carried out, a lexical minimum of training was formed. A new topic has been developed for teaching professional-oriented communication in a foreign language for students - future miners. An educational text library was formed based on the texts of authentic mining-technological articles, a classification of the texts included in it was developed and a sequence of work with them was proposed. Educational texts are included in the system of professionally and communicatively significant tasks. The developed methodology can be used in teaching professionally oriented communication in English in mining universities at engineering faculties, in creating textbooks and materials for teaching professionally oriented communication in a foreign language.

## CONCLUSIONS

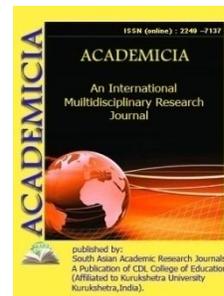
1. The process of teaching professionally oriented communication in a foreign language contributes to the professional socialization of trainees by including them in real professionally meaningful communication using a foreign language, the possibility of which is provided by the texts of authentic articles and a system of professionally and communicatively significant tasks.
2. Training in professionally-oriented communication in a foreign language is carried out by informing as a process of communicating unknown information about known professionally significant objects, taking into account the subject competence of the students, which contributes to increasing the pragmatic value of training.
3. The process of teaching professionally oriented communication in a foreign language makes up for the deficit of foreign socio-cultural professionally significant knowledge as part of the subject competence of trainees, where it is also proposed to include universal knowledge and knowledge that reflects the specifics of the professional and industrial culture of the native country.
4. Teaching professionally oriented communication in a foreign language is focused mainly on teaching professionally oriented reading as the main form of professionally oriented communication in a foreign language in the conditions of the native culture. Oral speech is used as a teaching tool for vocational reading.

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## THE NEW COPOLYMERS OF ACRYLIC ACID AND ACRYLONITRILE

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### ABSTRACT

*The copolymers of acrylonitrile and acrylic acid are synthesized for the first time by trithiocarbonate-mediated reversible addition-fragmentation chain transfer polymerization in DMSO at a content of comonomers in the reaction mixture of 40%. Various regimes of acrylic acid introduction into the reaction are tested. This makes it possible to synthesize copolymers with close average composition and different unit distribution in a chain. It is shown that, with an increase in the fraction of acrylic acid in the copolymer, the contribution of the ionic mechanism of cyclization grows, which is favorable for widening the temperature interval of cyclization and decrease in the intensity of heat flow.*

**KEYWORDS:** *Acrylonitrile, Acrylic acid, DMSO, Copolymers.*

### INTRODUCTION

Over several decades, there has been an active search for new methods of producing high-strength carbon fibers with the use of precursors based on acrylonitrile (AN) copolymers. On one hand, just using PAN precursors, high-modulus and high-strength carbon fibers were obtained; their parameters were much better than the characteristics of fibers based on pitch and cellulose precursors. On the other hand, the strength of carbon fibers based on PAN precursors is still far from theoretical values because of the presence of defects and admixtures.

Reasons behind the appearance of defects may be, in particular, distortions of the molecular structure of polymer chains: terminal groups of macromolecules, branchings, and heterogeneity of macromolecules with respect to MW and composition.

Attempts to apply various variants of controlled polymerization for the synthesis of narrowly dispersed PAN have been made since the early 2000s and persist up to now. The use of stable nitroxide radicals for this purpose was not a success, since the process was inhibited and short oligomers were formed. The use of atom-transfer radical (ATR) polymerization was proven to be more promising, although in the first studies only oligomeric products with  $M_n \approx 10^4$  were synthesized. The results of many publications in this field are reviewed in. One of the drawbacks of this technique concerns the use of metal compounds able to affect the properties of a PAN precursor during heat treatment.

Acrylonitrile (99%) and acrylic acid (>99%) purchased from Acros were purified via distillation according to the standard technique. AIBN was recrystallized from ethanol and stored in the dark at  $-30\text{ }^\circ\text{C}$ ; anhydrous potassium persulfate (PPS, >98%) purchased from Aldrich was used as received. Prior to RAFT polymerization, a solution containing the desired amount of the initiator

(AIBN or PPS) and RAFT agent (CTC-1, CTC-2, or BTC) in DMSO was prepared. Then AN and AA were added; the total mass concentration of the comonomers in solution was 40%. The molar ratio of AN : AA was 98 : 2, 95 : 5, 93 : 7, and 90 : 10.

In the ampoule synthesis, acrylic acid was poured into the obtained solution and the resulting solution was poured in 5-mL ampoules that were connected to a vacuum setup and outgassed to a residual pressure of  $\sim 5 \times 10^{-3}$  mmHg. The ampoules were sealed and placed in a thermostat heated to  $80\text{ }^\circ\text{C}$ , and the reaction mixtures were polymerized for 24 or 48 h. Afterwards, the ampoules were cooled in liquid nitrogen and opened and the contents was diluted with DMSO. The final solution was precipitated under vigorous stirring into water and washed first with water and then with methanol on a filter, and the polymer was dried in vacuum.

When polymerization was carried out in a 100-mL three-neck flask equipped with an overhead stirring device with an anchor-type stirrer, acrylic acid was introduced continuously during the synthesis over the specified time. A BYZ-810 syringe pump was used for AA dosing; the feed rate of AA was 0.16, 0.32, and 0.63 mL/h over 12, 6, and 3 h of polymerization, respectively. The prepared solutions were poured into the flask, purged with argon (99.99%) for 15 min, closed, and immersed in a bath heated to a certain temperature. At certain times, the reaction solution was sampled to determine the conversion, molecular weight characteristics, and composition of the copolymers. When polymerization was completed, the reaction mixture, if necessary, was diluted with DMSO and precipitated into excess water and the copolymers were filtered, washed with water, and dried at  $60\text{ }^\circ\text{C}$  until a constant mass was achieved.

**TABLE 1. EFFECT OF SYNTHESIS CONDITIONS ON THE YIELD AND MOLECULAR WEIGHT CHARACTERISTICS OF THE COPOLYMERS**

Sample	Molar ratio of AN : AA	[AIBN]	[CTC-1]	Time, h	Conversion, %	$M_n \times 10^{-3}$	$\bar{D}$
		mmol/L					
1	98 : 2	1.0	5	24	46.8	33.1	1.23
2		1.0	5	48	55.1	29.9	1.23
3	95 : 5	0.5	1	48	65.9	114.6	1.50
4		1.0	5	24	40.2	26.4	1.24
5		1.0	5	48	51.2	24.0	1.23

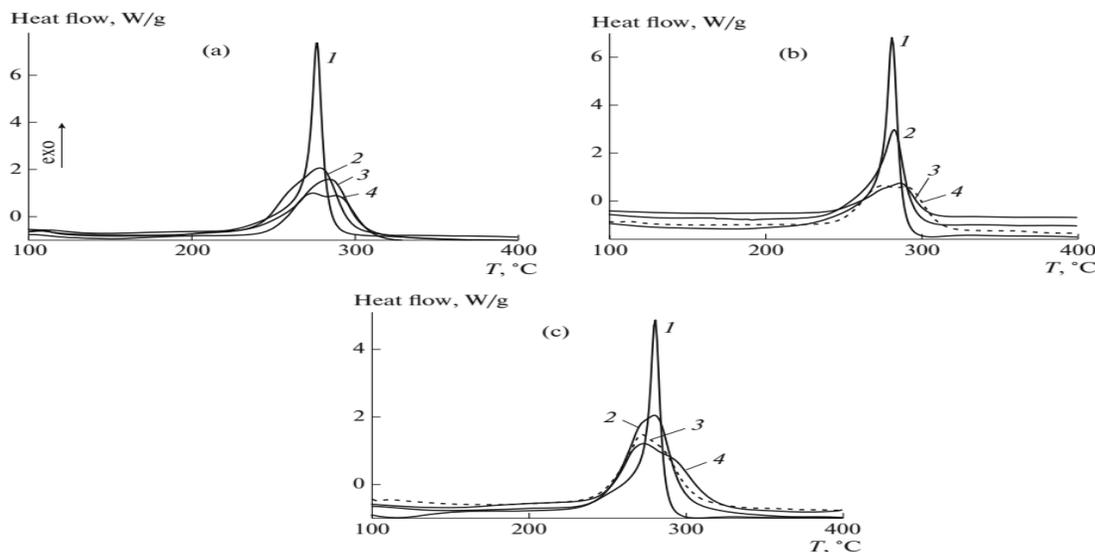
6		0.5	1	48	44.1	67.6	1.40
7	93 : 7	1.0	5	24	50.6	25.7	1.23
8		1.0	5	48	49.4	25.5	1.23
9		0.5	1	48	72.5	100.0	1.52
10	90 : 10	1.0	5	24	57.4	24.3	1.18
11		1.0	5	48	60.6	21.0	1.19
12		0.5	1	48	38.1	56.8	1.30

One of the important characteristics determining the properties of AN copolymers as a carbon fiber pre-cursor is the chemical composition of the copolymer. In terms of thermo-oxidative stabilization processes, the incorporation of a comonomer with the acidic group into the chain causes a change in the mechanism of cyclization : along with the radical mechanism typical of the AN homopolymer, the ionic mechanism is realized. As a consequence, the temperature interval of cyclization widens and the intensity of heat release is reduced. This increases the degree of cyclization and, as believed, has a beneficial effect on further carbonization.

The films cast from the synthesized copolymers were studied by DSC in the dynamic regime in an inert atmosphere and in air. Figure 1 presents the thermo grams of the copolymers measured under an inert atmosphere. It is seen that the thermo grams are asymmetric and the asymmetry becomes more pronounced as the copolymer is enriched in AA units. At a content of AA of 2 mol %, a shoulder is observed in the low temperature region along with the main peak. With an increase in the fraction of AA units in the copolymer, the intensity of the shoulder grows, while the intensity of the main peak declines. If the AA content is above 7 mol %, the shoulder is transformed into a peak. The total heat flow corresponding to the temperature of the maximum of the peak decreases with increasing fraction of AA.

The temperature interval of cyclization initially sharply widens as the fraction of AA grows to 5 mol %, and then it continues to widen but not so distinctly (Table 2).

Fig. 1. Thermograms measured at a heating rate of 10 °C/min under inert atmosphere for the AN-AA copolymers synthesized in the presence of CTC-1 and AIBN at 80 °C. Molar ratio of AN : AA = (1) 98 : 2, (2) 95 : 5, (3) 93 : 7, and (4) 90 : 10; [CTC-1]<sub>0</sub> = (a, b) 5 × 10<sup>-3</sup> and (c) 1 × 10<sup>-3</sup> mol/L; [AIBN]<sub>0</sub> = (a, b) 1 × 10<sup>-3</sup> and (c) 5 × 10<sup>-4</sup> mol/L; the time of polymerization is (a) 24 and (b, c) 48 h.



The latter is related to a higher reactivity of AA in copolymerization with AN in the organic solvent, which leads to its rapid consumption at the initial stages of the process.

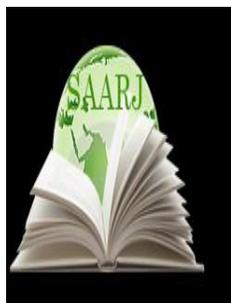
Thus, it is demonstrated for the first time that the narrowly dispersed AN-AA copolymers can be synthesized by RAFT polymerization in DMSO. It is shown that the RAFT mechanism is realized both at the instantaneous introduction of the comonomers into copolymerization and at the dosed introduction of AA into the reaction mixture. In the latter case, the copolymers with different distribution of units in the chain are formed.

The thermal behavior of the copolymers is influenced not only by their composition but also by the character of monomer distribution in the chain.

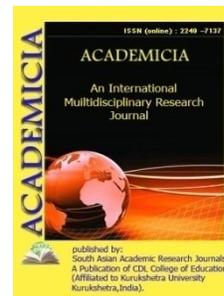
Our studies made it possible to propose a new way to control the properties of the AN-AA copolymer during its heat treatment, namely, combination of the RAFT mechanism with the dosed introduction of the comonomer in polymerization.

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**A WISE POET**

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**ABSTRACT**

*Abdulla Aripov (1941–2016) is a poet who raised Uzbek poetry to a new level. His first collection of poems, Dwarf Star, was published in 1965 and has become a unique feature of Uzbek literature. The poet's poems are based on an in-depth artistic analysis of life events. They cover a wide range of realities of life and focus on the contradictions in it. More than sixty books by Abdulla Aripov have been published in the past. He is the author of the poem of the national anthem of Uzbekistan. Abdulla Aripov's poems and epics have gained a reputation as a perfect example of philosophical poetry. They show the struggle between good and evil and draw a deep generalization with a deep philosophical meaning. The poet's poems attract attention with their unique approach to social reality and reveal new aspects of the mysteries of the human heart. Abdulla Aripov translated into Uzbek the work of the great Italian poet Aligeri Dante "Divine Comedy" from the treasury of world literature, samples of poems of famous poets such as A.Pushkin, N.Nekrasov, T.Shevchenko, L.Ukrainka, R.Khamzatov, K.Kuliev. . Abdulla Aripov's poetry collections have been published in Russian, Turkish, Tajik and Uyghur. His work has a special place in modern Uzbek literature.*

**KEYWORDS:** *Abdulla Aripov, Uzbek Poetry, Social Life, The Human Heart, The Struggle Between Good And Evil, Comparison, Artistic Analysis, Philosophy, Conclusion.*

**INTRODUCTION**

Abdulla Aripov has shown in practice that philosophical thought is always in the spotlight, that the words of a true poet have a special weight in this regard, and therefore no one can be equal to the poet in the field of fame. . He was very popular not only in our country, but also in the sister

countries. Many walk without knowing the name of the governor or minister of the district or province where they live. But everyone knew Abdulla Aripov, when he said "poet" everyone imagined him at first, millions of people were his fans, martyrs of his poetry, thousands of people memorized his poems, at official events across the country, Independence Day, Navruzcelebrations, institutions, enterprises, of course, his poems were recited at home gatherings, and now everyone is involuntarily excited when the national anthem of Uzbekistan is played at international sports competitions, the Olympic Games, the official visit of heads of state. Kindergarten children know that the words of the national anthem were written by Abdulla Aripov. Foreigners also acknowledge that the Uzbek national anthem is the most meaningful, resonant and influential in the world.

Abdulla Aripov became famous as a philosopher and poet. He showed that a real poet is a philosopher and a sage by presenting poetry that is different and higher than that of his predecessors, such as Fitrat, Cholpon, Hamza, Ghafur Ghulam, Oybek, Hamid Olimjon, MaqsudShaykhzoda, Mirtemir. He entered the literature with a thin collection of poems called "Little Star" and suddenly became a bright star of Uzbek literature. In each of his poems, he assured everyone that the words of others, no matter how meaningful, were not equal to the words of the poet, and did not have the same power of influence as his own. The poems of the author of "Little Star" prove that the influence of the words of the original poet never fades, that the boundaries of space and time are insignificant for his lofty poetry. Over the past period, Abdulla Aripov's poems have not left anyone indifferent. They immediately attracted the attention of all, provoked controversy, and those who threw stones at the poet's poems were suddenly discredited, and their jealousy and malice were clearly felt. Each poem of the poet revealed to the readers an unprecedented splendor of words and introduced new aspects of its meaning. Therefore, everyone - the leaders of the country, officials at various levels, ordinary people, those who traveled the world, those who did not go beyond the village, the village, paid special attention to his work, his personal life. That is why businessmen who live with the worries of the masses, selfish ambitious people who do not tire of setting the world on fire for personal gain, swindlers who eat the money of the mosque, bribes, greedy people who preach about faith, resurrection, heaven and hell, truth and justice, various categories of mischief-makers struck themselves in the shadow of the poet's fame. The poet, on the other hand, took the words and circumstances of those around him as the subject of his poem. It added vitality and variety to his poetry. It is obvious that every poem by the author of "Little Star" has a deep vital basis. He reveals that poetry has become a natural need for him to breathe, showing that he is a word artist who has taken the habit of being able to derive a deep meaning from any event in life, from what he sees, from what he hears, from what is said in his place, and in his poems -feeling, expressed feelings very simply, clearly and impressively. That is why the doors of Abdulla Aripov's poetry are always open for everyone. His poems are of interest to both lovers of classical literature, fans of Western literature and modern fans, fully satisfying the needs of all. Everyone who appeals to the poet's poems will surely receive spiritual nourishment. The beauty of his poetry penetrates the hearts of different categories of people and frees their souls from dust. Because this poetry embodies the universal feelings of all peoples of the world.

Any poem by Abdulla Aripov can prove that he is a philosopher-poet. For example, in his poem "Fate": // Never see with the eye // How a tree and a nail grow. // Hatred also grows more and more slowly, // Freedom that does not give in to your good feelings. // My child, you control it

too, // It's like cutting a tree and a nail "(Oripov A. Sun station: Poems, articles, conversations, translations. - Tashkent: "Sharq", 2010. - 384 p. - p. 95 ).

Abdulla Aripov's poems can fully meet the high standards of world poetry in terms of form and content, philosophical meaning, accurate reflection of real life, artistic color. Those who have read the originals of the poems of the world's most famous poets side by side with the poems of this Uzbek poet will surely be convinced of this. The author of the collection of poems "Little Star" always looks at the events of life with a deep look typical of sages. In his poems, the feelings and thoughts of the lyrical hero are very impressively expressed, in the lines the words are polished in different colors and resonate with the tone that reaches the layers of the soul. The poet draws attention to the fact that there is an organic connection between things and events that many do not pay attention to, and derives a deep philosophical meaning from them that no one could have imagined. This is one of the peculiarities of his work. The poet, unlike other creators, reveals the puzzles of human nature, the complexity of interpersonal relationships, with an uncanny ingenuity. For this purpose, he compares things that no one could have imagined. For example, as in the poem "Fate": "It can never be seen with the naked eye // How a tree and a nail grow." At first glance, there seems to be no resemblance, no closeness between the tree and the nail. But both the tree and the nail grow. So, there is a similarity between them. The poet's meticulous gaze, his supernatural ingenuity, informs everyone of this fact. "Fate" sounds like the words, advice and teachings of the wise poet and enriches the minds of people, the tone of his words suddenly captivates the hearts and makes people think involuntarily. Because the deep thoughts expressed in the polished lines of the poem suddenly pull the human consciousness into its whirlpool. At this time, everyone begins to think about his all animas, he feels that some emotions are bothering him, that some change is taking place in his spirit. Anyone who reads Abdulla Aripov's poems can clearly feel not only the poet's life, but also the breath of the turbulent, tumultuous period in which he lived, and he thinks that there are more people who suffer and suffer than those who live in this world. And involuntarily the poet becomes interested in his poems, and when he reads them he realizes that they are a treasure trove of meanings. Because the wise poet has a lot of meaning even in the simple things around him, it shows that every living soul lives in a whirlpool of anxiety, sorrow, joy and happiness. The great poems of the poet, such as "Uzbekistan", "Spring", "Wind of my country", as well as small quatrains have a deep meaning. Each time it is read, new meanings are understood from them. The passing years, the winds of time blowing violently, the storms of social life, the change of ideology, politics cannot destroy the content of the poet's poems. On the contrary, each generation finds solace in the poet's poems, answering the questions that torment him. Because the poet, with his supernatural intuition, senses with the wisdom of the sages the condition of the people of all times, their moods, what worries and worries their hearts. It is obvious that the history of the centuries, the events of the present day have flowed through the sensitive heart of the wise poet and given meaning to his poems. The poet emphasizes in his poems that the human heart is a treasure of mysteries, that it is an incomprehensible and incomprehensible mystery, and proves that the power of the hidden meaning in the heart of the Word, its power of influence, is revealed in the poetry of wise poets. Such poems, on the other hand, reveal the secular and spiritual worlds of people of all ages. That is why Sheikh NizamiGanjavi says: "Even if everyone writes, the word hurts, // The word opens the two worlds" (Sheikh NizamiGanjavi. MakhzanulAsror: Doston. - Tashkent: "Kamalak" Publishing House, 2016. - 216 p. - Page 67). In Abdulla Aripov's

poems, words have more and wider meanings in various dictionaries. The fact that a word has a deeper meaning than it is used in everyday life and rises to the level of wisdom is called a "point.

Violent, ambitious, honorable people will threaten, threaten and try to keep their word. Because their behavior, their nature is dominated by mad anger, cruelty, haste, arrogance, the tendency to show off their power. The wise, on the other hand, convey the truth that everyone needs to know in a calm, gentle, gentle, gentle way. In Abdulla Aripov's poems, a soft, gentle, ironic tone prevails. Everyone who reads and listens to this poet's wise poems will feel that the word art is the necessary nourishment for the human soul, and that the poet's heart is the strongest melody, that every change in nature and society strikes and resonates with him. not to be left out, and to prove once again that he is able to express a new idea even in the simplest, trivial things, that a true poet is wise, that it is a sign of talent to choose the most influential words and express his opinion intelligibly.

Abdulla Aripov's poems are also notable for their variety of themes, and they are a bright proof that talented people are never indifferent to the events of nature and society, the distant past and the present. The diversity of themes in the poet's poems means that for literature, including poetry, all events of life, people's behavior, attitudes, changeable nature, and their interrelationships can be a source, a material, an object. In the poem "Village Evenings" (2009): "The burden of the sun at the ends of the poplars, // Where does the infidel come from? and the lines prove that the poet's words are based on impressive analogies, beautiful adjectives, eye-catching phrases. Abdulla Aripov's poems show that the Uzbek language is a rich language, which has the ability to effectively express all the events of life, a variety of human experiences and feelings. At the same time, they say that the art of speech, in particular, poetry as a kind of rhythmic speech, embodies a variety of musical tones, that the original poem is a phenomenon of the heart, that it evokes passionate feelings, experiences in the poet's heart. reminds us that The poet's poems evoke the idea that words have different meanings, when they are used in their proper place, their meanings are revealed, the power of influence increases, and each word is adapted to express a different situation. Abdulla Aripov's poems differ from the poems of other poets not only in their meaning, but also in the perfect form of poetic speech, the musicality of their words, the resonance of their rhymes. Every writer is always envious of the great skill of the wise poet in this regard. Abdulla Aripov's rhyming art can be an example for all poets. His small quartets, as well as his translations from the works of other poets, can be a vivid proof that the whole artistic beauty and resonance of the poem is due to the influence of rhyme. Due to the weakness and disability of the rhymes of many poets, their poems seem to be just a ridge of simple words. Abdulla Aripov's poems, in contrast, are based on meticulous, moving and resonant, dark, full rhymes. These kinds of rhymes exaggerate the content of the poem and increase their impact. It is obvious that paying special attention to rhyme in the poem is one of the important features of the poet's work. The poet reveals new facets of the subject and interprets them in an unexpected way, which is the focus of his poems, which are based on pleasant rhymes. Each poem by the author of the collection "Little Star" consists of three parts. That is, first a certain idea is put forward and attention is paid to it. In the following lines, this idea is expanded and developed on the basis of various comparisons, and on its basis an unexpected conclusion is drawn. The poem "Baho" is a clear example of this: "If you look at the human race, // Their appearance is very similar. // But if you look at his life, // It's a completely different character. // One is wise, the other is ignorant, // One is foolish, one is angry. //

Someone is like a caravan, // Someone is like a dragonfly. // Never believe in the image of a man, // Not everyone you meet can be. // Ajibulfaterurtundkishigoho, // Maybe the curiosity is full of sorrow. // We live, regardless of someone, // Joys and sorrows that pass. // This is life, often without knowing the truth, // People who value each other”(Ibid., P. 183).

In most of the poet's poems, the tone of rape prevails. But it is clear that this depression is not due to despair, but to love of life, hatred of people, but to the fact that the poet is fed up with the jealousy, arrogance, insincerity, character, and other flaws of his character. The poet's poems, such as "Baho", are important in that they draw attention to human mysteries, give a correct idea of life, mean that interpersonal relationships do not consist of celebrations, weddings, and that real poets are wise teachers who warn people of the realities of life. In this sense, Abdulla Aripov is one of the creators of literature, a talented poet, a writer who lives as a sage who explains the essence of life events to people. Because in his poems the deep meaning of life events is very impressively expressed through simple, understandable words. No one can express people's behavior, attitudes, relationships in such a light and lively language as this poet. In his poems, deep philosophical thought is intertwined with the beauties of poetic speech. Not only the poet's poems, but also his comments in articles and conversations show that he was one of the smartest and wisest men of his time, and that such people were critical of social life and interpreted events in detail. If we look at the work of Abdulla Aripov in chronological order, we can see that the philosophical content of his poems is constantly expanding and deepening, and at the same time, the sounds of lamentation and rape are growing in them. Such features of the works are directly related to the author's worldview and character. Abdulla Aripov said, "Coming into this world, I was disappointed in many things in life. Because I saw that what is called justice is relative. I saw something like, "I'm a native of CharkhiKajraftor." However, I am very grateful for today, for gaining independence. Our President, our people valued me and raised me to the level of a Hero. These are very important statements. But from a spiritual point of view, if it's raining all around, doesn't that mean I'm all dry when I'm under an umbrella? There are still people who overshadow our great deeds, who do not wish the best for their people, who always think of themselves! Does your blood boil after that, or not? How can you call them my people ?! They are not the people, they are the ones who claim to be the people on behalf of the people. These are the anthrax wounds of his people. When I see these, I burn. He says, "My people, my people," and when he sits on the bench, he plunders that people. Becomes a licensed thief. The people are in the fields, the people are at work, but those in the mood for crowds are still on the edge of the pile”(Ibid., P. 240).Describing the biography of Alexander Sergeyeovich Pushkin, N. Chernyshevsky spoke about his character and features of his poems, noting that this great Russian poet wrote his first poems under the influence of the English poet Byron: "At that time, the whole of Europe was delighted with Byron's works. Since Pushkin was very young at the time, it is not surprising that he too became obsessed with these Byron works. Man's character is formed gradually, due to his marital experience, which is why Pushkin wrote a work under the influence of Byron for several more years after "Captivity of the Caucasus." Byron is a very sad poet. Pushkin's Byron-influenced poems reflect this grief in part, but Pushkin's grief is much slower than that of the English poet, for this grief was, in fact, contrary to Pushkin's nature. He was an open-minded poet”(Chernishevsky NG Selected Literary-Critical Essays. - Tashkent: Uzdavnashr, 1956. - 452 p. - p. 65).It turns out that the work of each artist is based on his experiences, and Abdulla Aripov's poems reflect the uprisings in his inner world, the events he observed in life. Despite the fact that the content, tone, articles and comments of his poems have

won the love and respect of the leaders of the country, this wise poet, like all honorable people, did not neglect the attention and recognition, and held his dignity in high esteem. For example, such a meaning is understood from the poem "Baho". His other poems, like this one, are concise in form and extremely comprehensive in content. In the poems of the poet it is evident that he expressed the pains, sufferings, demands and desires of his affective heart. Such a feature determines the general content of the poet's work. An example of this is the quartet "Strange": "You say, don't care about small things, // Always walk higher than them // It's getting taller than that, // I'm dizzy, it's amazing!" (Oripov A. Solar station. - p. 57). The poem "The Interlocutor" reinforces this idea: "I wish I could meet such a person: // Even if your age and career are not equal, // Of course if you are equal. // I wish I could meet such a person, // Speaking of which, the place is typical of yorons. // Let's say: is there life in the stars, // Which drug is suitable for which of us. // I wish I had such an interlocutor, // If they didn't irritate each other. // When one has an eye, the other has an eyebrow, // If gossip does not interfere with the conversation" (Ibid., P. 99). It is a great pleasure for everyone to do their job properly. Abdulla Aripov writes the poem. Such poets are very rare in the field of literature. Their poems are so mature in form and content that no one can find flaws in them. Anyone who seeks flaws, shortcomings, flaws in Abdulla Aripov's poems will torment himself in vain. Some of the works of most writers are quite accurate, and this is considered a success in their work. Abdulla Aripov's poems are a success not only for him, but for all literature. Like "Mother Planet", "Face to Face", "Choosing Munojot ...", "Harmony of the Years", "Wind of My Country", "Spring", "Sarob" ("My Thoughts") by the author of the "Little Star" collection. one who reads his poems side by side with the poems of other poets will certainly draw such a conclusion. Surprisingly, some of the words and phrases in the poems of the author of the collection "Little Star" are very popular, especially as the last line is surprising as an unexpected conclusion. The conclusion in this poet's poems, unlike that of the other writers, is as striking as a sudden explosion. Because in this last line, the comments in all the verses of the poem are wonderfully combined. That's why it looks like a fragment. Although this line is full of sorrow, it is full of pain, but for some reason it is pleasant, the person feels as if he has found something new. Then the question arises as to what is left of the days, months, years that have passed involuntarily. Because in the poems of the poet, such as "Test", many people's feelings: "The silkworm also has a soul, // But when it dies, it is strange. // I can't be in the army of Khazan, // How many springs have turned yellow. // Even if I did it from the heart, // They came back to suffer, unfortunately. // From the sky like a bullet-riddled crane // No feelings fell to the ground. // Goodness is not someone's property, // The sun is the same for everyone though. // Fate for some reason left me alone, // Sent me more trials. // Once upon a time I loved the world to the fullest, // I would even bow my head to a leaf. // Now I regret it all, // I shed tears for my past love" (Ibid., P. 126). Such pleasing thoughts in the poet's poems are as thought-provoking and sad as wisdom. For example, the reader can see the poet's vitality in the lines "How many springs have turned yellow" in "Test", "Even if I do it from the heart, // Unfortunately, they came back to suffer", "For some reason fate left me alone, // He sent me more tests". just like Alexander Pushkin, he realizes that he is "trying to enjoy the pleasures of life," but that his restrained desire is not fully satisfied. Abdulla Aripov's creative heritage attracts attention with the diversity of the themes of his poems, as well as with the presence of many poems about the poet. It can be said that the subject of poetry has not been addressed in Uzbek literature as much as Abdulla Aripov. Unlike most writers, he is able to find words and phrases that inspire poetry and give an impression to the mind. It is a pleasure for the

poet to weave words. In the face of Abdulla Aripov's poems, it is clear that the language of other poets is poor, shallow and shallow. The rape in the poet's poems, such as "Even if I do it from the heart // Unfortunately, they returned," "For some reason fate left me alone, // Sent me more trials," is a characteristic of honorable people, and this wise poet held his dignity in high esteem. , it is clear in every poem that everything he encountered in his life had a profound effect on his sensitive, delicate nature. People are always interested in the personality of such a wise poet as Abdulla Aripov, whose poems are full of wisdom. He wants to know what his character was like. Because the poet's reflections on the riddles of human nature, the complexities of social life are interesting and thought-provoking. The poems of this poet will never leave people indifferent. The weight of the poet's poems shows that he felt the divinity of the word, its magic, its charm, his life, his whole being. It is no exaggeration to say that Abdulla Aripov is a poet. Because his poems about poetry, poetry, poetry, like his poems on other topics, are based on deep thought, clear metaphors that are interconnected. "The Creation of a Poet," interpreted as "my mother's poetry," or "a joke," can only be written by an artist who has a deep understanding of poetry and cannot imagine his life without it. Abdulla Aripov in his poems on the same subject expressed his passion for poetry. In these poems, it is pointed out that there is an inexplicable connection between the poet and the poem that people cannot comprehend through logical observation. In his poems on other topics, Abdulla Aripov seems to have a high imagination that no one else can rise, and the divine connection with poetry is felt in every poem, which gives freedom to his thoughts and wise depth to his thoughts. His poems, which are full of philosophical content, lead people to think, to observe. This allows them to understand the truth, to know what the purpose of life is. The poet's rape in search of truth, his grief over the deep-rooted flaws in his marriage, moves, albeit for a moment, into the heart of the poet. Because he said: "Evil, various vices unite, // Hands and nations flee from each other. // Honesty, kindness, perseverance, // I don't know why, life! // Thought is evil to man, // The people of Nechuk are evil to man. // Neither the earth nor the sky will answer it, // neither the Buddha, nor Zoroaster, nor the Bible, nor the Qur'an. From such poems, which form the basis of the poet's work, it becomes clear that Abdulla Aripov was a wise and philosophical poet. In his poems, such as "My Mother's Poetry" and "The Creation of the Poet", he is proud of the fact that he came to this world, became a poet, gained the attention of the people, and finished the poems that took place in people's hearts. In his poems on other topics, the poet emphasizes that God has given everyone life, food, ability, education, and a sacred duty, such as not to waste it. Abdulla Aripov's poems differ from those of other poets in that they have a deep philosophical thought and in this respect surpass them. The thoughts of the author of the collection "Little Star" are based on the comparison of contradictory things, such as good and evil, love and anger, joy and sorrow, envy and jealousy, to show the connection between them. This distinctive aesthetic form not only enhances the impact of his poems, but also exaggerates the philosophical thought in them. In the poet's subjective experiences, which are translated into poetry, the thoughts that pass through the minds of many are reflected. Many of Abdulla Aripov's poems and quatrains are similar to the rubai of the great thinker Umar Khayyam (1048–1122) in terms of their philosophical content. Oriental thinker Umar Khayyam shared the facts he understood about life: "I have been deceived, I exist in the world, // I am amazed at what I have found in life. // I went this way, but I didn't understand, // What's the point of coming and going? " (Umar Khayyam. Rubaiyat. - Tashkent: Publishing House of the Central Committee of the Communist Party, 1981. - 152 p. - p. 97). // At the end of time, he will come to the ground and say, "If someone memorizes, that is Iqbal."

These four quartets of the author of the collection "Little Star" sound the most appropriate answer to the question of the Eastern thinker, which is astonishment and surprise.

The rape of life in the poems of Eastern sages such as Umar Khayyam and Mirza Bedil is not due to their despair or suffering in life, but to the fact that philosophical poets want life to be more beautiful and people to be more spiritually mature. Abdulla Aripov's influential heart has also suffered from jealousy, envy, insincerity, lack of evidence, fraud, deception, and deception in human relations. He said that he had suffered a lot from such inhumane behavior, which was deeply rooted in his life: "Listen, this will be an eternal sound, // Gado's enemy will be gado. // Until the two bow down to each other // In the middle, this world will end." In this quartet, the wise poet reinforces the meaning and impact of the ancient proverb, "Gado's enemy will be Gado." The Arabs, the Japanese, the British, and the Germans all agree that the idea put forward in this quartet is the same. Because the poet did not simply state that gado is the enemy of gado, but made a deep analysis of this fact in a concise, concise analysis. In the quartet, in general, the conclusion is very impressively expressed in all the poems of the poet. This means that Abdulla Aripov's poems are deep in content and poetically perfect. The poet analyzes the event in more detail than other writers. His poems and epics are a vivid example of the boldness of Uzbek literature in the analysis of life events. The fact that the deep philosophical conclusions in his works are based on deep generalizations also means that Abdulla Aripov raised Uzbek poetry to a new level. The artistic study of the events of life, their comprehensive approach, and the presentation of an unexpectedly deep generalized philosophical conclusion seem to be the main features of the poetry of the wise poet. The feeling of sadness and coercion in the poet's poems stems from his high ideals, dissatisfaction with the existing social life, the difficulty of calling some people human, the selfishness of some people, the dominance of selfishness and selfishness in nature. In his poems, Abdulla Aripov expresses his thoughts on man and the world, and at the end of the poem he expresses his attitude to the event with great passion. In this respect he can be an example to all writers, ahead of all poets. Many people, by their very nature, always strive to do good deeds that benefit others. There will always be many such people in every stratum of society. Life, on the other hand, grows and changes because of the presence of people who try to do good to others and share love. Abdulla Aripov's poems focus on this eternal process that reigns in life and the fact that man was created by nature to strive for goodness. For example, in the poet's poem "Talpinish": "Clouds to the mountains, // Birds to the meadows. // The valleys rush to the river, // The rabbits rush to the desert. // If a person strives for mercy - // This is the reward, this is the repentance, this is the faith" (Ibid., P. 45). For in the heart of one who longs for someone's love, for one who longs for someone, good desires are aroused, he hates hurting others, deliberately hurting someone, he rejoices when he benefits someone, and he rejoices when he eases someone's problem. In this poem, the poet is a man of faith, a man who has a feeling of kindness and longing for love in his nature. As long as one's actions are based on kindness, he will be rewarded, and the kindness of such people to someone, and the pursuit of someone's kindness, is as good a deed as prayer. Because the purpose of prayer is the best feeling in the heart, to strengthen aspirations, he says. The content of such poems by Abdulla Aripov is interpreted by everyone and understands their meaning. But everyone immediately notices that the murmur of life, the rape of people's indifference, swells in the poet's work. For he says in the poem "The Weak Banda": "Light is the mystery of this world, // I'm still going without knowing. // There are definitely worlds in the sky, // Maybe they are more mature than us, they are brighter than us. // But there, too, there are helpless slaves like me // It is clear that there are

weak slaves” (Ibid., P. 45). There are many poems of this tone in the collections of the poet. The large number of people who are ready to commit any kind of fraud for their own benefit, the corruption, the greed of those who are not ashamed of greed, and the plundering of public funds by officials are boiling the blood of every conscientious person. The rape of the poet stems from his grief and suffering at the sight of such vices rooted in social life. Abdullah Qadiri is also saddened by the humiliation of marriage, and in the novel "Last Days" he writes with pain and sorrow that cursed people, unworthy of the name "human", like to brag about their murders and evils. When Homid told Sadiq that he had to kill Otabek, he said, "He was about twenty-two years old, with yellow skin, red eyes playing and burning like an owl's eye, a snub-nosed face, and the more his forehead grew outwards, the more his face went inward. This young man is like a creature created prematurely. "Without thinking, he said, "I have placed two so far, what will he do if he passes to the third?" (Qodiriy A. Past Days: Historical Novel. - Tashkent: Literature and Art Publishing House, 1974.- 400 p. - p. 184). And Mual, Sadiq's companion, said, "Your deeds are worthless in the face of my deeds." degrades him (Ibid., p. 246). Abdulla Qodiri, Abdulla Qahhor, Abdulla Aripov revealed the flaws in the marriage not because he hated someone, but because he wanted to get rid of them. They did the right thing as patriotic, humane creators in depicting the negative states that dominate people's behavior, attitudes, relationships. The ideas put forward in the works of these great artists show that progressive, conscientious people always want life to be better, and people to live in kindness, cooperation and harmony. The call of poets, writers, and philosophers to eliminate misleading situations influences people's worldviews and behavior and encourages them to do good deeds. Although their ideas about the struggle for justice and truth do not suddenly change the current situation in society, they attract many people. People who are in the spotlight, especially poets and writers, follow what they say about truth, justice, honesty, and so on. If they act contrary to the law, people's sense of truth, justice, diligence will disappear on their own, and the ideas of humanity will not be able to be applied to society. In such a place, people who do the work that most people do for a living become the seed of the ankle. When poets and writers who speak of honesty, truth, religion, and conscience are flattering, honorable, and ambitious, people openly say, "They say different things, but their deeds are different hypocrites," and do not respect them. This is very natural. In his poems, Abdulla Aripov pays serious attention to such puzzles of social life and is seen as a person who dreams of the common happiness and suffers a lot from various vices rooted in marriage. Therefore, no matter what the mood, no matter what the situation, the poet feels in his poems that he saw the feelings of his time when he was suffering from the shortcomings of his life. Because the poet realistically embodies the scenes of our national life, expresses the views of our people on honesty, justice: "The groom says: - Father, give me a blessing, // The groom is the right guy. // Father says: - Honesty is good, but // Such people can't earn a living." (Aripov A. Sun station: Poems, articles, conversations, translations. - Tashkent: "Sharq", 2010. - 384 p. - p. 96). In this poem "Truthfulness" Abdulla Aripov draws attention to the fact that everyone approaches the issue from their own point of view: the groom says to the girl's father, "The future groom is a very good guy." He insists that this quality of the young man will surely delight the girl's father. Instead of being happy, the girl's father worries, "Such people can't make a living." Because the father knows that in life most people do not follow the law, swear falsely, bear false testimony, do not turn away from any atrocities for money, fraudsters do not allow honest people to do the right thing, they suffer a lot. The intention of the suitor is correct. But the father approaches the issue from the point of view of marriage. So he can't be blamed. Such wise

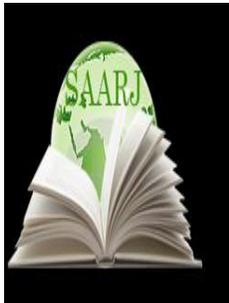
poems of the wise poet put one in such a difficult situation and make one think. Because he analyzes life events from an unexpected point of view. In the poem "Truthfulness", the poet does not justify criticizing the groom or the father. It is up to each individual to draw his or her own conclusions about the current state of our lifestyle. Because a lawyer, no matter how corrupt, greedy, or greedy, never writes laws that protect against bribery, extortion, aggression, theft. Poets and writers do not justify such vices, which, no matter how pianist, unproven, swearing, arrogant, honorable, degrade human dignity. If "Truthfulness" and other poems of the poet are compared with the poems of other writers, it becomes clear that other artists have a more superficial view of the realities of life, and the author of the collection "Little Star" goes deeper into it. The subtle intricacies and mysteries of life's events can be seen not by all, but by the wise.

Figurative expressions in "Bahor", "Oylarim" or the anthem of Uzbekistan can be found only in Abdulla Aripov's bisot. The fact that the poet's poems and epics have a deep meaning and a vivid image becomes clearer with each reading. Everyone agrees that they are written in a clean, lively language. In these poems, it is clear that the poet is saddened by the flaws in life, the behavior of people, selfishness, selfishness, self-respect, ambition, insincerity in relationships. Over the years, it has become clearer that the poet expresses his feelings and experiences artistically. Because in his poems, based on high ideals, the focus is on the exemplary virtues of man. The existing realities of life and the inner anguish of the lyrical protagonist seem to be the two wings of the poet's poetry, his epics. Therefore, the reader, the listener imagines the whole mental state of the lyrical hero in the poet's poems. Because the poet, as a person who has seen the great life and analyzed the events in it, infuses into his poems the clear signs of the period. It can be said that Abdulla Aripov's poems and epics are the culmination of Uzbek poetry in the last quarter of the XX century - the first quarter of the XXI century. Therefore, it is often acknowledged that the author of the collection "Little Star" is a poet who raised Uzbek poetry to new heights. Therefore, it would be a sin to accuse the poet of modernity, to insult him by supporting his poems dedicated to the "Fortress of Salvation" or Navruz. Because everyone lives in a certain period, is subject to the social conditions in it, reckons with the dominant policy. Everyone is struck by the flaws of the time and space in which he lived. Abdulla Aripov's poems and epics are masterpieces that show the mysteries of the human world and the contradictions of social life. From his poems, epics, articles, and conversations, Abdulla Aripov seems to have been wisely thought out and created to end the poem. His poems show that his hobby is to observe life for this purpose, to write what he has seen, witnessed and heard, to compare and contrast contradictory events and draw conclusions on this basis. And everyone has their favorite thing to do, their favorite style of work, and he can't help but talk about what he likes, whether it's a place or not. Abdulla Aripov strives for an artistic analysis of life events, a unique approach to reality and a profound philosophical conclusion. This is evident in each of his poems. The poet's unique poetry, based on an in-depth artistic analysis of the contradictions of life, shows that he devoted his life to literature, that man saw his heart as the main object, the main theme of literature. Therefore, the work of this wise poet is one of the most important historical events in the life of our people. Uzbek literature has long been proud of Abdulla Aripov's poetry. Because his beautiful poetry, which is full of wisdom, is much higher than the praise and confessions that have been said about him so far.

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**UN POLICY: EQUALITY BETWEEN WOMEN AND MEN,  
 STRENGTHENING WOMEN'S ROLE**

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**ABSTRACT**

*The article examines the role and significance of the UN gender policy aimed at achieving equal rights and opportunities for women, strengthening their social status, expanding their participation in all spheres of society, eliminating and preventing gender discrimination, as well as ensuring economic, social, cultural and political development.*

**KEYWORDS:** *UN, Gender Equality, Women's Rights And Opportunities, Gender Approach, Gender Equality Index, Gender Inequality Index, Sustainable Development.*

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**INTRODUCTION**

Gender issues in the modern world have become the subject of active discussion and study. In his message on 8 March 2018, United Nations (UN) Secretary-General Antonio Guterres noted that achieving gender equality, empowering women is the unfinished challenge of our time and the greatest human rights challenge. He emphasized that “a turning point has come in the history of women's rights protection”, as now the issue is given “as much attention as never before”, that the empowerment of women is included in the list of the 2030 Sustainable Development Goals. “...investing in women is the most powerful way to improve lives locally, in businesses and across countries”. “The participation of women makes peace agreements stronger, societies more resilient, and economies more dynamic. And where women are discriminated against, we often face ... devastating consequences for all” [1].

**THE MAIN FINDINGS AND RESULTS**

All international instruments dealing with human rights issues emphasize the need to include a gender approach in the observance and assessment of the policies of the UN member states on the effective implementation of the policy of equality between women and men and the

empowerment of women, including all measures to prevent and combat all forms of discrimination against women.

To ensure the de facto equality of men and women, the UN invites all its members to include the principle of equality between men and women in their national constitutions or legislation and to ensure, with their help, the practical implementation of all forms of gender inequality, discrimination against women, and takes special measures aimed at preventing and protecting women from violence based on gender, race, skin color, language, religion, political or other opinion, national or social origin, membership of national minorities, property status, birth, sexual orientation, gender identity, age, health status, disability, family position, migrant or refugee status, or on other grounds.

Specific recommendations to states for the practical elimination of inequality between men and women at the present stage are reflected in the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which has essentially become a program of action in this area. Currently, the importance of gender equality for development is recognized one of the key elements of any development agenda, including the Monterrey Consensus, the Doha Declaration, the Addis Ababa Action Agenda and the 2030 Agenda for Sustainable Development.

The Monterrey Consensus (Adopted by the International Conference on Financing for Development March 18-22, 2002) Monterrey, Mexico, emphasized that the primary goal of tackling financing for development worldwide is to eradicate poverty, achieve sustainable economic growth and promote sustainable development as we move towards inclusiveness. and a gender-sensitive global economic system. The main focus areas are: poverty eradication and job creation, gender equality policies, ... the empowerment of women [2].

The Doha Declaration (Adopted by UN General Assembly Resolution 63/239 of 24 December 2008) Doha, Qatar, reiterated: “equality between men and women is a fundamental human right, a fundamental value and a matter of social justice; it is essential for economic growth, poverty reduction, environmental sustainability and development effectiveness. We reiterate the need for gender mainstreaming in the formulation and implementation of development policies, including financing for development policies, and dedicated resources to this. We pledge to step up our efforts to fulfill our commitments to gender equality and the empowerment of women” [3].

The Addis Ababa Action Agenda of the Third International Conference on Financing for Development (Addis Ababa Action Agenda), Addis Ababa, Ethiopia, 13-16 July 2015 also declared gender mainstreaming as the main goal, including targeted action and investments to develop and the implementation of all financial, economic, environmental and social strategies. Because “gender equality, women's empowerment, and women's full and equal participation and leadership in the economy are vital to achieving sustainable development and significantly accelerating economic growth and productivity” (paragraph 21). It also recognizes the “essential role of women as producers and traders” (paragraph 90) and the importance of promoting “the equal and active participation of women in domestic, regional and international trade.” The need to strengthen “evidence-based policies and applicable legislation, as well as targeting transforming measures to promote gender equality and the empowerment of women and girls at all levels, ensure equal rights, access and opportunities for women to participate and lead in economic life, and eliminate gender-based violence and discrimination in all its forms” [4].

In addition, the 2030 Agenda contains over 80 gender-sensitive indicators, including a specific goal of gender equality. Of the 169 SDG targets and 232 SDG indicators, UN-Women has identified 38 targets and 53 indicators as gender-sensitive (UN Women, 2017). The issues of ensuring equality between women and men and the empowerment of women are also relevant for Uzbekistan. The Republic adopted the laws “On guarantees of equal rights and opportunities for men and women”, “On the protection of women from harassment and violence”, providing for comprehensive support of women, the Commission of the Republic of Uzbekistan on ensuring gender equality began its activity, and under the Senate of the OliyMajlis - the Committee on women and gender equality. The focus is on ensuring gender equality and ending all forms of discrimination and violence against women and girls.

Gender equality means that women and men enjoy the same rights and opportunities in all spheres of society, including economic participation and decision-making, and when the different behaviors, expectations and needs of women and men are valued and met equally. To measure gender equality or gender inequality, global indices and rankings have been developed by country.

To assess the level of gender equality, since 1995, the United Nations Development Program (UNDP) has introduced the Gender Equity Index. The index measures a country's achievements in terms of gender equality across three main indicators: Reproductive Health, Civil Rights and Opportunities, and Labor Market Opportunities. Based on the results for 2018, the Index covers 190 UN member states [5]. In 2010, the United Nations Development Program introduced The Gender Inequality Index, which reflects inequalities in opportunities for achievement between men and women in three dimensions: reproductive health, empowerment, and the labor market [6].

In 2006, the first report of the World Economic Forum (WEF) Global Gender Gap was published on the gender equality gap in the global community. Since then, the WEF has published annually reports devoted to finding ways to eliminate inequality in the position of men and women in public practice and in the family. In early 2019, the WEF published a report on four main indicators: participation in the economy and position in the labor market, including the pay gap and career opportunities; availability of education; life expectancy and infant mortality rate; involvement in politics. According to this study, women in Iceland have the most opportunities in these areas, which has ranked first in the gender equality ranking since 2009. The top ten includes Norway, Sweden, Finland, Nicaragua, Rwanda, Namibia, the Philippines, New Zealand and Ireland. Uzbekistan took 64th place in the ranking of gender equality [7].

Women are the worst in Yemen, Pakistan, Iraq and Syria The 2018 Gender Inequality Report includes data for 149 countries, with 106 countries participating in all studies since 2006. The Global Gender Inequality Index stood at 68% in 2018, with the greatest gains in health and education, with global intermediate scores of 96% and 95%. At the same time, the gender gap in the economic and political spheres remains significant - 59% and 22%, respectively. According to the WEF, no country has achieved equality between men and women. Seven countries have come closest to gender equality, which have reduced the gender gap by 80 percent or more. These are Iceland, Norway, Sweden, Finland, Nicaragua, Rwanda and New Zealand. Even in those countries that succeed, the intermediate gender inequality index in the political sphere is at the level of 50-60%, with the exception of Iceland, where it is 67%. Among the post-Soviet

countries, the best situation is in the Baltic countries, Belarus and Moldova. The countries of the Caucasus and Tajikistan are characterized by the largest gender gap among the post-Soviet countries. At the bottom of the ranking are Yemen (49.9%), Pakistan (55.0%), Iraq (55.1%), Syria (56.8%), Chad (58.0%) and some others. Azerbaijan and Armenia, along with India and China, are ranked last in the world according to the value of the gender inequality index in health, mainly due to the disturbed (in favor of boys) sex ratio at birth. Of the 144 countries that participated in the studies in 2017 and 2018. 55 countries have moved further away from achieving gender equality. Uzbekistan and Turkmenistan did not participate in the study. In early 2019, a World Bank report was published: "Women, Business and the Law 2019: Decade of Reforms" based on an analysis of changes in eight indicators: pay, employment, running your own business, asset management, wages, employment, running, retirement benefits, freedom of movement, marriage and children at 187 states over the past decade. The main problem, according to the report, remains the participation of women in politics (the ratio of men and women in parliament, in ministerial positions, at the head of state). Women hold only 18% of ministerial positions in the world, and only 17 countries have women at the head of state or government. Economic power also largely remains in the hands of men - women account for 34% of managers [8].

According to the ILO, 2 billion men and 1.3 billion women were employed globally in 2018. In relative terms, just over 45% of women were employed in 2018, while the employment rate for men was over 71%. At the same time, as noted, in a global survey, 70% of women said they want to work. There are only 27% of women in leadership positions [9]. This figure has hardly changed over the past three decades. In every fifth country, girls do not have the same inheritance rights as boys.

In the report of the Organization "UN Women": "Progress of the world's women in 2019-2020: families in a changing world", which considers the current situation with women's rights in different countries, it is noted that researchers have noted positive trends. A World Bank (2019) report shows that over the past ten years, 131 countries around the world have undertaken 274 reforms to introduce such legislative changes that aim to increase gender equality. In particular, 35 countries during this period have implemented anti-sexual harassment laws in the workplace, which have protected nearly two billion more women than they did a decade ago, the age of marriage has risen worldwide, the birth rate has decreased, and women have achieved a higher level of economic autonomy. Fathers have increased their use of parental leave, especially in countries where incentives exist, such as "father's quotas", which provide the father with a "take it or lose it" part of parental leave [10]. The authors of the report examine the economic decisions made by women at different stages of their working life. Six countries - Belgium, Denmark, Latvia, Luxembourg, France and Sweden - scored 100 on the Women, Business and the Law index, which means they provide men and women with equal legal rights in the areas studied. Ten years ago, none of these countries scored 100 points, which means that over the past ten years they have all carried out certain reforms. Among the countries with the highest scores, France has achieved the greatest success, with an index score in that country that rose from 91.88 a decade ago to 100 thanks to the enactment of an anti-domestic violence law, criminalization of sexual harassment in the workplace and introduction of paid parental leave [11].

More women on the planet are going to school today than ever before. If in 2000 82.2% of girls of primary school age around the world were enrolled in school, then in 2015 it was already

90.3%, which is almost the same as the indicator for boys at 91.9%. However, experts predict that 15 million girls today will never get this opportunity. The problem is especially acute in African countries, where 48.1% of adolescent girls and 25.7% of girls of primary school age are out of school. For young men and boys of the same age, the indicator is 43.6% and 21.7%, respectively [12].

These facts show how the world is slowly moving towards realizing the full potential of women. According to the authors of the WEF study (2019), at the current rate of change in the Index, global gender equality will be fully achieved only in 99.5 years. Overall, Western Europe will take 54.4 years to achieve full gender equality, North America 151.4 years, and Eastern Europe and Asia 107.3 years. The general index of global gender parity was estimated by the WEF at 69% percent. At the end of 2019, almost complete equality was achieved in the categories of "health care" (97%) and "education" (96%). The situation is worse in politics (25%) and economics (58%). The indicator on the economy has declined recently. Experts believe that it will take 257 years for global gender equality in this area. This is due to the fact that few women work in professions where wages are growing significantly, for example, in the technological field [13]. The situation was further exacerbated by the COVID-19 pandemic, which has affected millions of people around the world. The UN Population Fund technical review (UNPF, 2020) notes that the pandemic exacerbates existing gender inequalities between women and girls. Globally, women constitute 70% of the health and social sector workforce, so special attention needs to be paid to creating appropriate and non-discriminatory working conditions, as well as to ensure that their sexual and reproductive health is protected and psychosocial needs are addressed. During a crisis, women and girls may be at greater risk of all forms of domestic violence, including by intimate partners, due to increased family tensions [14].

As UN Secretary-General António Guterres (2020) highlighted in his report, the COVID-19 pandemic affects everyone, everywhere, exacerbating existing inequalities, has devastating social and economic consequences for women and girls, and could reverse the limited progress made in gender equality. and the protection of women's rights [15].

To restore lost progress:

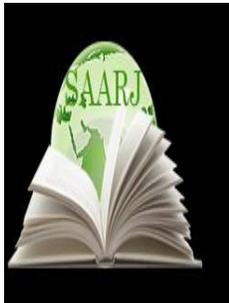
- Women should be given the role of leaders with equal representation and equal decision-making authority.
- Measures to protect and stimulate the economy should be targeted at women.
- It belongs to expand the social protection system.
- Unpaid care work must be recognized and valued as a vital contribution to the economy.
- take urgent action to protect women from violence and expand support services.

## CONCLUSION

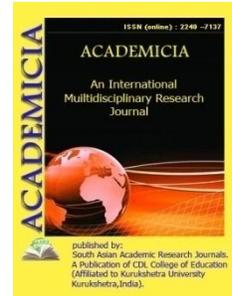
The analysis shows that in order to eliminate any forms of gender-based discrimination, support the empowerment of women, achieve gender equality, changes in laws are required, secondly, their implementation in practice, thirdly, persistent political will, constant efforts on the part of women and men, and changing entrenched cultural norms and attitudes in society.

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## CHARACTERISTICS OF POPULATION DEVELOPMENT IN UZBEKISTAN

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### ABSTRACT

*The article examines the features of the formation and development of settlements on the territory of Uzbekistan. The significance of territorial, historical, social and economic-geographic factors influencing the development of settlements, including cities, the possibility of creating modern settlements will be studied. In order to support the views and conclusions presented in the article, the number of settlements in the country's regions, their role and importance in the territorial distribution of the country's population are shown in tables and diagrams.*

**KEYWORDS:** *Settlements, The Great Silk Road, Ancient Cities, Historical Factors, Territorial Factors, Economic System, Territorial Distribution Of The Population, Urbanization, Classification.*

### INTRODUCTION

The urban system in Uzbekistan has a long history. The Great Silk Road, founded in the II century BC, led to strong trade, cultural and social ties between the ancient states of Europe and Asia, and the territory of Uzbekistan served as an important center of these relations. Thus, caravans from both continents influenced the economic life and socio-cultural development of the population in this region. The development of settlements, especially cities, was associated with the functioning of this trade route until the Middle Ages. The emergence of large cities on the territory of Uzbekistan dates back to the second millennium BC. The oldest cities are formed in the middle and lower reaches of the Amu Darya and Sir Darya rivers. The history of the region's great powers goes back thousands of years. The lifestyle, ethnic, linguistic and religious

composition of the region's population has also changed over time. Therefore, social development in this region is not going in one direction, as in other regions of the world, but is very unstable; crises are growing and constantly changing. The same can be said about the development of cities in the region, architecture, urban planning, its role in the development of society.

While recognizing that there are many ancient cities in the region, it is important to note that new cities and new urban planning principles have emerged in the twentieth century. During this period, the role of cities in the system of transport, industry and settlement began to increase and served as the basis for the industrial development of the countries of the region. Therefore, in the geographical classification of cities in the region, it is advisable to pay attention not only to their territorial location, but also to their historical, political and socio-economic significance. Therefore, the description of the cities of Uzbekistan can be historical, geographical, and socio-economic.

## **MATERIALS AND METHODS**

The development of settlements in Uzbekistan is associated with the improvement of the economic system. In ancient times, the formation of irrigated agriculture in the fertile valleys of the Amu Darya and Sir Darya basins led to the emergence of a system of villages and cities. Caravan services and trade links along the Great Silk Road increased the number and scale of cities. During ancient and medieval times, Central Asia was home to some of the most developed cities in the world.

The origins of urban planning in Uzbekistan go back to ancient times. Ancient Greek historians have written extensively about cities in prehistoric times. Historical sources about the campaigns of Alexander the Great also contain information about the rich cities of Khorezm and Sogdiana. The early middle Ages were the heyday of urban development and urban economy in Uzbekistan. Along with the ancient cities known to us, such as Samarkand, Bukhara, Tashkent, Urgench, the settlements, which are now small towns or even villages, have played an important role in the economic and social development and settlement of the region. For example, Varakhsha in Bukhara, Chust in Namangan and others.

Geographic study of the cities of Uzbekistan was widespread during the early middle Ages and the Eastern Renaissance. In particular, al-Khwarizmi in his book "Surat ul-Arz (Map of the Earth)" gave the geographical coordinates of many cities. Historians such as Jaykhani and Balkhi have also described the cities of the region. Abu Raykhan Beruni in his books "Osor ul Bakiya" (Monuments of the past) ", "Geodesy" gave a geographical description of cities and villages in the region. In the book, "Ziji Jadidi Koragoniy" Ulugbek gives the geographical coordinates of 570 cities.

In the middle Ages, Zakhiriddin Muhammad Babur, with his work "Boburnoma", made a significant contribution to geography, as well as to many other sciences. Babur places great emphasis on precision and detail in country descriptions and highlights wonderful details. He gives a very interesting and detailed description of the cities he visited, especially in Uzbekistan. In these images, the image of Andijan and Samarkand is of particular importance. For example, archaeologists learned from the descriptions of Bobur, from which side of Samarkand to look for the remains of Ulugbek's observatory. From various historical sources and archaeological sites, we can learn about the cities that were once of great importance in the region. For example, the

city of Otrar was located near the modern city of Taraz and was a major center on the Great Silk Road before the Mongol invasion.

Because the economic system and culture of the region are based on agriculture, there were no significant changes in the process of urbanization in the territory of Uzbekistan before the Russian occupation of Turkestan. Because of the establishment of Russian power in Turkestan, the development of railway transport and industry began. As a result, cities with a special purpose were built. The main functions of these cities are railway stations and administrative and housing complexes. For example: the cities of Kagan in the Bukhara region, Turtkul in the Republic of Karakalpakstan (called Petro-Aleksandrovsk during construction), Bakht (Velikoalekseevsk) in the Syrdarya region. Large settlements have been built, such as Angren in Tashkent, Fergana (Skobelev) in the Fergana region and a number of other small cities of transport and industrial importance. The growth of industry in the former Soviet Union also led to a change in the territorial distribution of the republic's population in accordance with the formation of industry and transport. The location and development of settlements depends on these factors.

Because of the growth of industry in Uzbekistan, there have been significant positive changes in the distribution of the country's population between urban and rural areas. That is, the city's population grew rapidly. If in 1897 18.8% of the population of Uzbekistan lived in cities, then in 1926 this figure increased to 22%, in 1940 - 24.5%, in 1959 - 33.6%, in 1970 - 36.6%. It reached 41.2% in 1979 and 40.7% in 1989, and since 2009, the share of the urban population was 51.7%. However, in recent years, the urbanization process has slowed down, so by the beginning of 2020, the urbanization level in the country will be 50.5%.

**TABLE 1 PERIODIC RATIO OF URBAN AND RURAL POPULATION IN UZBEKISTAN**

years	Population (thousand people)		average annual growth%		Urbanization level %
	city	village	city	village	
1865	466	2854	-	-	14
1897	743	3205	7.5	0.4	18.8
1917	936	3550	7.2	0.5	20.9
1926	1012	3609	0,9	0,2	21,9
1940	1606	4945	3,4	2,3	24,5
1945	1761	3436	1,9	-6,1	33,8
1959	2729	5390	3,2	3,3	33,6
1965	3567	6501	4,5	3,2	33,6
1970	4322	7477	3,9	2,9	36,6
1979	6357	9016	4,4	2,1	41,4
1989	8119	11761	2,5	2,7	40,8
1990	8242	11980	1,5	1,9	40,8
1991	8305	12303	0,8	2,7	40,4
1992	8450	12656	1,7	2,9	40,0
1993	8526	13076	0,9	3,3	39,5
1994	8615	13477	1,0	3,1	39,0
1995	8671	13791	0,6	2,3	38,6

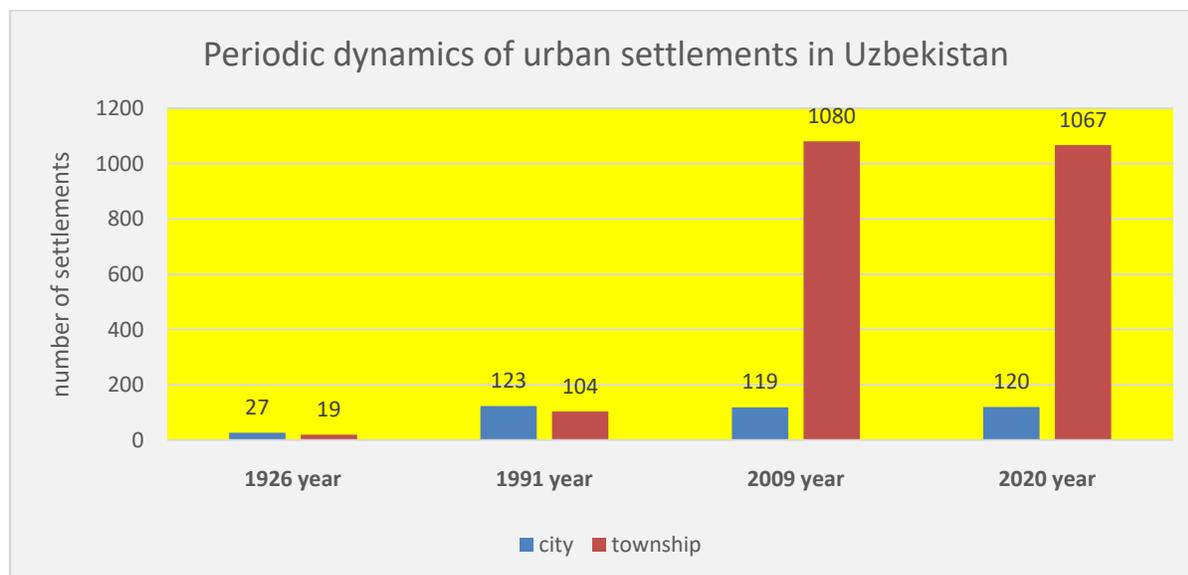
1996	8768	14138	1,1	2,5	38,3
1997	8878	14741	1,2	2,3	38,0
1998	8993	14799	1,3	2,1	37,8
1999	9087	15049	1,0	1,8	37,6
2000	9166	15322	0,9	1,8	37,4
2010	14 236,0	13297,4	0,9	1,5	51,7
2020	17 144,1	16761,1	0,10	0,13	50,5

Source: UzR. Data from the State Statistics Committee.

Factors affecting the development of settlements on the territory of Uzbekistan now are population growth, expansion of agricultural sectors, development of industrial enterprises and transport. The successful development of the desert in the second half of the 20th century expanded the irrigated area and formed a new system of settlements. Accordingly, the expansion of the agricultural sector is still seen as a factor influencing the formation of new settlements in these areas.

The development of urban settlements is accelerating due to the growing importance of industry in the economic system. Consequently, as the foundations of the economic, social and political development of cities and towns in Uzbekistan grew during the twentieth century, cities in Uzbekistan also grew rapidly.

In 1926, there were 27 cities and 19 villages in Uzbekistan, and in 1991 - 123 cities and 104 villages. After the government's decision in 2009 to grant the status of urban settlements, the number of 119 cities has reached 199, the number of cities - 1080, and the number of villages - 10 865. In recent years, some changes will occur in these figures.



Source: UzR. Data from the State Statistics Committee.

In recent years, much attention has been paid to the regional development of settlements in our country. To improve the living standards of the population, to ensure all amenities, land plots are allocated; modern housing is being built in cities and villages. This process emphasizes the relevance of studying the proportional formation of the settlement system in the regions.

**TABLE 2 INFORMATION ABOUT SETTLEMENTS IN THE REGIONS OF THE REPUBLIC OF UZBEKISTAN**

regions	Number of cities	Number of towns.	Number of villages.
Republic of Uzbekistan (general)	120	1067	10996
Including:			
Republic of Karakalpakstan	12	26	1131
Areas:			
Andijan	11	79	455
Bukhara	11	68	1467
Jizzakh	6	42	526
Navoi	7	46	577
Namangan	8	115	391
Samarkand	11	88	1849
Syrdarya	5	25	257
Surkhandarya	8	112	856
Tashkent	16	95	876
Fergana	9	197	1021
Khorezm	3	56	549
Kashkadarya	12	117	1041

Source: UzR. Data from the State Statistics Committee.

The figures in the table show that the number of cities in the regions exceeds 10 in Tashkent, Kashkadarya, Samarkand, Andijan and Bukhara, including the Republic of Karakalpakstan. The least urban settlements are in the Jizzakh, Navoi and Khorezm regions. The figures for the number of settlements show that more than 100 are located in the Fergana, Kashkadarya, Namangan and Surkhandarya regions. Fergana region is recognized as the region with the largest number of cities in the country. We see that the highest rates for rural settlements are in the Samarkand and Bukhara regions, where there are more than a thousand villages. In other provinces, the number of rural settlements is much higher.

Data on the number of settlements serve as the basis for a comparative analysis of changes in geopolitical conditions, economic and social development of regions, prospects for the development of settlement systems in regions. At the same time, the ratio of the number of settlements makes it possible to draw conclusions about the population size, density and methods of economic management in the regions.

Territorial differences in the distribution of the population in a country are reflected in factors such as the process of urbanization, the use of natural resources, history and the positive impact of natural conditions on economic development. Naturally, given the natural conditions and agro climatic features of Uzbekistan, one can imagine a high population density and a large number of settlements in intermountain valleys, river deltas and oases, where irrigated agriculture has been developed since ancient times. Accordingly, with the resettlement of the population in the country, in many respects, factors such as historical and natural conditions have a positive effect on economic development. During the twentieth century, cities became industrial centers, where constant population growth, the discovery of many mineral deposits, the development of

transport, as well as the development of deserts created new settlements, the use of natural resources and the process of urbanization.

The formation of settlements depends on the geocological conditions of natural areas, the specifics of the use of settlements in areas such as deserts, hills, mountains and foothills, or on the use of natural and artificial irrigation systems. Differences in the territorial distribution of the republic's population, population size and density of regions depend on the factors listed above.

**TABLE 3 DISTRIBUTION OF THE POPULATION OF THE REPUBLIC BY REGIONS  
(THOUSAND PEOPLE)**

regions	The area is one thousand km. sq.	Total population. (thousand people (2019))	Population density 1 km <sup>2</sup> per person	Urban Population	Rural Population	Urbanization level %
Republic of Uzbekistan (general)	448,9	33905242	75,5	17 144,1	16761,1	50,5
Including:						
Republic of Karakalpakstan	166,591	1898,3	11,4	930,5	967,8	49,0
Areas:						
Andijan	4,235	3127,7	727,4	1633,9	1493,8	53,6
Bukhara	40,32	1923,9	47,8	709,5	1214,4	38,8
Jizzakh	21,2	1382,1	65,2	648	734,1	47,4
Navoi	110,985	997,1	9,0	487,7	509,4	49,6
Namangan	7,440	2810,8	377,8	1815,1	995,7	64,7
Samarkand	16,8	3877,4	231,12	1438,3	2439,1	37,4
Syrdarya	4,280	846,3	197,7	361,3	485,0	41,3
Surkhandarya	20,1	2629,1	130,8	954,0	1675,1	37,2
Tashkent	15,260	2941,9	192,9	1446,7	1495,2	50,1
Fergana	6,781	3752,0	555,0	2117,7	1634,3	58,8
Khorezm	6,051	1866,5	308,5	619,3	1247,2	34,2
Kashkadarya	28,6	3280,4	114,8	1410,4	1870	43,6

Source: UzR. Data from the State Statistics Committee.

As you can see, the most densely populated areas of the country are areas where people have been engaged in agriculture for a long time. At the same time, the regions located in relatively recently developed territories, in particular the Jizzakh region, are in last place in terms of population density, but this does not apply to large desert territories such as Navoi, Bukhara or the river. Karakalpakstan, because the desert part of the Jizzakh region has already been developed and the economic activity of the population is fully formed. Thus, the study of population settlement systems, as well as the relationship of the natural environment in the plains, in the mountains and foothills, reveals the specific aspects of the characteristics of local settlements.

## CONCLUSION

By classifying, we can conclude that the population systems on the desert, hilly, mountainous and foothill plains, natural conditions and access to natural resources in these settlements and, consequently, the formation of the economic system, the impact of the population on the environment.

At the same time, the classification of settlements in economic zones and their constituent regions according to the location of settlements in natural zones is of great scientific and practical importance. After all, the consistency of the way of life of the population with the rational use of available natural resources will remain one of the main criteria that determine the economic and social development of our country.

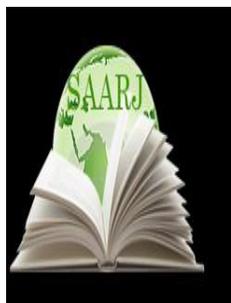
The number and territorial share of areas within the regions can indicate the location of settlements in areas belonging to the regions of the republic in terms of natural territories, first, in general.

Therefore, the description of settlements in Uzbekistan, in accordance with natural conditions, can be divided into separate regions, such as mountains, foothills, plains, deserts, oases. Depending on the size of such territories in the regions of the country and their importance in the formation of the economic system, conclusions can be drawn about the features of the formation and development of settlements.

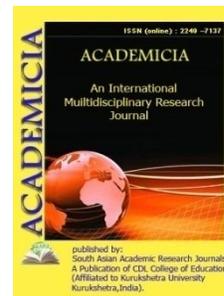
It was noted that in different natural zones the way of life of the population is formed by natural conditions. Although some regions, such as the Fergana Valley and almost all districts of the Tashkent region, are located in mountainous and foothill regions, the development of regions, the development of settlements and the economic structure of the population are the basis for their differentiation.

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**THEME: THE POSITION OF THE COTTON INDUSTRY IN  
 UZBEKISTAN DURING THE RECESSION**

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**ABSTRACT**

*In The Brief Course of the CPSU (b) which is written on the instructions of Stalin, the science of history was also politicized in connection with Marxist fanaticism, painting of truth and the adherence to ideological repression. The issues of strengthening and intensifying the material and technical base of cotton growing, expanding the area under crops, complex mechanization, chemicalization and irrigation have been covered in the scientific works of historians and economists. On the other hand, it has been reported that thousands of cotton picking machines were picking cotton in the field, but even they did not go out into the fields. This in itself led to distrust of the leadership to the administration among the population. Thus, comprehensive study of the history of cotton policy in Uzbekistan and its consequences is required being investigated the study of the sources of this topic by foreign historiography. In our view, the time has come for a separate and special study of the question of the historiography of agriculture cotton growing and its main branch.*

**KEYWORDS:** Cotton, Cotton Picking Machines, Methods, Mechanization, Chemicalization, Ideological Process, Research

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**INTRODUCTION**

If we look at the level of study of the historical past of the problem, many scientific works have tried to cover the cotton policy of the Soviet government and a number of large scientific collections, works, monographs and dissertations have been created.

However, in most of these, the study of the consequences of the direct Soviet regime's cotton policy is poorly covered. In fact, this direction of historical thinking has not yet been formally promoted as an independent object of scientific knowledge. The scientific literature which

describe the Soviet policy on cotton can be divided into two periods. The first period includes the Soviet system in 1900-1991 and the second period includes the years of independence of Uzbekistan. The first period is divided into three stages:

- 1) 20-30 years of the XX century
- 2) 1940-1985
- 3) The second half of the 80's and the beginning of the 90's

The first stage of the first period was the turning point in the life of Turkestan and Uzbekistan in the early twentieth century. At this time, the difficult socio-economic problems were solved and old economic life was replaced by a socialist society and communist ideological-class pressure. In the literature that published in these years, the state of the cotton problem was studied in detail, the events of the Soviet period were criticized and as well as the methods and techniques of the problem of cotton growing became a tool of state policy.

### **THEORIES**

In The Brief Course of the CPSU (b) which is written on the instructions of Stalin, the science of history was also politicized in connection with Marxist fanaticism, painting of truth and the adherence to ideological repression. However, despite the fact that large works were interpreted as "alien to the theory of Marxism-Leninism," the historians described as "misinterpreted the principles of Soviet society," and the authors were not "free from bourgeois views or written in Leninist (methodological) ways." After gaining independence, due to this, the works that were banned in the 20-30's of the XX century served in the scientific research of the dissertation. In our view, it would be wrong to evaluate historical articles and books equally which were written in the 20's and 30's in illuminating the historiography of the problem. It should be taken into account that they cover different ideas, styles and events differently. Scientific research met with a serious opposition during the years of Stalinist repression. The use of archival documents is banned or controls are tightened. The periodicals did little more than praise the Stalinist leadership. The historical literature was created in the second stages, the Soviet regime covered the dominant ideological processes in society in 1940-1985. Scientific researches, works and articles on the history of cotton growing can be divided into three groups at this stage. The first group (from the 1940's to the mid of 1950's) includes works that have had a negative impact on the discovery of historical truth in scientific research due to the further intensification of administrative command. Therefore, works researched on agriculture were written in an unbiased manner during these years, in which the coverage of facts and events was ideological. Also, due to the system of improving the quality of cotton (selection) and increasing its fertility, only scientists of the Uzbek Cotton Research Institute have tried to produce more than 200 varieties and cotton varieties were renewed 20 times in 1929-1991. <sup>(1)</sup>

### **SCIENTIFIC RESEARCHS**

A team of historians, economists and agricultural specialists who participated in writing of another monograph managed to collect a wide range of materials on the history of cotton growing in the republic. <sup>(2)</sup> But objective views and opinions on cotton monopoly were almost non-existent. Scientific research intensified <sup>(3)</sup> and the successes and shortcomings of cotton growing were highlighted from the second half of 1950's to 1980's. It was especially important in the history of cotton growing from 1965 until 1985. The issues of strengthening and intensifying

the material and technical base of cotton growing, expanding the area under crops, complex mechanization, chemicalization and irrigation have been covered in the scientific works of historians and economists. At the same time, this research has been taken to a new approach to the problem of being studied in a new interpretation. The works of compatriots and foreign researchers who covered the cotton policy of the Soviet government after the October coup also have a special place in the historiography of the problem. It was Luigi Silippo from Italy who called the Soviet government's agrarian policy during the "military communism" is a "terrorist policy" which was directly against the peasants, while Charles Bouvet said that "the NEP was not only politically stagnant, but in some ways depressing." Walter Pinter notes that the land-water reform in 1921-1922 was rather than implementation of the Communist Party's agrarian program, it was "a temporary means of achieving the neutrality of local peasants, a reform that never had an effect in some districts." The American researcher M. Rivkin wrote in his book "Russia in Central Asia" <sup>(4)</sup> that "this reform, which began in 1921 and then lasted until 1925-1929, did not bring practical results and did not live up to expectations." It is true that it was a means of freeing oneself from all relations with past. <sup>(5)</sup> Among the representatives of foreign historians are O. Kerow, H. Seton-Watson, J. Wheeler, Richard Pierce, Frank Ecker, W. Kulski, Demosthenes Naku, Lord Walston, Boymirza Hayit, and others noted that Uzbek farmers preferred individual farming because they did not want to be deprived of fertile land, so they understood the importance of collectivization, and those who resisted were deported and punished. <sup>(1)</sup> The Soviet government's policy of achieving cotton independence not only made farmers in Uzbekistan stop growing food crops and thus made Uzbekistan dependent on grain and foodstuffs imported from Russia, but also the Soviet government's policy in the cotton sector was not only a means of supplying raw materials to central enterprises. A. Park <sup>(2)</sup> and V. Kolarz <sup>(3)</sup> noted in their works that Uzbekistan was economically colonized. "Although grain supplies from Russia's central regions to Central Asia have increased and become more efficient, the region is still dependent on the Soviet Union for food," Dinerstein said. However, he noted that the communists, who "were adamant about expanding the cotton fields, were hypocritical to the Uzbek people". <sup>(4)</sup> E. Allworts <sup>(5)</sup> added that, for these reasons, the Soviet cotton policy did not differ from the measures taken by the tsarist administration. Jean-Paul Ru said, "The Muslim republics of Central Asia are being severely exploited by the Soviet authorities, because in the USSR, cotton growing, in general, is based on the experience gained in Turkestan. It is noted that Uzbekistan has developed a unilateral economic policy that was adapted to the monopoly of cotton and the uncontrolled, ruthless use of rich mineral resources. Thus, comprehensive study of the history of cotton policy in Uzbekistan and its consequences is required being investigated the study of the sources of this topic by foreign historiography. In our view, the time has come for a separate and special study of the question of the historiography of agriculture cotton growing and its main branch. Under gaining independence, there was a turning point in the study of the history of cotton growing during the Soviet era. Nowadays, there is an opportunity to study to some extent the aspects of scientific knowledge of cotton monopoly in Uzbekistan and its consequences. But at the same time, despite the fact that the literature created has a certain scientific significance, the issue under study remains problematic. The source bases of the research topic and the level of historiography show that cotton monopoly has been mentioned in the above-mentioned works and scientific researches in some chronological years. The only exception is the monograph "Testimony and Lessons of History." It has a small section on the Soviet policy in the cotton industry. However, this monograph and M. Saribaev's research work

do not fully answer all the questions. Therefore, in all periods of the Soviet regime and all aspects and peculiarities of the cotton policy of the center require further clarification and in-depth study.

Dozens of decisions taken by the Uzbek government to further improve the work in the sector and increase the efficiency of mechanization of cotton growing have not been fully implemented. (2) One of the main reasons for this is the shortcomings in the introduction of technical advances into production. For example, 14XV-2.4 cotton picking machines, 24 years cotton tractor trailers, 21 years car semi-trailers, 20 years T62-1 diesel machines, 36 years S-242 pumps have not been modernized in 16 years. 37 scientific papers were put forward by the "Soyuzkhlopok" Scientific Production Association, but only 6 of them have been put into practice. Another aspect of the problem is that the introduced machines and mechanisms were often sent to farms without malfunction. For example, SXU-4 machines, which can replace different types of equipment was introduced into production in 1984 and 10,000 of them were distributed to farms. But only 2,000 of them worked.

Another example is the VKS-1 device designed to uproot weeds. Picking cotton with machines reduces manual labor costs by 25-30 percent, and the cost is 2.4 times cheaper. In practice, the collection of raw cotton that spilled on the ground after machine harvesting fell by 1.2 times. One of the main reasons for this is that cotton pickers are lagging behind demand. To rectify this shortcoming, 90 machines were tested between 1948 and 1985. Another issue is 300 candidates and 20 doctoral dissertations have been written on these problems. However, the machines were unable to correct the 10-25 percent spillage of cotton (6 percent by state standard) during the operation (2). It should be noted that, the plant has been guaranteeing its own equipment only since 1983. According to these issues, if the car brakes down, a determination was made in accordance with the message sent by the farm within fifteen days and a repairing period was given within the next fifteen days. Therefore, the production capacity of many machines was below the established norm and their year-round operation was 20-23% by the machine-tractor fleet. In particular, farms spend 675 million soums annually for repairs and operation of machine-tractor fleets. Including 77% of tractor diesel and 72% of agricultural machinery equipment, only 82% of agricultural repair and maintenance services were satisfied in 1980. Out of 627 rare equipment, only 308 were produced. They involved 1,125 plants under 38 ministries. (5) From which factory was it possible to get spare parts in time for a car that broke down during the season? This is a consequence of the planning method. As a result, the machines worked inefficiently. In fact, 45-50% of farms did not have maintenance, only 10-12% of tractors and 12-15% of agricultural machinery did not participate in field work. (1) The center's standards for paying for machine-picked cotton adopted in 1964 which created a mismatch. Because the first, second and third harvest cotton with the machine was accepted as the first grade. Some of the leaders, who used this skillfully, engaged in fraud and even handed over the cotton that came out of the shoveling machine as a machine picker. However, manual pickers were forced to pick cotton that fell to the ground under rain and snow by the end of the year.

On the other hand, it has been reported that thousands of cotton picking machines were picking cotton in the field, but even they did not go out into the fields. This in itself led to distrust of the leadership to the administration among the population. Ordinary people knew that it was all a lie, whether they made promises to strengthen communist society and improve tomorrow's life.

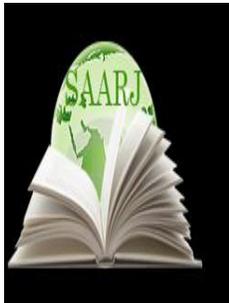
Over the years, people have developed such a trait that they are no longer interested in the quality of the product. There was a situation where they closed their eyes, closed their mouth and tried to carry out the plan in devious ways if possible. As a result, the cotton fiber delivered in 1971-1982 decreased by 7.8% or 26.33% compared to 1970's. Due to the decrease in fiber output, 865 mln. soums (1 million 161 thousand tons) of raw materials were lost. In total, 471,000 tons of fiber were not produced in 1982. (2)

## CONCLUSION

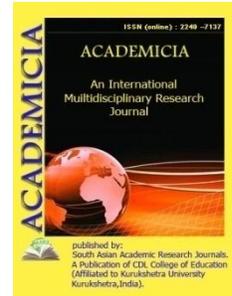
When cotton was picked by machine, the yield of the first grade fiber was 12-24% higher than that of hand-picked cotton. That is why the fiber of hand-picked cotton was 63-75%, which met the industrial demand. As a result, the more cotton is picked on a faulty machine, the lower the fiber was output. Second, picking cotton at least five times on a machine did not justify itself. Third, it required additional funding and the land was compacting, also it was affecting its properties. In general, the technology of machine picking of cotton used in those years did not fully justify itself. Therefore, the mechanization of mechanical cotton picking in 1983 was 35%, in 1984 - 30%, in 1985 - 40%, or 0.5% less than in 1971. This situation did not change in 1986-1989. Thus, the reforms in the mechanization of cotton growing did not justify themselves at all. This is due to the fact that the preservation of administrative-command methods in management, the disproportion in the organization of labor and its payment have led to negative situations. The ability of farms to operate was limited, and there was only a policy of increasing gross output or tonnage. Second, the relationship between the agricultural sector and other sectors of the economy has led to injustice. Third, one-sidedness in the use of scientific and technological advances has undermined its effectiveness. Fourth, the frequent changes in decisions and plans have directly and indirectly hampered the implementation of goals and objectives and the above shortcomings have led to stagnation in this area as well.

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## ANALYSIS OF THE STATE OF EFFECTIVENESS OF APPLIED SOCIOLOGICAL RESEARCH

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### ABSTRACT

*The article presents an analysis of the state of effectiveness of applied sociological research. State and development of applied sociological research. Its role in the personnel management system. A description of the research work is given. Analysis of the main directions of applied sociological research in production. The article also emphasizes the importance of applied sociological research in the development of society.*

**KEYWORDS:** *Efficiency, Management, Sociological Imagination, Society, Social Community, Social Institutions, Institutional Approach, Human Consciousness, Chain Of Events, Sociological Research, Structure Of Society, Socio-Economic Processes.*

### INTRODUCTION

Applied sociology is a special type of knowledge that represents a set of models, techniques, methods and procedures of research, social technologies, the purpose of which is to provide customers with recommendations for practical application in order to achieve economic and/or social effect. Its role in the personnel management system is currently extremely high. In Soviet times, the role of personnel services was limited to maintaining personnel documentation and reporting. But since the 1990s, the role of personnel services has changed significantly [1. 1].

According to the researchers, a Manager of any rank should devote about 30% of their working time to research [2. 1.]. The main goal of the work of sociologists in the personnel service in solving personnel issues is to create conditions for the most complete implementation of the human factor, so the object of research of the sociologist is a social system that has such qualities as complexity and versatility.

At present, a significant part of applied specialists abroad work in the field of business, although the possibilities of applied sociology are not limited to firms, but can be implemented in organizations of any field of activity. Consulting with sociologists and ordering sociological research is a common practice when making management decisions. Thus, the sociologist is involved in management activities, which leads to better decisions in personnel policy and more efficient use of human resources.

The sociological component of the methodology of management activity and decision-making in the country is social engineering, the essence of which is defined as an integrated approach to the study and change of social reality, based on the use of an engineering approach and high-tech technologies[2.2.].

O. A. Urzha figuratively notes, speaking about social engineering, "it is the bridge that connects "sociology" and "management"[3.87-97.].

Note that in American sociology, in addition to social engineering, the term "clinical sociology" is used, the task of which involves practical intervention in an object in order to solve certain social problems. But if the social Clinician deals with ordinary employees and uses in-depth interviews as a method of analyzing problems, the social engineer works mainly with the upper echelon of power.

Practical implementation is preceded by a comprehensive sociological study, in which various methods are used: (1) analysis of documents, including internal documentation (professional and qualification composition of staff, gender and age composition, labor productivity indicators, loss of working time, staff turnover and other indicators of human resources statistics); (2) non-standardized interviews (free conversation) with middle and senior managers; (3) interviewing ordinary employees in the workplace; (3) standardized interviews (with pre-prepared questions and answers) with lower-level managers.

Sociologists use already developed and tested tools, adapting them to the needs of a particular organization. This adaptation of the methods is necessary because the quality of the collected information may be significantly lower for a different sample than that provided by the ready-made methodology. Social engineering uses developed tools and methods called "social technologies".

The idea of standardizing methods is one of the oldest and most widespread ideas in empirical sociology. Social technology, in fact, is a certain sequence of actions that leads to the achievement of a goal. It describes who performs the work and what kind of work, in what order, on what site, how often, and what you need to get as a result of each action. It is assumed to choose such actions and procedures that allow you to achieve the goal with the lowest economic and time costs. This standardization makes it possible to make optimal decisions[4.20-25.].

There are two ways to use social technologies. The first is when there are developed technologies and it is necessary to build a situation at the enterprise (or find such an enterprise) in which they will work. The second is when there are no ready-made developments, but there is a socio-cultural situation that determines the activity of the sociologist. In this case, the sociologist needs to construct such developments and samples that would work in this situation. Construction of social technology is the ability to understand the social process and present methods of its regulation in the form of separate sequential operations and rules, guide the process of its

implementation, and periodically update it to meet new requirements. That is, in the first case, there is a question of designing the situation for existing developments, in the second-about designing developments for the existing situation.

What are the main directions of applied sociology in production? Sociologists, together with other specialists, solve the following issues: conducting sociological monitoring; stabilizing labor collectives; forming and changing the composition of collectives; socio-psychological adaptation; prevention, removal of social tension, conflicts; creating a favorable socio-psychological climate; evaluating the qualities of leadership personnel; ensuring the selection and placement of personnel; analysis of leadership styles; solving problems of employee participation in management and co-ownership of property; improving the organization of work; developing incentives and motivation of employees. The experience of sociologists of a crisis enterprise in assessing the situation and justifying the organization's personnel management program in a crisis, developed based on the results of sociological research of personnel, is interesting. In this case, special attention was paid to the issue of creating a favorable socio-psycho.[2. 3.].

It should be noted that the question of the place and role of social technologies in production is not clear. They have not only supporters, but also opponents. Proponents of these technologies believe that using standard techniques (social technologies) can improve the effectiveness of factory sociology. Opponents believe that social technologies are modeled on technologies used in material production, which makes them ineffective in solving social problems.

The implementation of the results of sociological research in practice and the use of social technologies is one of the most difficult problems, which may be due to the low sociological literacy of managers and employees. Customers of research are organizational leaders, they are not always aware of the possibility of their use. Insufficient sociological culture of employees often leads to a barrier between them and sociologists. Then the recommendations of sociologists, even the most effective ones, are rejected immediately. It is possible to note not only the low sociological literacy of managers, but also the low quality of personnel management in General.

Implementation of practical recommendations is generally the task of managers, not sociologists. The sociologist is not able to implement his recommendations independently. Even if the sociologist is a "friend" and not invited to conduct research, he does not have sufficient authority to implement his recommendations, and is not able to be responsible for management decisions that are related to the implementation of recommendations. This is the responsibility of the management, who can ignore the conclusions from the research altogether or use them as they see fit with goals that are far from the original goals.

The effectiveness of innovations is largely determined by the extent to which employees of functional services and managers of the enterprise participated in the development of decisions and recommendations based on sociological research. The sociologist develops projects of management decisions, but his awareness of the Affairs of the team is often less than that of production workers. Practitioners are more "down-to-earth" in business and better feel the unmanageability of a number of situations. The sociologist is prone to idealized measures. Hence the need for close cooperation of the sociologist with representatives of other production

services. Often the goals of the sociologist and the enterprise do not coincide, if the sociologist is more focused on science than on production.

There are often situations when the recommendations of a sociologist are even harmful to the organization, as a result of which there may be an increase in social tension. The following professional shortcomings reduce the effectiveness of sociologists-practitioners:

1. Lack of knowledge of the specifics of production, which leads to the inability to give qualified recommendations of an applied nature.
2. Inability to formulate research goals and features of specific methods in terms that are understandable to employees of the enterprise. The sociologist must take into account the level of training of the recipient of his recommendations.
3. Inability to quickly establish contacts with various employees of the company.

In the sociological market, there is still such a problem as reputational risks associated with opinions about the dependence of research results on the customer or the owner of the company, which undermines the credibility of research [5. 12-15]. In order for social technology to be successful, we need to conduct preliminary work in the following areas. The first is to identify attitudes to innovations related to social technologies. If service employees and, first of all, their managers are in opposition to the new case, the innovation will not be implemented or will not have the desired effect. In such situations, the primary condition is to reduce the opposition, and this often requires a change in the management of services, which is beyond the competence of the sociologist

The second necessary action is to identify the consequences of implementing social technologies, including identifying groups of employees whose positions will be affected or changed to some extent. A variety of difficulties and obstacles can be identified. In the literature, there is an example of how the implementation of the technology for helping beginners failed due to the fact that there was no concern for the stable part of the team. Elementary attention to newcomers was perceived by "old" employees as a manifestation of discrimination: "Why do we have to take care of them when no one is taking care of us?" [6. 3.].

Thus, the most important issue to consider when talking about research, social technologies, and projects is their effectiveness. The problem of efficiency distinguishes between economic and social effects. They are interrelated, since the implementation of social reserves allows you to increase the efficiency of production, increase efficiency compared to costs. The purpose of sociological research in the organization is to improve performance indicators related to the human factor, such as productivity growth, reduction of staff turnover, loss of working time, and improvement of product quality.

The social effect of research, such as an increase in job satisfaction, attitude to work, and improvement of the socio-psychological climate, ultimately also has an economic effect, since it leads to a decrease in negative trends in the personnel management system. Together, such research, properly conducted, makes the organization more cost-effective and competitive. Methods of sociology, "embedded" in the management system, provide a higher quality of management decisions, including contributing to the improvement of human resources. However, we must not forget that sociology does not replace the management system, since it depends on managers to take into account the recommendations of sociologists.

Although the public utility of the social Sciences is unlikely to be questioned, the measurement of their social effectiveness is associated with some theoretical problems, without solving which the construction of an adequate measurement system is hardly possible. The two main problems in this regard are: the difficulty of separating basic social research from applied research, and the categorization of its results in terms of public utility

It is noted, in particular, that most social research has both fundamental and applied elements. Thus, V. Smith points out that in many cases social research is both fundamental in the sense that it sooner or later turns out to be the basis for subsequent research, and applied in the sense that it is focused on solving specific issues or is carried out in the interests of a specific customer. On this basis, the author concludes that the division of aggregate investments in the social Sciences into categories of fundamental and applied research is "a fruitless task» [7. 2.3.].

The main effects of social research are determined by their ability to stimulate institutional change. At the same time, Rattan understands institutions very broadly: they are not only "rules of behavior that regulate patterns of relationships and actions", but also "decision-making centers", which include public authorities, businesses, and families [8. 15.]. Institutional changes are understood as the destruction of old institutions and the creation of new ones, as well as changes in their functioning. These transformations can create new sources of revenue and reduce the cost of conflict resolution. It is progress in the social Sciences that has allowed, according to Rattan, to move from the slow trial-and-error improvements of previous eras to the deliberate use of social science knowledge to design and induce institutional innovation.

In modern sociological science, the institutional approach takes a dominant position in the description and study of social reality and changes in it. Institutionalism as a methodology can be used to analyze various social phenomena that occur in society and are determined by its institutional structure and system. Sociological institutionalism, as noted by P. V. Panov, assumes that institutionalization is based on a collective understanding of social interactions, which is actualized by individuals in the process of interactions, i.e. this is about the cultural dimension of the institutionalization process [9. 12.].

Social activity can manifest itself in the reproduction and transformation of social order. The key issue in this part of the study is institutional transformation, which is considered by scientists from various methodological positions, according to which one can make certain forecasts and conclusions about changes in social reality and its individual aspects.

First of all, it is necessary, of course, to define the concept of a social institution, which has its own history of development in sociology, starting from the very beginning of the institutionalization of sociological science.

In modern science, this paradigm is also known as neoinstitutional, based on the recognition as a creative and changing institutional order of the power of individuals as rational actors who, in a situation of uncertainty, establish certain "rules of behavior" that sharply limit the set of alternatives available to contractors and reduce uncertainty. It is these "rules of the game" that form the basis of social institutions, or social institutions are a set of formal rules, informal restrictions, and mechanisms for their enforcement.

T. I. Zaslavskaya defines a social institution within the framework of a neoinstitutional approach as an integral and stable set of formal and informal "rules of the game", i.e. principles, norms,

attitudes, methods of control, incentives and sanctions that regulate systems of roles and statuses, patterns of behavior and types of social practices in various spheres of human activity. [10.15-16].

Adding to the above story about the paradigms of the institutional order information that the third paradigm approach-social constructivist was formed mainly on the ideological attitudes of M. Weber, whose name is associated with the interpretive tradition in the development of sociology and the consideration of the social, including the institutional order as a social construct that does not exist objectively, but only in social interactions, we will designate the commitment to the second - neoinstitutional approach in defining social institutions and their study in modern reality, while agreeing with the fact that the basis for the formation and institutionalization of new social institutions in modern society are "free from coercion communications", which often come into conflict and contradiction with their prototypes-traditional social institutions with which they co-exist in the same social space.

The process of social transformation and institutionalization of new forms of social life and behavior is based on this mechanism. This is especially true for transformational societies, which include modern society. The basic basis for understanding the transformation process is the position that the transformation society is dominated by the rejection of the old and there are no generally acceptable, consolidating models of the future. In turn, the distinctive features of this process are the following:

- focus on changing the essential features that define the social nature or societal type of society;
- gradual and relatively peaceful nature of the transformation process;
- the fundamental dependence of the results of this process on the actors of transformation; at the same time, the influence is exerted not only by the activities and behavior of the ruling elite, but also by mass social groups;
- the important role of natural factors in transformational processes, weak manageability, and lack of resolution of the principal outcomes of these processes;
- the inevitability of a long period of anomie, which is caused by the rapid collapse of old institutions in comparison with the creation of new ones.

Transformation differs from other processes often used in describing dynamic changes in modern society (Westernization, modernization, etc.) in the depth and scale of social processes that create a situation of uncertainty in social development, the vector of development of which, as well as their effectiveness, is poorly predictable.

Also of interest is the opinion of I. A. Batanov, according to which transformation differs from development, evolution and other changes in that during transformation these changes are clearly qualitative, non-additive, complex, and in most cases irreversible, and they lead to fundamentally new properties of the system under consideration, a fundamentally new understanding of the processes under consideration[11. 33.].

Thus, we proceed from the definition of transformation, according to which this process is characterized by a significant change in the societal system, qualitative changes in the system-forming elements, multi-vector nature and a relatively high rate of their implementation, as well

as an increased influence of subjective factors. As we can see, in this definition of V. V. Lokosov, the key indicators of the transformation process are the systemic nature of changes; the absence of a clearly progressive, positive orientation of these changes; relatively fast rate of change and increased role of subjective factors in transformation [12. 23.].

The complexity, inconsistency and weak predictability of transformation processes is explained by the fact that the development and functioning of political, economic, cultural and other social institutions are influenced by traditional guidelines, mental programs that are embedded in the fabric of modern value systems, affect the solution of political, economic and social problems, the success or failure of social transformations, and the containment of social disorganization processes.

In other words, in the era of transformation, collapsing traditional values, norms and patterns of behavior in the course of socio-cultural dynamics continue to affect social life, coming into contact with new values, orientations, norms, which generates contradictions and conflicts in the social development of society as a reflection of contradictions between the subjects of the transformation process-carriers of fundamentally different values and orientations.

Individual practices of transformation subjects direct the vector of transformation in a certain direction, set the pace of its intensity and key trends in development. According to the concept of T. I. Zaslavskaya, these forces that guide and shape the transformation process are called the social-transformational structure of society. The analysis of this socio-transformational structure of society allows us to determine the nature of transformational transformations, their progressive or degraded orientation in the course of social reconstruction, and, on this basis, to draw a conclusion about the quality of society and its innovation and reform potential as the readiness of society to self-development in the conditions of transformation, to update the institutional order and institutional practices. In fact, the future of society depends on this potential [10. 34.].

The basis of the transformational potential of society are values, attitudes, norms, patterns of behavior and ideals that regulate social activity and behavior of individuals in society. Undoubtedly, the axiological factor is the most important in the course of institutional transformations, which is why scientists are very interested in the problem of value transformation of citizens over the past period of post-Soviet transformations.

The analysis of these works allows us to state that the problem of forming a hierarchy of values of citizens is one of the most controversial in modern Russian sociology, since the vector of value transformation of society has changed many times over the past twenty years, and at the moment experts determine its trends in a significant increase in traditionalist attitudes and value orientations among citizens, which is most likely caused by, negative results of the entire post-reform period and low rates of economic growth with growing social inequality and social injustice.

The study of the institutional system in the era of transformation should be carried out taking into account a number of factors that are of fundamental importance for the Republican society. These are factors caused by socio-cultural, ethno-cultural, regional and socio-economic features of the development of society, which reflect the civilizational specifics of the country, its institutional space and order. Accordingly, the historical uniqueness of society, which consists in the functioning of its main social institutions, becomes the basis for the process of institutional

transformations, which actualizes and justifies the use of a neoinstitutional approach to the study of institutional transformation of society as appropriate for these positions.

Within the framework of the neoinstitutional approach methodology, social institutions are considered as dynamic structures in the space of which traditional and modern institutional values constantly interact, which ultimately leads to the emergence of new types of institutional relations by reducing the effectiveness of the previous ones, which no longer correspond to the changed social reality. This is the mechanism of institutional evolution, but its course and effectiveness are determined by the institutional past of society, its institutional matrix, which, as experts note, does not change dramatically, even in the era of global and large-scale transformations.

It all depends on how adequate the cultural code of society turned out to be innovations, its value and mental foundations, since individual actions of individuals, considered as an independent force of the transformation process, contain the values of the established socionormative system, symbolizing a certain social order, its mental structures

The functional nature of social institutions is their mission to ensure stability and predictability of social life by reducing the degree of social uncertainty, and therefore this nature changes very reluctantly, difficult, conflict-ridden, often with devastating consequences for society. However, although informal norms and rules embedded in the institutional system are extremely slow to change compared to formal ones, they still change under the influence of transformational forces, when the need for innovation is recognized in society.

It is useful to use the concept of social construction developed by G. V. Osipov as the basis for the formulation of evaluation categories of the social effect of applied social research, which is understood as scientific activity aimed at creating desirable social realities and preventing negative developments. The algorithm of social construction includes six stages: 1) setting a social goal; 2) identifying a social problem; 3) analyzing the factors of the problem situation; 4) theoretical solution of the problem; 5) building a model for solving the problem and 6) practical implementation of the solution (recommendations) [13. 54-62.].

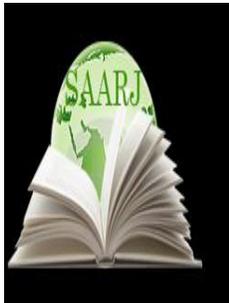
As you can see, the algorithm is a system in which each next step follows logically from the previous one and is almost impossible without it. The implementation of the entire algorithm can be considered as a completed solution to a social problem and can be accepted as the highest criterion for the social significance of applied social research.

Thus, the importance of the neoinstitutional approach to the study of the institutional transformation of society lies in the fact that it shows the dependence of the institutional system and its development on the historical trajectory of society, the history of its institutional development (in science, this theory is called path dependence).

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## LEGAL BASIS OF RELIGIOUS EDUCATION IN THE REPUBLIC OF UZBEKISTAN

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### ABSTRACT

*This article is devoted to the concept of education in the Republic of Uzbekistan, the concept of religious and secular education, the law and foundations of education, the possibilities of religious education, the analysis of the legal foundations of religious and secular education, as well as issues that need to be addressed in religious education.*

**KEYWORDS:** *Education, Science, Knowledge, Religious Education, Religious Values, The Combination Of Secular And Religious Education, Continuing Education, Compulsory Education, Denomination, Qualified Personnel.*

### INTRODUCTION

By the 21st century, science has developed at an incredible pace. It is a product of the human desire to acquire knowledge and apply it in life. The foundation for the development of the world's leading countries is also the result of investment and focus on education and knowledge.

Although the study of science and the application of its results in life is a requirement of the times, the daily work of mankind over the centuries has become a value that has become faith, and the owners of knowledge are always revered.

Science is rapidly evolving in a competitive environment as a healthy struggle between people, communities and public organizations with different points of view and approaches. The state sponsors development, creates conditions and provides opportunities.

Article 41 of the Constitution of the Republic of Uzbekistan guarantees that everyone has the right to education, free general education is guaranteed by the state, and school work is under state control.

The Education Law recognizes the principle of the secular nature of the education system and considers education as a systematic process aimed at providing students with in-depth theoretical knowledge, skills and practical skills, as well as at the formation and development of their general educational and professional knowledge, skills and abilities give a description [1].

### **The Main Findings and Results**

The right to education is guaranteed to all, regardless of gender, race, nationality, language, religion, social origin, beliefs, personal and social status, the right to education: development of educational institutions; support of innovative activities in educational institutions and implementation of curricula with the use of innovative technologies; organization of part-time (full-time) and part-time (part-time, evening, distance) education; training, retraining and advanced training of personnel; free general secondary, secondary special education and primary vocational education; provides for the right of citizens who have studied in the family or through independent study, as well as persons who have not received general secondary education, to pass the certification in the form of externship in accredited public educational institutions [2].

Uzbekistan is a multinational and multi-confessional country, and general secondary education in the country is conducted in seven languages. Conducting general secondary education in local languages guarantees the observance of languages, customs and traditions of all nationalities and ethnic groups living in the country, guaranteed by the Constitution, and creates ample opportunities for their development.

If we analyze the words “education”, “knowledge”, “science”, they are similar in meaning.

According to the Uzbek dictionary, the word “education” (Arabic –“teaching”, “knowledge”, “information”) is the process of education, the formation of skills and abilities, the main means of preparing a person for life and work [3. 27].

In the second volume of the dictionary, in the explanation of the word “science” (science - Arabic knowledge; science; theory) knowledge acquired through study and research, analysis; ability is information [4. 195].

In practice, the word “science” means more fundamental research, in-depth study and analysis of a source, as well as when applied to the study and analysis of religious sources, the word education differs in that it focuses on teaching a particular science or its sections to certain age categories based on standards set by the state.

The teachings of the holy religion of Islam also make it obligatory to acquire knowledge, saying, “Scholars are the heirs of the prophets.” Knowledge is a virtue in this world and an honor in the hereafter. The first word in the first verse of the Qur’an is “Iqra” - the word “read”, and Islamic teachings encourage people to learn.

Muhaddiths and commentators, who have been known and popular in the Islamic world for centuries, have also dedicated their lives to the study and propagation of science..

The famous jurist Abu Lays Samarkandi said: “It is obligatory for every Muslim to learn as much as he knows the ablutions, prayers and other rulings of the Shari’ah and what is necessary in his life”. [5]

Secular and religious education in the Republic of Uzbekistan is based on certain normative documents, which define its specific requirements and procedures.

In particular, the Law on Education distinguishes seven types of education, which include:

Preschool education and upbringing; general secondary and secondary special education; professional education; higher education; postgraduate education; retraining and advanced training; extracurricular education. These types of education are organized in the prescribed manner on the basis of state educational standards.

In preschool institutions, groups can be categorized by age or non-age group. While non-state preschool institutions accept children from one year old, public preschool institutions accept children from three to seven years old.

General secondary education shall be organized continuously in general secondary education institutions from the age of seven and shall be compulsory for eleven years [2].

The education system in the Republic of Uzbekistan is separated from religion, and the inclusion of religious subjects in the curriculum of the education system is not allowed. The right of citizens of the Republic of Uzbekistan to secular education shall be ensured regardless of their attitude to religion [6].

The separation of religious educational institutions, organizations and associations from the state means that they exist as a separate institution in civil society. Therefore, their role and relationship in their interactions with the state and other civil society institutions will need to be explored, studied, and identified.

Religious education activities are regulated by the Regulations on licensing the activities of religious educational institutions of the Cabinet of Ministers of the Republic of Uzbekistan dated March 1, 2004 and the Regulation on state registration, re-registration and liquidation of religious organizations in the Republic of Uzbekistan. In order to carry out activities in the field of religious education in accordance with the requirements of the Charter: Mandatory compliance with the legislation of the Republic of Uzbekistan; organization of teaching religious subjects in accordance with the educational concept, curricula and programs agreed with the Committee on Religious Affairs under the Cabinet of Ministers of the Republic of Uzbekistan; to educate minors against their will, against the wishes of their parents or guardians; war in the educational process, violence, proselytizing and any missionary activity, violation of national security and socio-political stability, legal and moral foundations of society, civil peace, interethnic and interreligious harmony, misinformation about Uzbekistan and the destruction of its historical, cultural and spiritual riches. not to put; to organize the teaching of religious subjects by persons who have the relevant religious information and the permission of the relevant central body for the management of religious organizations and their periodic certification; and the use of duly licensed literature published abroad.

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 23, 2003 “On the provision of social assistance and benefits for the further improvement of spiritual and educational work in the field of religion” provides for the introduction of educational standards, curricula and students of Islamic institutions and secondary specialized Islamic schools. Given that they receive religious and secular education in accordance with accepted state standards, diplomas issued to graduates of these educational institutions are recognized as a state

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educational document, and graduates are given the right to continue their education in the state system of higher education.

Currently, 16 religious confessions are officially registered in the country (15.10.2020), and the number of religious organizations is 2295. Currently, there are 10 Islamic secondary schools (2 for girls), 3 Higher Islamic religious educational institutions, 1 Russian Orthodox Church and 1 full Evangelical Christian seminary [7].

A statement signed and notarized by at least one hundred citizens of the Republic of Uzbekistan under the age of eighteen, who are the head of the central governing body of a religious organization and initiators of the creation of a religious educational institution in accordance with the Regulations on State Registration, Re-registration and Liquidation of Religious Organizations; a notarized act of the meeting of the authorized governing body of the central governing body of a religious organization, containing information on the creation of a religious educational institution, the approval of its charter and the election of governing bodies, as well as the charter of a religious educational institution; The Bank has the right to carry out activities on the basis of a license registered by the Ministry of Justice of the Republic of Uzbekistan after the submission of a payment document confirming the payment of the state duty in the amount of twenty times the basic calculation.

Education in religious educational institutions is allowed in general secondary education on a continuous basis, after general secondary education, which is compulsory for eleven years. Private religious education is limited by law, and religious education institutions are required to teach secular subjects in accordance with state educational standards and requirements established in the Republic of Uzbekistan.

The desire for religious education among the public is high, and the current coverage of religious education does not meet the needs of the population. This creates a need for young people and various segments of the population to receive religious education in unauthorized (cells), as well as in various religious educational institutions in foreign countries. The diversity of religions and denominations, the high incidence of ideological use of religion in some foreign countries, leads to the emergence of views in the religious worldview of young people that are alien to the ancient religious values.

At the same time, there is a misunderstanding of the essence of pure religious values, susceptibility to various alien ideas, misunderstanding of the balance of world and religious relations in society, inability to integrate into society through deep devotion to religion and disregard for existing values.

Analysis of current events in the world and in our country, the socio-political situation requires an increase in the efficiency of activities in the field of religion and education and the creation of an integrated system for training qualified personnel.

Based on these requirements and needs, on April 16, 2018, the Decree of the President of the Republic of Uzbekistan "On measures to radically improve the activities of the religious and educational sphere" was adopted.

The decree established the International Islamic Academy of Uzbekistan, a leading educational and research institution: to form the consciousness of young people on the basis of in-depth study of the rich cultural heritage of our ancestors, who specialize in religious and secular

education and have made an invaluable contribution to Islamic and world civilization; raising public awareness, especially among young people, about the nature and purpose of destructive alien ideas that equate religion with violence and bloodshed; creating an atmosphere of intolerance in society towards ideas that are alien to our national and religious values; to further increase the sense of involvement and participation of representatives of the religious and enlightenment sphere in ensuring tolerance, mutual respect, kindness, peace and harmony in society, the stability of the socio-spiritual environment; strengthening information and analytical activities aimed at early identification and prevention of factors that may threaten the stability of the social and spiritual environment and freedom of religion in our society in the context of globalization;

Priorities have been identified, such as improving the quality of education based on the development of a combination of religious and secular knowledge, the creation of an integrated system of training, retraining and advanced training of qualified personnel in the field of religion and enlightenment [8].

### **CONCLUSION**

Based on the research carried out, we consider it appropriate to put forward the following proposals and conclusions in order to further improve the interaction between the state and civil society institutions, to achieve the expected results through the coordination of religious education:

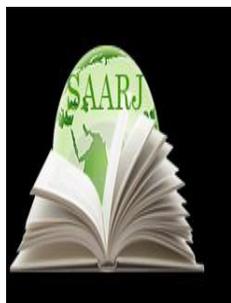
- 1) unification and harmonization of normative documents related to religious education;
- 2) to include in the law on education norms related to the regulation of religious education, taking into account the fact that the programs of 15 religious educational institutions of different denominations include secular sciences on the basis of state standards;
- 3) To further enhance the status of the International Islamic Academy of Uzbekistan as the only higher education institution in the country specializing in both religious and secular education, the study of religion from a scientific point of view and to harmonize the educational standards of all religious institutions through the academy;
- 4) It is necessary to improve the preparation of educational and popular literature that reflects national and religious values, provides educational, pedagogical and developmental skills to a wide range of readers, including students.

Indeed, in Uzbekistan, which is connected to the world social network and is increasingly integrated into the world community in all spheres, it is possible to educate the young generation in the spirit of national, religious and universal values, develop civil society institutions and ensure the country's future.

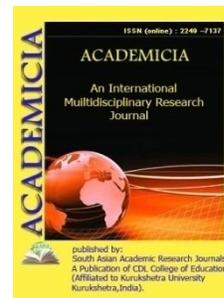
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## TRADITIONAL IDEAS ABOUT COLORS

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### ABSTRACT

*The main point of this article is to gain a deeper understanding of the fields of color and painting, to improve people's skills in color selection, a deeper interpretation of working with color, as well as to address the history of colors, to give a broader understanding of their nature, to explain the unique ways of artists, the main task of this article is to develop the ability to distinguish colors, to perceive color situations and to use them purposefully, to firmly define the names of colors in the Uzbek language.*

**KEYWORDS:** *Artist, Handicraft, Miniature, Painting, Fresco, Swamp, Silk Fabric, Cotton Fabric, Royan, Tumor, Onion Peel, Mulberry Peel, Rooster.*

### INTRODUCTION

All objects and elements in nature are made up of different color-scattering mass substances. Humanity is formed around these colors, sees it, studies and enriches it. That is why a person is an artist according to his character and work. In the last century, questions about color have come to the attention of a scientist who seeks as an independent science. The great painters and theorists of the past were Checcino Chennini (1400s), Leon Battista Alberti (1404-1472), Piero della Francesca (1416-1492), Leonardo da Vinci (1452-1519), and Giorgio Vasari (1511-1574)., Gianpaolo Lomatsoo (1539-1600), Albrecht Dürer (1471-1528), Francisco Pacheco (1564-1654) wrote about their research on painting. Newton (1642-1727) and M. Lomonosov (1711-1765) were also great scientists who It has long been known that colors are associated with magical properties and attributes. Traditional notions of color have been developed in many cultures. Some of them have been inherited and interpreted in a way that is unique to human development.

In addition to expressing aesthetic meaning in arts and crafts, colors have been used in cosmology to characterize the celestial sphere of the universe, and even to define diagnostic and therapeutic approaches in medicine. In our opinion, color is more or less reflected in the attitude as a source of information. Because everyone changes something in their life and creates something new. But people make this change in different ways, in different characters, in different colors. If someone makes it more beautiful, more beautiful, more pleasant, more comfortable than before, someone will do the opposite. The main reason for this is that someone feels the shape, the color well, someone doesn't. People see and analyze a variety of shapes, colors, and objects in nature and in life that are beautiful, beautiful, pleasing, delicate, comfortable. Because people's artistic knowledge and skills in terms of shape and color are different in different ways. Such knowledge and skills are instilled in a person from a very young age, even in infancy.

In Central Asia the doctrine of color has long been associated with the use of miniatures, paintings and frescoes on the walls, panels. Because the art of painting required the ability to choose colors and prepare them. Therefore, each student was first required to prepare colors and memorize their names. Shu bilan bir qatorda boshqa turdagi kasb – hunar egalari ham o'zlari tayyorlagan mahsulotlarga rang berishda yashash tarzidan, millatidan, urf – odatlaridan qolaversa, an' analaridan kelib chiqib, rang tanlashgan hamda ranglarni nomlashgan. In Central Asia were used special mineral dyes. Iron sulphate was used to make black paint. In order to be more resistant in light pomegranate peel was added to the the paint . Sometimes natural dyes were used to dye the fabric: the leaves or stems of the birch and the red berries of the black birch. The color they form is still unknown<sup>1</sup>. In this scientific article, we will scientifically study the work of artisans who have worked to create such ancient colors. Craftsmen make their products according to the needs of the market. For example, Tadjibayev Hakimjon was born in Namangan, Namangan region, and grew up in a family of craftsmen. His style differs from other styles by its uniqueness in the traditions of Namangan embroidery. H. Tajiboyev uses the methods of color preparation of his ancestors for embroidery, mainly red and swamp, yellow silk and cotton fabrics. According to him, this is due to the traditional embroidery of Namangan in the last century. The master dyeing technology of colored yarns has been carried out in a natural way and made colors from natural dyes. This process took a long time. According to the artisan, the dyes can be obtained from all types of plants. In particular, the tumor, onion peel, mulberry peel, rosemary and other plants<sup>2</sup>.

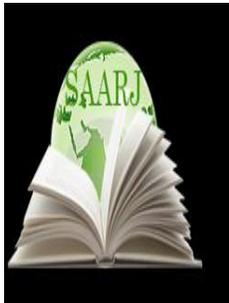
M. Kashgari's information about other artistic paints used in the XI century especially interesting. It is formed from siri-pink, from copper oxide-green, and from cinnabar-red. Undoubtedly, these paints were used in various paintings (murals, pottery, manuscript decoration). Without exception, some of them were used in fabric decoration<sup>3</sup>.

The ancient name of the color is "royan"<sup>4</sup>, and almost all colors are named after this plant. According to the master, by watching the colors in the finished products, not only in Uzbekistan, but all over the world, warm colored products attract more attention of young people, while cold colors are popular with people over 40 years old he said. The master emphasized that if one liked more red, yellow and orange colors, it considers they will be westerners and colors will emphasize the warm. We no longer use the colors we used 6 years ago. We used to use dark colors, but now we use some calm colors<sup>4</sup>.

As a result of our study, the tones of the paints and their naming in the Uzbek language have not been considered in detail. So when we talk about color, we use the names of things that exist in nature, flowers, plants, and so on. For example, velvet, jade, almond, fire, orange or grass, and so on. However, these types of conditional names often do not allow for a clear idea of the shades of color. Therefore, in order to get acquainted with the properties of paints, it is better to study them in groups. The symbol which represents the names of colors like that is one is red, one is blue, and the third is purple, and so on, is called a color tone. Color is an important factor not only in observing the environment, but also in human memory. That is why it is important to pay attention to the exact naming of colors, as they can be seen as a source of certain information. Although artificial dyes have become an integral part of our lives, the authors of the article believe that using the given information and dyeing methods to produce environmentally friendly, natural, healthy and marketable products, the authors of the article would have achieved their goals.

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**DIFFERENTIATED INSTRUCTION AND PRESCHOOLERS'  
 NUMERACY SKILLS ACQUISITION IN RIVERS SOUTH-EAST  
 SENATORIAL DISTRICT**

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**ABSTRACT**

*This study examines differentiated instruction and preschoolers' numeracy skills acquisition in Rivers South-East Senatorial District. Three research questions and three hypotheses guided the study. The study was anchored on the theory of learning by Lev Vygotsky and the theory of multiple intelligent and learning style by Howard Gardner. The study adopted quasi-experimental design. 2,684 respondents comprising of 2346 preschoolers in the transition class in the 1166 public early childhood education centres in Rivers South-East Senatorial District of Rivers State constituted the population of the study. A total of 61 preschoolers constituted the sample for this study. Checklist was used as instrument for data collection for this study, A validated instrument tagged "DIM (Differentiated Instructional Model) and TIM(Traditional Instructional Model) was used. The instruments were validated by 3 experts while the reliability of the instrument was established using Kuder Richardson (K21) test method to obtain a reliability coefficient value of 0.86. Mean and standard deviation were used to answer the research questions. Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 alpha level. The findings of the study established that there was a significant mean gain in the acquisition of numeracy skills in terms of number sense, measurement skills using differentiated instruction in Rivers south-East Senatorial District. Based on the findings of the study, it was concluded that the differentiated instruction was more effective than the traditional instructional model in terms of enhancing the number sense, measurement skills and geometry skills of the pupils. This was evident in the mean gain of the preschoolers. Caregivers should strive to employ*

*differentiated instructional model in preschool centres for the purpose of helping preschoolers effectively developed in their numeracy skills.*

**KEYWORDS:** *Differentiated Instruction, Numeracy Skills Acquisition, Caregivers, Preschoolers.*

## INTRODUCTION

The National Policy on Education (2004) states that preschooler education is a starting point for a child's development and the key foundation of the Nigerian Educational system. The aim of National Policy of Education is to bring out the genius inherent in every individual and to provide an environment that facilitates personality development. It is in the realization of the tremendous opportunities which early childhood education can offer that the Federal Government of Nigeria has specified the 5 goals of this level of education in the National Policy on Education (1981). The 5<sup>th</sup> goal states that learners should be taught basic academic skills. Example: teaching the rudiments of numbers, colors and shapes through play. This play is achieved through differentiated model.

Numeracy is the skill and ability to reason and apply simple numerical concepts while numeracy skills acquisition is the extent a child can comprehend fundamental arithmetic's like addition, subtraction, division and multiplication. For example, if a child can understand simple mathematical equations such as  $6-3=3$ , then one would be considered possessing at least basic numerical knowledge. Numeracy education is aimed at children being able to make connections between numeracy skills and their daily environment, acquiring basic skills, understanding simple mathematical language and applying it in practical situations, reflecting on their own numeracy skills activities and checking results, searching for simple connections, rules, patterns and structures, describing investigative and reasoning strategies in their own words and using these strategies. Many pupils experience numeracy anxiety. Much of this stems from a "one-style- fits- all approach" to teaching. Traditionally, approaches to teaching numeracy have focused on traditional teaching methods, with a limited range of teaching strategies. This has made the same learners not to perform very well in number sense, geometric skills and measurement skills.

Most pupils learn best, however, when surrounded by movement, objects and sound, others need to work with their peers, some need demonstrations and applications that show connections of numeracy to other areas and others prefer to work alone, silently, while reading from a text (Moran, Kornhaber, & Gardner, 2006; Smith, 2002). Curricula goals may be similar for all pupils, methodologies employed in a classroom must be varied to suit the individual needs of all children. But the learners are deprived of all these as a result of teaching model used by the caregiver. This has made the learner not to be active in learning number sense, measurement skills and geometric skills. The type of teaching methods adopted is very important pertaining to whether instruction is pupils-centered, appropriate for pupils' level of development or supportive of their needs Wentzel, (2002) and this suggests a thorough understanding of child development. Moon, Mayes, & Hutchinson, (2004) indicated that there are three main factors within caregivers control that significantly influence pupil achievement: professional characteristics, teaching skills, and classroom condition. Caregivers who prioritize classroom condition and positive pupils-caregiver interaction are successful not due to their knowledge or expertise but due to

their rapport between themselves and pupils Hughes, (1994). This suggests classroom interaction influences numeracy teaching and learning. Therefore caregivers need knowledge of skills in classroom and behavior management Thibodeau& Hillman, (2003) for effective teaching. The problem is what effects these teaching methods/ strategies have on the numeracy skills of pupils presently in Rivers South-East Senatorial District in Rivers State? So this study intends to find out the effects of differentiated instruction and numeracy skills acquisition in South-East senatorial district in Rivers State.

According to Tomlinson (1999), caregivers in differentiated classrooms use time flexibly, call upon a range of instructional strategies, and become partners with their pupils. Educators are diagnosticians, prescribing the best possible instruction for their pupils. Differentiation suggests that all learners can achieve and be appropriately challenged within any classroom. One knows that children have basic needs that must be met before learning can occur. According to Prince and Howard (2002), children need not only to survive but also to thrive. In a differentiated classroom, fear is removed and children are free to take risks in their learning. By developing lessons appropriate to pupils' readiness levels, interest, and learning profiles, caregivers will be able to create prior knowledge and pupils experiences outside of the school environment which will empower pupils to ask questions and share their opinions because they already have knowledge or interest in the topic. With modifications made to lessons, pupils are challenged at appropriate levels to eliminate frustration and boredom. Maslow (1998) emphasized that before higher level needs are even perceived, lower level needs must be satisfied. But it is not so in Rivers South-East Senatorial District.

According to Tomlinson (2001), differentiation calls on a caregiver to realize that classrooms must be places where caregivers pursue their best Understandings of teaching and learning every day, and also to recall daily that no practice is truly best practice unless it works for the individual learner classrooms are currently filled with pupils who have huge differences in their readiness, interests, cultural backgrounds, prior knowledge, and learning profiles. Looking at a typical Classroom and the ability levels within it, one can say that caregivers who do not differentiate teach only a fraction of their pupils. We know that is not the plan of any caregiver; however, without the proper tools, differentiation does not take place.

With the No Child Left Behind legislation, early childhood centers and government have not been able to look at pupils differently in order to develop their skills in numeracy especially in the aspect of number sense, measurement skills and geometric skills. Instructional strategies that are the components of a differentiated classroom that would help in this transition are not provided. In some cases government could not analyze the pupils and see the different readiness levels, interests, and learning profiles and act accordingly. It is these differentiated classrooms that need to be studied to provide empirical data to the field of education to make this reform happen in Rivers South East Senatorial District.

For the Purposes of this study, differentiated instruction is an approach whereby the caregiver uses research based instructional and organizational practices in the teaching and learning process. In a differentiated classroom, the caregiver plans and carries out varied approaches to content, process, and product in anticipation of and response to pupils' differences in readiness, interest, and learning needs. Hall (On-line, 2004) stated, "To differentiate learning is to recognize pupils' considering their background Knowledge, readiness, language, preference in

learning, interests, and to react responsively”. Differentiated instruction suggests that caregivers can design lessons to tap into the interests and readiness of their pupils. You can challenge all learners by providing materials and tasks on the standard at varying degrees of scaffolding, through multiple instructional groups, and with time variations. Further, differentiation suggests that caregivers can craft lessons in ways that tap into multiple pupils interests to promote learners interest in that standard”.

Differentiated instruction allows caregivers to vary the ways in which pupils work alone or in groups, auditory or visual means, or creatively to further enhance pupils learning. A differentiated learning differs from a traditional learning in many ways. Most importantly, in a differentiated learning, more than one way to complete a lesson exists for any given topic. These lessons are designed around the needs of the learner. A lesson plan is not created for each learner, rather, lessons are planned for the readiness, interests, and learning profiles of the group.

The traditional classroom, in which one lesson is designed to meet the needs of all Learners, is failing our pupils, as such classrooms where caregivers think they are using Differentiated instruction but are not. According to McTighe (2006) Caregivers attempt to differentiate learning by giving struggling learners less to do than other learners and by giving more advanced pupils more to do than other learners. It is not helpful to struggling learners to do less of what they do not lay hold of, nor is it helpful to advanced learners to do more of what they already understood before they began the task. It is likely that the “more” or “less” approach to Differentiated instruction occurs when we lack clarity about essential outcomes and thus meaningful basis from which to differentiate. As educators, one must insist on changes that will benefit all learners. This study will examine classroom practices that support differentiated instruction with the purpose of determining if differentiated learning methods have an effect on preschoolers’ academic performances. There are three components of the curriculum that can be differentiated to meet pupils’ needs: content, process, and product.

The content is what the caregiver wants each pupil to know by the end of the unit. The process is the way in which the caregiver designs activities to ensure the pupils learn the content. The products are what the pupils create to demonstrate their understanding of the content. Products vary as pupils are given choices on how to demonstrate their mastery of the content. A lesson can be differentiated in many ways to best meet the needs of all learners. The most common ways that differentiation occurs is by readiness, interest, and learning Profile of each pupil. If based on pupil readiness, lessons would be designed to Challenge pupils at all levels of the achievement spectrum - the high, middle, and low level learners. A lesson organized around interest gives pupils a choice on how they learn the lesson. Pupils may be placed into groups based on a variety of ways including learning styles, interests, or choice, or they may work independently to complete the assignment. For example, if the concept of “air” is taught in class, some pupils may be interested drawing a diagram explaining the concepts. Other pupils may be interested in designing an experiment. They use water in containers and blow it using straws to produce bubbles. Pre-school handbook (2008) blowing water to produce bubbles shows learner that there is presence of air in water. Pupils would have choices as to how to demonstrate their knowledge of the concept. The caregiver can control the choices by creating a choice chart where students select their preferred way to demonstrate understanding of the topic.

A lesson designed to meet the learning profile of pupils would take into consideration the way in which the pupils best process information and ideas, and ways in which learning style, gender, culture, and intelligence preference influence the pupils. Caregivers need to recognize and understand if a pupil is a whole-to-part, part- to-whole learner; likes to work in silence, groups, independently through written expression, speaking, and so on. It is important that pupils also understand their learning strengths so they can make the appropriate choices within the classroom. The caregiver would accommodate for differences in how pupils learn so optimal learning can take place. According to Merrill (2002), most effective learning environments start with a meaningful problem that provides the focus for four phases of instruction: Activation of existing knowledge including skills, Demonstration of new knowledge, Application of new knowledge, and Integration of new knowledge into the learner's world. Many instructional strategies comprise a differentiated classroom. Differentiated instruction should not be examined as an instructional strategy by itself; it is an environment of learning created in a classroom by using best practices in teaching, learning, and lesson design. By breaking down the term "differentiated instruction" and understanding the components of what comprises a good lesson design, the misinterpretations will be removed so caregivers can develop a clear understanding of what differentiated instruction is. This understanding of the concepts of differentiated instruction will allow caregivers to recognize how best practices come together and are key functions in a successful differentiated classroom.

Differentiated instruction is the compilation of the best practices in teaching and pupils learning theories and practices that support learner's performance. Pre-assessment is an important tool to assess pupils' readiness. Pre-assessment data allows the caregiver to create lessons and activities that are appropriate for the pupils, no matter what level they are performing. Learner's background data are taken into consideration when planning. Caregivers need to understand that the prior knowledge with which pupils enter their classroom is based on many factors such as cultural background and family opportunities. The "how" must be based on best practices in instruction and student learning such as readiness, interest, learning profile, choice, and learning styles of the pupils. The product, which is some form of assessment of the content, also revolves around the readiness, interests, choice, flexible grouping and learning profile of the pupil. Adapted from Hall, (2004) these six variables, along with pre-assessment, became the independent variables studied in this research.

Pre-assessment is important to assessments the pupils' skills in number sense, geometry skills and measurement skills so as to know where to place them in the same groups if differentiating by readiness. Pre-assessment informs the caregiver of the pupils' readiness, interests, and background knowledge they bring to the topic. If the numeracy skill acquisition, lesson should be differentiated base on interest, the caregiver looks for ways to engage pupils in the learning by allowing them to study with concrete materials they can see with their eyes. Whatever it is that pupils would like to learn more about, differentiated instruction for interest would allow them to do this.

To differentiate instruction in response to learning profile, the caregiver could address many things including learning styles, pupil's talents, and intelligence profiles. A pupil's learning profile takes into account his or her innate strengths (Multiple Intelligences), how he/she learns best with external stimuli (Learning Styles), and how he/she intakes new information, such as trying to see the big picture or taking in new information in small part. To differentiate this

numeracy skills acquisition by learning profiles, the caregiver could create a learning environment with flexible spaces for the learner to work. Some pupils could count their number on their desks, some on the floor; some may want to work alone, others with peers. Learning profile also takes into account how a learner learns, such as part to whole or whole to part. In this numeracy skill acquisition lesson, the caregiver may need to present the lesson in two different ways to help pupils draw meaning to what they are solving. Some pupils need to see the big picture and what the meaning of the number is before they begin counting, while others need to take it part by part and develop their own meaning. Either way it is presented, the pupils can draw conclusions to their counting and develop a better understanding of the number sense, geometric skills and measurement skills.

Flexible grouping allows for the movement of pupils between groups, which is unlike ability grouping, where pupils remain in fixed groups based on their ability. Flexible grouping is not based only on readiness. A flexible group for counting could include the caregiver placing pupils in groups in a variety of ways. For instruction, the caregiver could place in a group pupils who are having problem with one particular skill in number sense, geometry skills and measurement, so they could receive extra help in that area. For class work, pupils could be grouped based on learning style as to how they want to complete an assignment, such as demonstrating and understanding number sense. Some may want to create a poster on numbers, shapes. The intent of the flexible grouping is to give pupils a wide range of experiences based on their learning needs, not only their abilities. The study therefore seek to ascertain the mean difference interns of acquisition of numeracy skills using differentiated instruction

### **PURPOSE OF THE STUDY**

The main purpose of this study is to determine the mean difference in acquisition of numeracy skill acquisition of preschoolers' in public Early Childhood Centers in River State South-East Senatorial District. Specifically, the study sought to:

1. Determine the mean difference in the acquisition of number sense between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District.
2. Ascertain the mean difference in the acquisition of measurement skills between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District
3. Find the mean difference in the acquisition of geometry skills between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District.

### **RESEARCH QUESTIONS**

The following research question served as guide for the conduct of this research study.

1. What is the mean difference in the acquisition of number sense between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District?

2. What is the mean difference in the acquisition of measurement skills between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District?
3. What is the mean difference in the acquisition of geometry skills between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District?

### HYPOTHESES

**H<sub>01</sub>:** There is no significant mean difference in the acquisition of number sense between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District.

**H<sub>02</sub>:** There is no significant mean difference in the acquisition of measurement skills between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District.

**H<sub>03</sub>:** There is no significant mean difference in the acquisition of geometry skills between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District.

### METHODOLOGY

The pretest-posttest quasi-experimental design was used. This design was used because it was not possible to randomize the classes as this would have led to the disorganization of the classes.

The population of the study comprises of 2,346 preschoolers in the transition class in the 1166 public early childhood centres in Rivers South-East Senatorial District of Rivers State, constituted the population of the study (Rivers State Universal Basic Education Board, 2018/19). 61 pupils were used as the sample for the study. Checklist was used as instrument for data collection in this study. It is tagged "DIM (Differentiated Instructional Model) and TIM (Traditional Instructional Model). The instrument is divided into two parts: (Section A and B) section "A" deals with respondents' age, sex and class. The items under this section sought information on personal data of respondents such as Sex, age and class. Section "B" contains statements based on the question derived. The reliability of the instrument was ascertained using Kuder Richardson (K21) to obtain a reliability value of 0.86 which made the instrument reliable. The instrument measured the number sense, measurement skills and geometry skills of the preschoolers. This formed the components of the numeracy skills acquisition. The questionnaire was in form of a checklist used to rate the preschoolers on the acquisition of the numeracy skills on a 4-point scale. Data gathered from this exercise were collected and statistically analyzed. Mean and standard deviation were used to answer the research questions whereas Analysis of Covariance was used to test the hypotheses at 0.05 alpha

### RESULTS

**Research Question 1:** What is the mean difference in the acquisition of number sense between preschoolers taught using differentiated instructional model and those taught using the conventional method in Rivers State South-East Senatorial District?

**TABLE1: MEAN GAIN IN THE ACQUISITION OF NUMBER SENSE ACQUISITION SCORES OF PRESCHOOLERS TAUGHT USING DIFFERENTIATED INSTRUCTIONAL MODEL AND THOSE TAUGHT USING THE CONVENTIONAL METHOD**

Strategy	N	Pre-test	SD	Post-test	SD	Mean Gain
		Mean		Mean		
<i>TIM</i>	31	7.52	2.06	11.32	1.92	3.80
<i>DIM</i>	30	33.00	8.62	48.33	9.49	15.33

Table 1 showed that the mean gain in the number sense of preschoolers taught using Traditional Instructional Model (TIM) was 3.80 while preschoolers taught using Differentiated Instructional Method (DIM) was 15.33.

**Research Question 2:** What is the mean difference in the acquisition of measurement skills between preschoolers taught using differentiated instructional model and those taught using the conventional method in Rivers State South-East Senatorial District?

**TABLE 2 :MEAN GAIN IN THE ACQUISITION OF MEASUREMENT SKILLS PERFORMANCE SCORES OF PRESCHOOLERS TAUGHT USING DIFFERENTIATED INSTRUCTIONAL MODEL AND THOSE TAUGHT USING THE CONVENTIONAL METHOD**

Strategy	N	Pre-test	SD	Post-test	SD	Mean Gain
		Mean		Mean		
<i>TIM</i>	31	14.35	1.84	22.74	2.77	8.39
<i>DIM</i>	30	51.07	5.26	71.40	8.30	20.33

Table 2 showed that the mean gain in the measurement skills acquisition of preschoolers taught using Traditional Instructional Method (TIM) was 8.39 measurement skills difference while the preschoolers taught using Differentiated Instructional Model (DIM) was 20.33.

**Research Question 3:** What is the mean difference in the acquisition of geometry skills between preschoolers taught using differentiated instructional model and those taught using the conventional method in Rivers South-East State Senatorial District?

**TABLE 3: MEAN GAIN IN THE ACQUISITION OF GEOMETRY SKILLS PERFORMANCES CORES OF PRESCHOOLERS TAUGHT USING DIFFERENTIATED INSTRUCTIONAL MODEL AND THOSE TAUGHT USING THE CONVENTIONAL METHOD**

Strategy	N	Pre-test	SD	Post-test	SD	Mean Gain
		Mean		Mean		
<i>TIM</i>	31	8.74	3.02	15.67	2.74	6.93
<i>DIM</i>	30	27.13	4.41	46.13	8.35	13.00

Table 3 showed that the mean gain in the geometry skills acquisition of preschoolers taught geometry using Traditional Instruction Method (TIM) was 6.93 while the preschoolers taught using Differentiated Instructional Model (DIM) was 13.00.

**H<sub>01</sub>:** There is no significant mean difference in the acquisition of number sense between preschoolers taught using differentiated instructional model and those taught using the conventional method in Rivers State South-East Senatorial District.

**TABLE 1: SUMMARY OF ANCOVA ON THE DIFFERENCE IN THE IN THE ACQUISITION OF NUMBER SENSE BETWEEN PRESCHOOLERS TAUGHT USING DIFFERENTIATED INSTRUCTIONAL MODEL AND THOSE TAUGHT USING THE CONVENTIONAL METHOD**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	23123.918 <sup>a</sup>	2	11561.959	1393.310	.000
Intercept	486.182	1	486.182	58.589	.000
Pre-number sense	2240.146	1	2240.146	269.956	.000
Treatment	395.939	1	395.939	47.714	.000
Error	481.295	58	8.298		
Total	76779.000	61			
Corrected Total	23605.213	60			

a. R Squared = .980 (Adjusted R Squared = .979)

Table 1 shows that there is a significant difference in the number sense acquisition mean scores of the preschoolers taught number sense using the differentiated instructional model (DIM) and those taught with conventional method (TIM) ( $F_{1, 58} = 47.714$ ,  $p < .05$ ). Therefore, the null hypothesis 1 was rejected at .05 level of significance.

**H<sub>02</sub>:** There is no significant mean difference in the acquisition of measurement skills between preschoolers taught using differentiated instructional model and those taught using the conventional method in Rivers State South-East Senatorial District.

**TABLE 2: SUMMARY OF ANCOVA ON THE DIFFERENCE IN THE IN THE ACQUISITION OF MEASUREMENT SKILLS BETWEEN PRESCHOOLERS TAUGHT USING DIFFERENTIATED INSTRUCTIONAL MODEL AND THOSE TAUGHT USING THE CONVENTIONAL METHOD**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	36833.789 <sup>a</sup>	2	18416.895	717.066	.000
Intercept	255.182	1	255.182	9.936	.003
Pre-measurement	737.482	1	737.482	28.714	.000
Treatment	153.795	1	153.795	5.988	.017
Error	1489.654	58	25.684		
Total	171199.000	61			
Corrected Total	38323.443	60			

a. R Squared = .961 (Adjusted R Squared = .960)

Table 2 shows that there is a significant difference in the measurement skills acquisition mean scores of the preschoolers taught measurement using the Differentiated Instructional Model (DIM) and those taught with conventional method (TIM) ( $F_{1, 58} = 5.988$ ,  $p < .05$ ). Therefore, the null hypothesis 2 was rejected at .05 level of significance.

**H<sub>03</sub>:** There is no significant mean difference in the acquisition of geometry skills between preschoolers taught using differentiated instructional model and those taught using the conventional method in Rivers State South-East Senatorial District.

**TABLE 3: SUMMARY OF ANCOVA ON THE DIFFERENCE IN THE IN THE ACQUISITION OF GEOMETRY SKILLS BETWEEN PRESCHOOLERS TAUGHT USING DIFFERENTIATED INSTRUCTIONAL MODEL AND THOSE TAUGHT USING THE CONVENTIONAL METHOD**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	15594.067 <sup>a</sup>	2	7797.033	569.769	.000
Intercept	132.321	1	132.321	9.669	.003
Pre-Geometry	1452.537	1	1452.537	106.144	.000
Treatment	82.769	1	82.769	6.048	.017
Error	793.704	58	13.685		
Total	73714.000	61			
Corrected Total	16387.770	60			

a. R Squared = .952 (Adjusted R Squared = .950)

Table 3 shows that there is a significant difference in the geometry skills acquisition mean scores of the preschoolers taught geometry using the differentiated instructional model (DIM) and those taught with conventional method (TIM) ( $F_{1, 58} = 6.048, p < .05$ ). Therefore, the null hypothesis 3 was rejected at .05 level of significance.

## DISCUSSION OF FINDINGS

The findings of the study revealed that Preschoolers taught with differentiated instruction performed better in number sense than preschoolers taught with traditional instructional model. Preschoolers taught with differentiated instructional model performed better in measurement skills than preschoolers taught with traditional instructional model. Preschoolers taught with differentiated instruction performed better in geometry skills than preschoolers taught with traditional instructional model. In line with the National Policy on Education that learners should be taught basic academic skills. Example: teaching the rudiments of numbers, colors and shapes through play. This play is achieved through differentiated instruction.

The hypothesis 1 was interested if there is a significant mean difference in the acquisition of number sense between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State Senatorial District. The table shows that there is a significant difference in the number sense acquisition mean scores of the preschoolers taught number sense using the Differentiated Instructional Model (DIM) and those taught with conventional method (TIM) ( $F_{1, 58} = 47.714, p < .05$ ). Therefore, the null hypothesis 1 was rejected at .05 level of significance. The findings of this study is consistent with an earlier study. According to researchers and the results of several meta- analyses (Ellis, 1993; Karp & Voltz,

2000; Swanson, 2001) using a combination of direct instruction and differentiating strategies has a greater positive effects than either method alone".

The hypothesis 2 state that there is a significant mean difference in the acquisition of measurement skills between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State Senatorial District. The table shows that there is a significant difference in the measurement skills acquisition mean scores of the preschoolers taught measurement using the Differentiated Instructional Model (DIM) and those taught with conventional method (TIM) ( $F_{1, 58} = 5.988, p < .05$ ). Therefore, the null hypothesis 2 was rejected at .05 level of significance. The findings of this study is consistent with an earlier study. Levy (2008) stressed that by using Differentiated instructional strategy, educators can meet all individual students' needs and helps every student meet and exceed established standards.

Finally, hypothesis 3 sorts the significant mean difference in the acquisition of geometry skills between preschoolers taught using differentiated instruction and those taught using the conventional method in Rivers State South-East Senatorial District. The table shows that there is a significant difference in the geometry skills acquisition mean scores of the preschoolers taught geometry using the differentiated instructional model (DIM) and those taught with conventional method (TIM) ( $F_{1, 58} = 6.048, p < .05$ ). Therefore, the null hypothesis 3 was rejected at .05 level of significance. This is in line with the observation made by Anderson (2007) stipulates that Differentiated instruction integrates constructivist learning theories, learning styles, and brain development with research on influencing factors of learner readiness, interest and intelligence.

## CONCLUSION

Based on the finding of the study, it was concluded that the differentiated instruction was more effective than the traditional instructional model in terms of enhancing the number sense, measurement skills and geometry skills of the pupils. This was evident in the mean gain of the preschoolers in the experimental group which was higher than that of their control counterparts in the three variables measured. The males outperformed their female counterpart over measurement and geometry skills acquisition whereas the female outperformed their male counterparts over number sense acquisition. However, the observed differences in the measured variables were not statistically significant.

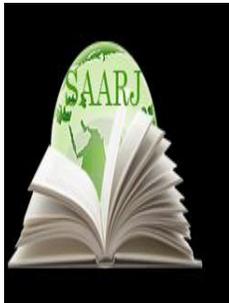
## RECOMMENDATIONS

Based on the finding of the present study, the following recommendations were made:

- Caregivers should try to adopt Differentiated Instruction in the teaching of numeracy skills, so as to advance the number sense, measurement skills and geometry skills acquisition of the preschoolers.
- Preschoolers should be engaged in learning using differentiated instruction irrespective of their gender to minimize the existing gender-inequity in mathematics teaching and learning.
- Caregivers should try to access the readiness, interest and the learning profile of the preschoolers with the use of differentiated instruction and not with traditional instruction.

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## FROM THE HISTORY OF THE MATERIAL ASSETS OF AND ARMOR OF THE ARMY IN THE KOKAND KHANATE

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### ABSTRACT

*This article deals with the weapons and material resources of the army in the Kokand Khanate. It shows the development of the khan's army over time and the changes that have taken place in this area, as well as the advantages and disadvantages in this area.*

**KEYWORDS:** *Weapons, Armor, Swords, Shields, Shotguns, Cannons, Gunsmiths, Guns, Gunsmiths, Defensive Weapons.*

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### INTRODUCTION

The supreme rulers had made great efforts to establish the governing system and expand the territory of the country since the Kokand Khanate was established. This process, in turn, required a large number of irregular and regular troops to protect the territory of the country and to ensure its security. Moreover, the unstable situation within the khanate itself required a greater focus on the army. These measures aimed at increasing the number of troops repeatedly could not save the country from the complex political events. The solution to the problem largely depended on the level of armament of the army and the modern-day weaponry. One can answer the questions such as how the weapons of the army were developed and how advanced they were in the Kokand Khanate, according to sources and archival documents of the time.

It should be noted that at first, the arms of the Kokand army consisted of simple firearms and cold weapons, as in other Central Asian khanates. The basis of these weapons was daggers, swords and spears made by local masters. These weapons, usually made by local masters, are usually inherited from father to son.

Among the artisans and craftsmen of the Kokand, craftsmen had great reputations and respects. Two kinds of swords were made by local craftsmen, the first of which was bent, moon-shaped, and the second was in the correct shape. The moon-shaped sword was widespread in the army of the khan, and these types of swords were light and sharp, allowing for precision to strike. Because of this quality, it was superior to the European swords [1.15]. Swords were made of animal horns, ivory and trees. Sword sheaths were usually made of wood and covered with metal in three parts. Qualitative swords were made in 15 days, whereas swords with low quality were ready for 3-5 days [2.217]. Weapon, sword and spear weapons were not produced in homogeneous amount. In the course of military expenditures, the production of such weapons had increased several times. The demand for such weapons was much higher than their actual availability. It should be noted here that the importance of cold weapons - swords, the importance of spear and soldiers' protective armor, helmets, shields had decreased after the proliferation of small arms, as seen in the other khanates of Central Asia in the Kokand army, in the end of the 18<sup>th</sup> and early 19<sup>th</sup> centuries. In the 19<sup>th</sup> and 20<sup>th</sup> centuries, Russian E. K. Meyendorf noted that some of the soldiers in Bukhara had "a small armor, an iron helmet and a shield made of oxen skin" [3.144] and the Kokand army was not an exception. When the Merk Castle of the Kokand Khanate was captured by Russian troops in 1862, the following weapons were seized: 2 cannons, 2 falconets, 82 rifles, 3 shields, 1 armor, 24 fighters, 113 swords [4.211].

The Kokand rulers had been trying to recruit British, Afghan and Turkish specialists since the beginning of the nineteenth century with the aim of reorganizing the army according to modern requirements, improving its military tactics and skills. They also tried to equip the khanate army with European weapons.

In particular, the Khan of Kokand sent to Sultan Said as ambassador to Turkey to ask Sultan Abdulaziz to give four pieces of cannon, pistols, and Turkish military uniforms [5.10]. These reforms were also carried out by Hudoyorkhan. In this regard, it is written in "Aziziy history": "The Hudoyorkhan has brought many good rifles from Islambul and increased the number of soldiers and cannons and he found good masters and increased rifles and pistols. [6.15]

The archive documents on the manufacture of weapons by foreign experts were also preserved. A merchant named Ismail wrote about that he saw a number of French and British people were engaged in armaments in the Kokand and also witnessed 12 European copper cannons during his stay in Tashkent in 1860 [7.105]. There is also information that one of the military commanders of the Turkish Sultan sent Zamonbek, a man known for weapons and military science to Yakubbek who was military servant of Kokand in 30-40 years of 19<sup>th</sup> century [8.100].

Information on the purchase of rifles manufactured abroad for the Khan's army was obtained from the archive of Kokand khans of the 1970s, local historians and also in the works Russian tourists in the Kokand Khanate. In particular, one of the archive documents informs us about that Azizkhoja had been given money to buy a European rifle by Mullah Muhammad [9]. The archives document also states that the Azizkhoja bought a European rifle (a french bow) for this money.

The increase in the number of troops in the Kokand Khanate naturally led to an increase in demand for weapons. This requirement was not always met by foreign arms. Not only were imported weapons from abroad priceless, but there was also a lack of specialists in training and maintaining them.

Therefore, the Kokand rulers had tried to satisfy the army's need for weapons with weapons made by local craftsmen. The main focus was on manufacturers of various weapons. An analysis of the history of the Kokand khanate suggests that there were several types of weapons for the army. Most military-related workshops (guns, ammunition, cold weapons, artillery equipment) belonged to the Khan and his family members [10.206]. Although the production of weapons in Central Asia had been around for thousands of years, due to the lack of knowledge and technical view in the khanate, the European science and technology revolution was virtually unknown. As a result, in almost all areas of the khanate, it also led to the preservation of medieval traditions in the production of weapons. This was the case with all the weapons makers in the khanate. There were two types of guns gun manufacturer workshops. In the first type, workshops produced rifles, and in the second - European rifles.

In Central Asia, rifles were widely used as weapons of war and hunting by the end of the 16th century [11.21]. The rifle was one of the first firearms that was popular in the army of the Kokand Khanate since the 18th century.

The lightning bolted through the stone. The author of the 19th century, I.Paramonov, wrote in this regard: "The main part of their guns are rifles. Table of this type of weapons was mainly made in Europe. Most of the majority were from India. There were also tables made by local craftsmen, but their quality was very low. The device for ignition was all made by local craftsmen. They used special tool to create comfort for themselves while shooting [12.218].

The caliber of rifles were different. Some rifles had fitted with handcuffs, some did not. The number of locked rifles and pistols in accordance with European standards also gradually increased in the army of the Kokand Khanate [14].

Rifle workshops were located in different cities and regions of the khanate and were supplied by the khanate as mentioned above [15.312-313]. The city of Namangan was distinguished by the production of weapons, that was, rifles. Rifles were mainly imported from Russia [16.66-67]. In Andijan, a European-style rifle workshop was built, where guns and other weapons were repaired [17.207]. V.Velyaminov-Zarnov believed that rifles made by khan masters did not meet the requirements [18.207]. The analysis of the data presented above shows that there were no large rifle manufacturers in the Kokand Khanate. At the same time, spare parts for the production of rifles, similar to those made in Europe, were imported from Russia and elsewhere via India and Afghanistan, suggesting that the khan's workshop served as a assembly shop. Of course, by the middle of the 19<sup>th</sup> century, the involvement of many foreign experts in the field of weapons production had a positive effect on the quantity and quality of rifles in the army. It should be noted that the weapons manufactured in the khanate were sold not only to the khan's army, but also to the people living in the neighboring areas. Most of the rifles used in Kazakh for hunting and fighting were made in the Central Asian khanates [19.22]. The Kyrgyz people received firearms, shotguns and other weapons from the Kokand khanate. These weapons, manufactured in Kokand, could be seen transporting more and more weapons to the country, especially for the Kyrgyz [20.8].

Trappers, guerrillas, riflemen, spearmen, armor-dwellers lived in Kokand, Uratapa and Margilan. A special brick workshop was also operating in Kokand during the Hudoyorkhan (1865-1876). Gunpowder was produced in Margilan, in the village of Chaykent in Andijan, in regional centers. Gunpowder is manufactured not only at government-owned enterprises but also in private

workshops. The quality of the powder produced in the Kokand khanate was contained in the archive documents of 1860: "The quality of the powder of the Kokand was very poor. It contained a lot of coal and moisturized quickly. If you took some of it into your hand or paper, black dust will remain in your hand [21.258]". As you can see, the quality of powder made in the khanate was in poor quality. But there was enough gunpowder in the army. The following archival information confirms that there is enough gunpowder in the army. It was noted that 32.5 pounds of gunpowder was found when Tokmak's fortress, which belonged to the Kokand khanate, invaded in 1860.

It is worth noting here that the keeping place of gunpowder in the castles was very secretive. The special entrenchment were dug by the criminals sentenced to death and then executed [22.341].

The formation of an improved army in the khanate and the establishment of numerous fortresses along the state boundary contributed to the formation of artillery units. There were also workshops producing cannons in order to meet need of artillery units. In archive of Kokand khanate in seventies of 19<sup>th</sup> century, there were workshops listed as "Tubbana" and "Ishkhanai Tombona" [23]. These workshops were well-organized to produce cannons and accessories for them. Based on the archive data, these workshops can be classified into the following types: Kernel Workshop "To'brizon company"; workshops for gunpowder and nucleus, workshops for rifle pipe cleaning equipment and banners (pipe cleaning equipment) workshops; workshops for cannons situated in the Tashkent of Kokand Khanate, Kokand city and Andijan.

The cannons used in the army of the Kokand Khanate could be in two types. The first was a large caliber, which can be used to protect the castle, and second was a "jaloir" used in field battles, it was a small-caliber. This is confirmed by archival data. Some khanate cannons were said to be difficult to carry to move from one place to another, and some Kokand cannons were very easy to carry [24.320-330].

Kokand cannons were made of copper and cast iron. Most of the cannons were made of copper and cost to the khanate. Archives of the 1960 and 70s show that, in some cases, copper items were collected from the citizens and used for cannons to provide the army with the canon [25.86].

This indicates that the need for cannons in the khannate's army was not in proportion to the extraction of natural resources necessary for their production.

Large-caliber castle cannons were used mainly in defense. In military cases, some carried on horses while others by camels. They were used on the battlefield. V.Velyaminov-Zernov wrote about usage of Kokand cannons on the battlefield: cannon called "yazali" shot only to one side" [26.230].

The nucleus fired from the cannons were prepared with hard iron and in some cases, lead. The nucleus was created as follows. Small iron slices were covered by hard iron. Stone could be sometimes put into the center of the nucleus. The center of some of the nucleus was perforated. When it was fired, it flew loudly, and it played a major role in shattering enemy troops. The original nuclei were not explosive. The production of explosive nuclei was then put in place [27]. The cannons made by the Kokand masters did not meet modern requirements. This conclusion was supported by the opinions of the Russian military. In addition, there was no sturdy base and

device to find a target that allowed them to move their cannons without moving. Kokand artillery can be described as primitive” [28.258].

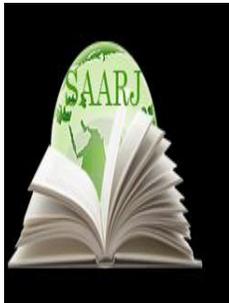
As mentioned above, military reforms had led to the invitation of many foreign experts to the khanate, the introduction of modern procedures in the army, and the improvement of weapons. Perfection was particularly evident in the field of artillery. Production of cannons by British specialists arriving via Kabul in the Kokand workshops enhanced further the combat capabilities of the artillery during the Mallakhan period [29.254]. The improvement of the army of Kokand khanate, including artillery, was also confirmed by Russian military officers and military personnel. The Siberian Corps General Gosfort, in his report of 6 June 1855, described the improvement of the Kokand army: "Kyrgyz, foreigners, and military experts sent by the Turkish Sultan during their (Kokand) camp stated that they saw the introduction of modern procedures in the army" [30.91]. Positive changes in the Kokand army were also confirmed by General M. G. Chernyaev's statement to the top commander after the capture of Chimkent Castle: "We were surprised to see explosive nuclei. According to the information I have obtained, it is European who is producing cannons in Tashkent" [31.178] - General M.G. Chernyaev, who captured Niyazbek Castle in May 1865, said in his report: Weapons had been improved. "there were weapons such as the cannons at the same quality as our cannons, as well as the rifles the same as ours" [32.275]. It is clear that the measures taken by the supreme rulers have brought their results, albeit in part. However, we should not conclude that there were few cannons before the arrival of foreign experts. Although, it did not meet the quality requirements of the Kokand cannons, it is quite quantitative. In particular, archival documents of 1854 show that there was a cannon workshop and at the time of the reference there were 17 cannons in the center [33.169]. According to the same period of time, Andijan also had a large arms factory, which produced 5 cannons per year [34]. Due to various wars and military actions, the Kokand khanate had lost most of its weapons. In particular, as a result of the invasion by the Russia to khannate frontier fortresses and large border towns, many soldiers and material things were taken as bait. It consisted of 39 cannons, 1,500 rifles, large quantities of gunpowder, lead, and 1,910 pounds of flour, 3,200 pounds of corn, and 224 horses [35.39]. Such losses did not adversely affect the military power of the khanate. Because of the absence of railways and limited access to water transport in the Kokand Khanate, as in European countries, carts were used as the main means of communication and transport during the military operations. Archives also confirm that the weapons and supplies needed for the Kokand army were carried in carts. One of these documents is dated 1871, when money was separated to Bahti Muhammad for paying the carts loaded with guns which should have been delivered to the gatekeeper Mulla Abdujalil Vodil [36]. According to archival documents, in some cases the footslogger unit in the Kokand khanate was transported by carriages from one place to another [37.306]. In both cases, it is stated in the documents that the transportation was paid for. This information indicates that they may use a rental service for a vehicle.

Despite government attention to the supply of weapons and material needs for the army, the absence of large arms manufacturers in the khanate, the lack of modern scientific and technological achievements in the production of weapons, however, the fact that the entire production process was based on manual labor in existing workshops, as well as all other Central Asian khanates in the production of weapons, led the Kokand khanate to fall behind. This, in

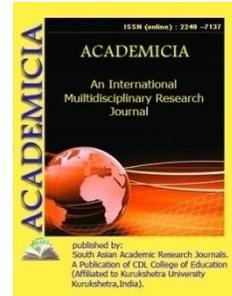
turn, has a negative effect on the Khan's army against the aggression of the Russian army, and is one of the factors that led to the liquidation of the Kokand Khanate by Russia.

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## THE ROLE OF CULTURE AND ART IN SHAPING THE SENSE OF PATRIOTISM IN YOUTH

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### ABSTRACT

*The article provides insights into the role of culture and art in educating young people in the spirit of patriotism. Legal documents aimed at realization of creative and intellectual potential of youth were analyzed. At present, increasing the level of reading in our country, raising the culture of reading is given great importance... But there is also talk of the fact that many of our children are away from the book and spend most of their time on social networks". A person needs creative thinking, regardless of what field of activity he is engaged in. In the process of finding a solution to a particular question or issue that has arisen, creative thinking is manifested, and the solution of the problem suddenly or unexpectedly "burst" appears.*

**KEYWORDS:** *Youth, Socialization, Art, Culture, Creativity, Creativity, Innovation, Social Lift.*

### INTRODUCTION

The fact that our young people are rightfully able to take responsibility for the future of our motherland and are becoming the decisive force of today and tomorrow gives us pride and pride. It is necessary to bring to a logical conclusion our extensive work in this area, in particular, our national programs on education and training.

In the first volume of the National Encyclopedia, patriotism is given the following tariff: patriotism — the expression of love and loyalty of people to their native land, to their own understanding. Patriotism is a universal feeling, one of the spiritual values that has been common to all people, people, nations, polished for centuries. Historically, patriotism is also a set of feelings that have been improved in the process of social development of people in connection with the fate of their homeland, the struggle of the people for inviolability and independence of the territory in which they live. This is manifested in the pride of the past and destiny of the

motherland, in the protection of its interests. It is also not surprising that the love of the motherland is from faith[1].

Along with the breadth of the scope of opportunities, it is also the fact that the information space is full of diverse ideas, views, technologies for its promotion, factors influencing social consciousness and thinking that are focused on different goals and interests. Therefore, it is one of the topical issues of today that fill the gaps in the minds, minds and minds of our young people, our children, by protecting them from foreign and harmful influences, by directing their inner world towards perfection. “When we say why, we cannot ignore the formation of our children on the basis of some questionable, harmful information, not on the basis of our world and national literature, whose consciousness, worldview has been tested for centuries, a treasure of high spirituality”[2].

At the beginning of all such noble deeds, of course, our teachers and mentors, who have enough knowledge and skills, even more precisely, school education is the main one. Because eleven years of the child's life pass in school, this is not a little time, but the most productive and responsible period for the education and upbringing of a person is the school period. And the need to absorb human qualities from youth is known to all of us. “At present, increasing the level of reading in our country, raising the culture of reading is given great importance... But there is also talk of the fact that many of our children are away from the book and spend most of their time on social networks”. As our compatriot noted, it is very sad that our young people are not reading books. The problem of raising our children to the book is that, above all, literature requires qualitative renewal in teaching. In the readers, love for the book is formed only after they know the secret of the read book. Literature education is not only the opinion of the reader youth, but also the educational process that has been committed to the formation of their feelings, hearts, the world of emotions.

Today, the youth of Uzbekistan is known to the world with their enthusiasm, talent and high thinking. Their achievements clearly demonstrate the potential and strength of our country. Therefore, it is important that the head of our state continues, consistent, practical system activity is established in the bright manifestation of the independence generation's happy life and talent. We know in which country the more talented, dedicated and creative young people, the more socio-economic development there is. The state, thinking about its future, paves the way for creative activity in all spheres of social life. In this place, it will be worthwhile to study the psychological and spiritual aspects of this issue in order to comprehensively understand the creative activity and the creative process. Any kind of creativity cannot be imagined without creative thinking. Creative thinking evristics (Latin “evrica” – I'm finding, I'm exploring) is exploring. Evristics deals with the methods and legalities of creative activity and the organization of the creative process. The root of heuristics goes back to ancient Greek philosophy. From ancient times, Greek scientists, then our ancestors of thinkers, too, motivated people to contemplate, creativity and creativity. Evristics is a branch of science that closely interacts with such disciplines as psychology, physiology of higher nervous activity, cybernetics. When a person searches for the answer to a particular question that has arisen, solves the tasks set by himself, when new judgments and concepts appear in his consciousness, in such cases, creative thinking begins to manifest itself.

The strategy of innovative development of the country is closely connected with the effective use of scientific and technical potential created in it, embodying the fate of the future generation, the state and people's interests on the basis of the educational system. The prestige of any state in the world community is determined by its intellectual perfection. Article 42 of the Constitution of the Republic of Uzbekistan "everyone is guaranteed the land of scientific and technical creativity, the use of cultural achievements. The state takes care of the cultural, scientific and technical development of society", [4] states.

Talented, self-sacrificing creative youth plays an important role in the socio-economic development of the country. In order for young people to be able to expose the problem, to study it comprehensively, to observe the causes and consequences of the problem, to think independently about the problem, to analyze the various possibilities of solving the problem and to find the best way to solve it, it is important to develop creative thinking and creativity in them. A person needs creative thinking, regardless of what field of activity he is engaged in. In the process of finding a solution to a particular question or issue that has arisen, creative thinking is manifested, and the solution of the problem suddenly or unexpectedly "burst" appears. In this process, a qualitatively new material or spiritual value is created. The creative capacity of a person is manifested in creativeness, that is, creativity, a tendency and a quest for thinking new ideas. The creative process requires knowledge, experience and talent from a person, as well as enthusiasm, perseverance, endurance, mindfulness, accuracy. Joint creative thinking and creativity are the guarantee of scientific success.

Factors that hinder creative thinking and creativity:

1. Distrust of creative potential, fear of failure. This process interferes with the imagination, creative thinking, initiative of the creator. Some creators do not allow to be sluggish in the implementation of their ideas and bring to the end what they have started.
2. Self-criticism, low evaluation of its own scientific potential. There must be a balance between talent and self-criticism. Low self-assessment leads to a creative barrier. A person learns from his mistakes, mistakes call him a novelty and creative thinking.
3. Laziness, laziness, laziness. Today it is possible to model any experience based on computer technology, in all conditions for the creator, but there are no Berunids, Ibn Sina, Forobids, Khorezmids, Bukhariids, Termizids. However, the great thinkers did not stop from striving, searching, reading-learning, creativity, despite the hardships and difficulties.
4. The desire to immediately find a solution to the problem that arose in the creative process, the silence of thought, the inability of thinking to "bend". If the creative person follows the traditional way of thinking, three to the creative barrier, as a result of the silence of thinking, "thought" does not come.

It is known from history that theater as a center of culture and enlightenment plays an important role in the formation of human artistic and creative thinking in the life of society. Among the young people of developed countries, negative views, such as "information attack", "mass culture", the internet and the like, going from to various social networks, are one of the issues that many people are thinking about, the extent to which theatrical art plays a role in the fullness of young people on an increasingly popular stage. Therefore, many effective works are being carried out in our country in order to pay special attention to the importance of theatrical art in

the education of young people and to further raise their love for this kind of art. In particular, the president of our country Shavkat Mirziyoyev defined a number of tasks within the framework of “five important initiatives to raise the spirituality of young people, to organize their free time meaningfully, to launch works in the social, spiritual and educational spheres on the basis of a new system”. At the very beginning of the five initiatives, the tasks associated with increasing the interest of young people in art, in particular, in theatrical art, the emergence of talent were established, and the task was set to establish an additional 1,5 thousand circles under the district, city cultural centers, secondary educational institutions, among which were youth theater studios and “youth clubs”. After all, it is our supreme goal to create an ideological immune system in relation to various foreign ideas in them and to educate a harmonious generation of thoughtful contemplation, through a wide propaganda of theatrical art among young people, the formation of love for art, art, showing our historical, great figures, heroes of our time, raising respect for our history, our nationality. Today, 38 theaters and several theater studios operate in our country, of which 14 are intended for young people and children. These theatre halls are working with the purpose of increasing the youth's love for art and art, Motherland, formation of creative thinking through the performing works.

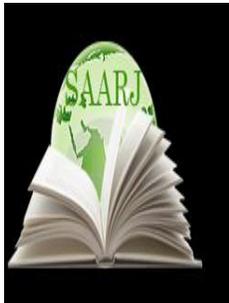
In this regard, Uzbekistan offers to develop the International Convention on the rights of young people – a general international legal document aimed at the formation and implementation of youth policy in today's rapidly developing conditions of globalization and information and communication technologies.”[5] at the invitation and initiative of President Shavkat Mirziyoyev, the Council of Heads of SCO member states adopted a “joint appeal of SCO Heads of state to young people”. By the present time, countries such as South Korea, Turkey, Iran, India, with the help of the film industry, managed to achieve greatness of their history, national pride, spread the name of the country to the world. Unfortunately, the film industry of Uzbekistan has lagged behind development. As a result, it became necessary to introduce the world community to increase the image of the country, opportunities of the film industry, the rich cultural heritage of Uzbekistan, the beautiful nature of filming on its territory. The Cannes International Festival, which was considered the largest forum of the world filmmakers, was considered an important area in the realization of this goal. For this reason, on the basis of the support of the Youth Union of Uzbekistan on May 8-18, 2018, the young filmmakers of our country participated in the 71-Cannes International Film Festival in France, organizing the first national pavilion “Uzbekistan”. In the process of carrying out its work, the National Pavilion reached agreements with about 20 advanced film companies, distribution organizations, state cinematographic institutions, film producers and directors of International Film Festivals. The participation of young filmmakers from Uzbekistan at the International Film Festival, which serves the development of the national culture of peoples at the international level, in turn, plays an important role in promoting the high level of implementation of the state policy on youth and the great attention paid to young people in our country. In item 33 of the resolution of the president of the Republic of Uzbekistan dated July 18, 2017 № pp-3138, special instructions were given on the production of modern art films of a high level, which have a positive impact on the education of young people.[6] In accordance with this task, the Council of young filmmakers of the Youth Union of Uzbekistan and the Center for the development of cinematography jointly with the Ministry of Internal Affairs and the national television company of Uzbekistan for the first time produced a full-length national feature film Scorpion, which fully complies with world standards. It is planned that the film will focus on one of the most important

factors that cause an increase in crime among young people – the family environment, which will encourage its healthy formation and serve to create the image of heroes of our time. On a global scale, culture and art are used as the greatest means of propaganda, a weapon of propaganda.

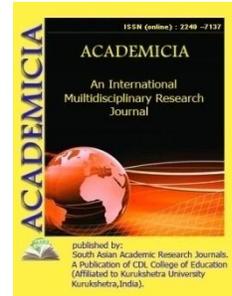
In conclusion, it is worth noting that on the basis of reforms in various areas of culture and art, the ceremony of patriotism, loyalty to national values and universal values is one of the effective means of implementation of state policy on youth in our country.

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**SOME ISSUES OF INNOVATIVE CULTURE**

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**ABSTRACT**

*The article examines some theoretical and methodological issues of the problem of innovative culture in the light of the challenges of our time. The effectiveness of the innovative activity of social actors is largely determined by the state of the so-called innovative climate of society, which, in turn, depends on the nature of the attitude towards innovations on the part of the main social groups, on the part of different generations. One of the most developed modern applied scientific disciplines is innovation management, understood as a body of knowledge and a system of actions aimed at achieving the competitiveness of the created innovations. In a historically short period of time, before the final result of innovation asserts itself, selection occurs either due to the distorted interests of the majority ("false consciousness", ideology), or due to the imposed interests of those who have power and are able to suppress any claims from adherents of alternative (innovative) norms and values.*

**KEYWORDS:** *Innovation, Innovative Ecodynamics, Norms Of Innovation, Efficiency Of Innovation, "New" And "Old" In Innovation, Systematic Approach To Innovation.*

**INTRODUCTION**

An innovative culture is knowledge, skills and experience of purposeful preparation, integrated implementation and comprehensive development of innovations in various areas of human life while maintaining the dynamic unity of the old, modern and new in the innovation system; in other words, it is a free creation of the new in compliance with the principle of continuity. A person as a subject of culture transforms (renews) the natural, material, spiritual worlds and himself around him in such a way that these worlds and the person himself are more and more fully imbued with human meaning, humanized, cultivated, i.e. more and more fully acquire the features of the universal cultural trinity of Truth, Goodness and Beauty.

The very concept of "innovation" first appeared in the scientific research of cultural studies (primarily German) in the middle of the 19th century and meant the introduction (infiltration) of some elements of one culture into another. At the same time, it was usually about the introduction of European methods of organizing production and life in traditional (archaic) Asian and African societies. In the 20s of the last century, the patterns of technical innovations (innovations) began to be studied. Later (in the 60s and 70s), a special interdisciplinary area of scientific knowledge began to take shape - innovation. Innovation specialists use the accumulated data of various sciences - engineering, economics, sociology, psychology, acmeology, technical aesthetics, cultural studies, etc. One of the most developed modern applied scientific disciplines is innovation management, understood as a body of knowledge and a system of actions aimed at achieving the competitiveness of the created innovations.

Innovation today is the science of what technologies for creating new things should be (in the broad sense of the word) and what are the social, technical, economic, psychological and other prerequisites that ensure an increase in the effectiveness of such innovative technologies.

It is a generally accepted fact that modern post-industrial civilization is associated with a radical turn in the system of relations "man - production", namely, with the fact that the modern economy is becoming more and more innovative. Among other things, this means that material and material factors of production cease to be the main ones, because become obsolete every 5-6 years. Tools of labor, machines, machine tools, various kinds of equipment are changing right before our eyes. An additional impetus to this process is given by the large-scale informatization of production and the entire life of society. The main factor in the renewal of production and increase in its efficiency is the person, his knowledge, skills, experience, creativity.

In this regard, the entire social organism undergoes sharp transformations, and the division of societies according to socio-economic, technological or socio-political criteria is replaced by the classification of social systems with "fast" or "slow" economies. "Fast" economies are based on innovation, on the principle of uniqueness, originality. Imitation, repetitions here, as a rule, do not have public recognition, and are often simply condemned. "Slow" economies are stably traditional and inertial. Here, changes are usually implemented haphazardly and within the framework of existing traditions. In the East, for example, if someone wanted trouble, they said: "May you live in an era of change!"

At the same time, we note that innovation and tradition are interrelated sides in the development of production, science, technology, economics, art, etc. In a broad cultural context, traditions can (and should!) Be regarded as a necessary condition for any development. A society that has lost its traditions, its historical memory ceases to develop, degrades, since the connection between generations is interrupted and marginalization (from French *marginal* - edge) of large social groups and other destructive processes occur. On the other hand, society cannot exist without changing.

Thus, the unity of innovation and tradition, which is fixed in the general cultural principle of continuity, is the most important prerequisite for social progress. The connecting link in such a dynamically changing unity are those elements of culture that we habitually attribute to the modern - modern science, modern technology, modern economics, etc. It is in this sense that we can talk about the main task of innovative culture as a task to achieve a kind of innovative "ecodynamics", i.e. the search for the optimal (in concrete historical terms) balance between the

old (past, "classics"), modern (present, "modern") and new (future, "futurism"). And since the threshold of innovative susceptibility for the old, modern and new is not the same, insofar as the innovative "section" of this multidimensional space in the given concrete historical parameters (social, economic, political, technical, religious, informational, etc.) leads to an uneven change in the energy potential of each of the interdependent elements of this triad. In other words, any innovation as a kind of normative (cultural) deviation provokes the rejection of the old, the mobilization of the modern expansion of the new. At the same time, however, the preservation of the identity of the sociocultural system as a whole is possible precisely as such a triune interdependence, i.e. integral interdependence. But the archaic or, say, "fantasy" only correspond, ie coexist on the periphery of this ecumene.

At the same time, it is obvious that in each specific case, innovation associated with the necessary negation of previous norms and rules begins with the manifestation of creativity, originality, a departure from existing generally accepted traditions. Naturally, such abilities are possessed by selected members of society, the so-called "minority". However, with the help of various means of suppression, strict social control, censorship, all sorts of prohibitions, legislative obstruction, etc. the conservative (and sometimes aggressive) part of society may prevent the wider social community from recognizing or initially accepting innovations. Here, one of the main questions is the question of the selection criteria or selectors adopted in a given culture, which do not allow some innovations to spread, and allow others to break through. It is reasonable to assume that the most important selection criterion, acting on large time intervals, is the objectively expressed interests of the majority of members of society. But, as you know, the majority can often be mistaken, and even quite willingly. In a historically short period of time, before the final result of innovation asserts itself, selection occurs either due to the distorted interests of the majority ("false consciousness", ideology), or due to the imposed interests of those who have power and are able to suppress any claims from adherents of alternative (innovative) norms and values. A textbook example from the history of science in this regard is the persecution of supporters of the development of genetics and cybernetics in our country in the middle of the last century. Academician Dubinin was then accused of "running some kind of fly with public money" (meaning his experiments on studying the mechanisms of heredity in the *Drosophila* fly), instead of working on the problem of increasing the number of cattle. And cybernetics was not called anything other than "bourgeois pseudoscience". According to the famous American philosopher and sociologist R. Merton, a certain degree of deviation from existing norms is **functional** (in a positive sense) for the basic goals **of all** major social groups. Innovation that has reached a certain critical level may result in the formation of new institutional patterns of behavior that will turn out to be more adaptive than the old ones. If innovations break through all filtering mechanisms and gain wide public acceptance, the phase of their diffusion begins. Here you can observe several options for further development or, conversely, regression of innovation:

- a) the so-called "compensation" can occur when the initial innovative changes cause **negative feedbacks** that seek to reduce the importance of innovations, or even completely destroy them by means of counter-reform;
- b) "overcompensation" can also occur when the resistance to the introduced innovation is so great that the compensatory mechanism reacts too strongly and seems to be "overfilled"; not only preserves the existing state of affairs (status quo), but also finally changes the given structure in a

direction opposite to that assumed by the innovators. This retaliation is called the "boomerang effect";

c) changes caused by the introduction of innovation can be limited to a given local area (production, science, technology, etc.) without any consequences for other spheres of social life

d) there are situations when some initial innovations in any area lead to random transformations of a certain limited number of components in other related socio-cultural subsystems; this gives the existing social (economic, political, spiritual) space a chaotic character; there are some modifications in its various fragments, but ultimately it remains unchanged;

e) finally, the most important option for the development of innovation is the systemic enhancement of changes due to the action of positive feedbacks, or "second cybernetics" ("snowball?"); here, the initial innovative changes entail a chain of successive shifts in other components of the already mega-system and without the direct participation of the initiators of the innovation up to its complete transformation. This often happens in the field of technology: for example, with the invention of the car, airplane, conveyor production, computer, the very way of life of millions of people is radically changed.

The ironic R. Musil, the author of the satirical novel "A Man Without Properties" (1942), was convinced that a quill pen was written in German better than a steel pen, and a steel pen was better than a fountain pen. When the dictaphone was "improved," he believed, they would stop writing in German at all. The complete innovative displacement, most likely, also has three stages: the "steel pen" and even the "fountain pen" still remain adequate means of "writing in German", but the "dictaphone" turns out to be an absolutely foreign neoplasm in the organic matter of German "writing", as, incidentally, and German "reading": the era of the "dictaphone" can no longer authentically read what is written with a "goose quill". The dynamic impulse of the innovative culturalistalt ("classic-modern-futurum") is reconstructed as institutional, i.e. formalized and extra-institutional, i.e. abnormal, segments of social space. The radicalism of such a reconstruction is determined by the levels of institutional and non-institutional tolerance of society to innovative deviations, as well as the degree of conjugation of these levels. Obviously, restoration (as well as overcompensation or "boomerang effect") is also revealed as a consequence of the sharp dissonance of various social fragments. Normal innovation presupposes precisely the necessary and sufficient similarities and differences between them. In this case, the socio-cultural fringe (for example, argot, slang, underground, etc.) on the sharp bends of the historical spiral either plunges into archaism, or breaks into the modern cultural background with some exoticism (the latest example of such a "cultural innovation": thieves "Everything by!" on the T-shirts of young people demonstrating in support of the president).

Today it is generally accepted that cultural deviations, even if committed secretly and deliberately as asocial, constitute a necessary functionally significant link in the chain of innovative changes. Moreover, there may come a time when the majority begins to openly accept cultural deviations (especially if the "violators" are successful), and when, as R. Merton aptly remarked, "these lucky crooks become role models". But if the apology of the postmodern pastiche turns out to be all-pervading, and the social structure and social institutions become fragmented to a scattering of incompatible puzzles, then the dam of modernity overturns, the classics, like Atlantis once plunged into the abyss (to the extra-institutional "intellectual bottom"), and the entire innovative culture with its "novosti" "How the self turns into a kind of

infantile-nudist (barbaric, plebeian)“ holiday of disobedience ”with balloons, video clips,“ fan fingers ”,“ geshefts ”, soap operas, etc.

“Syndrome of novelty” (novelty, by all means) and its countless quasi-surprises (counterfeit products) are one of the most common types of innovative pathology, and its bearer is a kind of mutant of postmodern acculturation, the tragedy of which is permeated by its impossibility of “entering the tradition ”, Which he (like a respectable modernist) secretly desires from others and from himself.

The effectiveness of the innovative activity of social actors is largely determined by the state of the so-called innovative climate of society, which, in turn, depends on the nature of the attitude towards innovations on the part of the main social groups, on the part of different generations. As a rule, innovation leads to an increase in conflict in society, which, in turn, inhibits the introduction of innovations. This phenomenon is designated as the innovative inertia (incapacity) of society.

At the same time, the following tendency is noted in the attitude of society towards the so-called "epoch-making" innovations: the shorter such an innovation is in time, the more resistance it meets. Therefore, the innovative culture here is manifested in the fact that such changes are carried out evolutionarily, gradually.

The world of innovation is not limited to technology and technology. Improving management, for example, is also carried out through the introduction of innovations. What all these changes have in common is that they are a renewal activity, i.e. transformation of someone else's activity.

The main constituent (driving) contradiction of this world is the contradiction between the "old" and the "new", and the attitude to this contradiction, according to the just remark of N.F. Fedorov, expressed almost a hundred years ago, is essentially an attitude towards progress itself with all the ensuing philosophical, political, moral, economic and other consequences.

Although by themselves, objectively, the categories of “old” and “new” are not axiologically loaded, in a specific sociocultural context they are perceived precisely from the side of their value, forming the very need for either the new or the old.

Recognizing that, in general historical terms, the contradiction between the old and the new is fixed mainly in the New Time, one should, at the same time, note the tradition of his philosophical reflection going back centuries.

It should be noted that the “new” and “old” are considered exclusively as dynamic (historical) categories. In the socio-historical context, the contradiction between the old and the new is revealed as the relationship between the past, present and future.

The new often undergoes various metamorphoses. So, it can mimic the old or use other forms of "conspiracy", the varieties of which are determined by the functions that the new carries in itself. In the modern history of Russia, for example, an unnamed voucher privatization (an obvious element of "shock therapy") mimicked a social program designed to ensure the growth of the welfare of the majority of the country's population (a well-known economist and politician publicly equated the cost of one voucher with the cost of two Volga cars) ...

The very need for something new as a sociocultural phenomenon is a relatively young formation, which is characteristic of the new European rationalistic (scientific) consciousness in its difference from religious and mythological consciousness.

There are at least two points of view on the problem of the relationship between the new and the old, their main social functions.

According to one of them, the need for something new is socially destructive and represents a random fluctuation, while the main regularity of social development is traditionalist continuity.

Conversely, opponents of this point of view believe that it is the need for the new that is the source of self-movement of social systems. Conclusions of modern systemic studies are consistent with this view: systems strategically oriented towards stability, harmony, etc., sooner or later are doomed to stagnation. Specific scientific studies of the problems of innovative culture also reveal a very wide range of concepts, views and interpretations.

So, for example, in the theory of culture, there is a point of view according to which innovation in art is the so-called "secondary processing", i.e. exchange between the realm of the valuable and the non-valuable. An example is avant-garde art precisely as a secondary processing of archaic and primitive art, which in the era of the Renaissance and Enlightenment was in the realm of invaluable. In other words, innovation acts as a rejection of traditional answers and a search for a new answer in the priceless one (see B. Groys).

This interpretation echoes the understanding of innovation offered by the famous Italian philosopher A. Meneghetti. He believes that a genuine ("free") innovator can only be an individual who has completely "eliminated the system from himself" and thereby gains the opportunity to use any "system" as a means, as if it were simply a typewriter, those. such an individual would be a person of the so-called "Mephistophelean" type. And this "innovator" can achieve a completely new social, economic, political or technical goal not just with new means, but with a new application of old means.

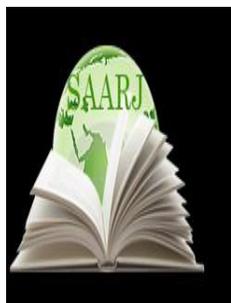
In innovatics, it is the innovation system that is considered as a systemic object, which includes: 1) material and intellectual resources of innovation - "input"; 2) the created innovation - the goal ("exit"); 3) the market, which is the external environment for the innovative system and determines the very need and parameters of the created innovation ("feedback").

**In conclusion**, it should be specially noted that in the theoretical analysis of innovation systems and the rationalization of their functioning, the following logical substitution should be avoided in every possible way: the use of a systematic approach in the study of innovation does not mean that this activity is in all cases a system itself, especially in some its completed form. The system-forming category that integrates a certain set of elements into an integral innovation system is the concept of "new", understood as a relation (thing, property) that marks the transition of a measure that determined the qualitative specificity of the previous (pre) system. Therefore, by the way, interrelated elements of the innovation system in the strict sense can only be those that carry this characteristic (ensuring the transition of the measure) as essential. Therefore, no other elements (things, properties, relations) can be included in the structure of the innovation system as such. They can only coexist in it along with the actual basic elements that ensure its systemic quality (novelty). According to the fundamental systemic principle, a particular innovation system includes only those elements, the connections between which within

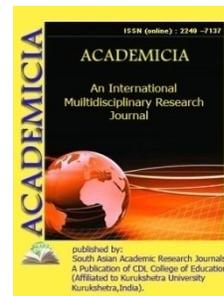
this system are essential, and also fundamentally more stable and more interdependent than the connections between these elements and any non-systemic formations (things, properties, relations). Simply put, these must be elements that provide the necessary integrity of the system. As already mentioned, in our case (in the context of increasing the culture of innovation), we are talking about ensuring the harmonious integrity of the old, modern and new.

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## INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN EDUCATIONAL PROCESS

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### ABSTRACT

*This article discusses the history of the use of innovative pedagogical technologies in the educational process, its emergence, stages of development and the application of pedagogical technologies in the educational process. Here is also describe the international evaluation programs, ways of application, PISA, TALES, TMMSS, PIRLS and ERMA EGMA, which can achieve high efficiency in teaching proses in our country.*

**KEYWORDS:** *Innovative Technologies, Educational Process, Didactic Materials, Techniques, Applications, Foundations, Process.*

### INRODUCTION

It is widely accepted today that to learn English as second or foreign language, a person should set himself to the task of acquiring a huge amount of the lexicon of English. In addition, research studies in corpus linguistics point out that the language which is used in speech and writing covers a high proportion of pre-fabricated language therefore, foreign language learners must develop a good foreign language vocabulary in order to grasp what they hear and read and to express themselves fluently and appropriately.[1,3]

We know the emergence and development of a technological approach to the educational process has a long history. From the history of our educational institutions, from the research of our scientists, it is clear that the development of this approach to the educational process can be divided into three stages:

- Experience and knowledge gained by humanity, which is carried out only by the teacher, is given to the student only through the teacher;

- Textbooks and handbooks are published. There are didactic materials to help the teacher;
- Teaching technologies are in content, which is technical means for teachers and students, teaching machines have been added, the concept of programmed education has emerged. New approaches are emerging to help increase the effectiveness of education.

The technological approach to the problem of increasing the efficiency of education appeared in the 30s of the XX century. During this period, the concept of "pedagogical technique" appeared in the specialized literature and it was considered as set of methods and tools aimed at clear and effective organization of teaching.

Nowadays, UNESCO has published the Bulletin of "Pedagogical Technologies" of the International Bureau of Education since 1971, and the Russian Federation has been publishing the journal "School Technology" since 1997.

In accordance with the Presidential Decree of March 1992, selection of entrants to higher education institutions of the Republic by means of tests and the introduction of pedagogical tests in education system were the first. Special research has begun on the problems of pedagogical technology. The essence of pedagogical technology, its definition and role in the field of pedagogical education was first explained in 1993 by N. Saidakhmedov in the journal "People's Education". Significant work has been done in our country in this direction. The Journal of Educational Technology is being published. There are also scientific articles on the implementation of pedagogical technologies in many scientific and methodological journals, such as "People's Education", "Pedagogical Education", "Education" and others.

## **MATERIALS AND METHODS**

As well as, a lot of scientists are conducting effective research on the theoretical foundations of pedagogical technologies and their application in practice. Of these, the research work of J.Yuldashev, R. Juraev, U. Nishonaliev, M. Saidakhmedov, B. Farberman, K. Ishmatov, H. Abdugarimov, K. Zaripov, T. Nazarova deserves special mention. The analysis of scientific research conducted in Uzbekistan shows that today in the Republic the study of the theoretical and practical foundations of pedagogical technologies, their potential and their application in the educational process are considered to be measures of national importance. Some kind of experts recognize that pedagogical technology is a requirement of the times, as well as a new modern direction, and recommend its application in the educational process with the introduction of national features, the second group of experts to avoid the crisis in education. and emphasize that the only way to increase the effectiveness of education is to use pedagogical technologies and create its perfection or to ensure that they give the desired results even in different. Experts of the third direction argue that pedagogical technology is a prerequisite for the evolution of education, its theoretical and practical foundations, the creation of mechanisms to adapt to market relations, the need to look at education as the main policy. At the same time, there are a number of issues that need to be addressed in this area.

Today, new forms are used to assess the quality of education worldwide. Extensive use of international student assessment programs is being implemented in the field of education in our country. It is important to organize and compare existing foreign assessment programs, to develop an appropriate national assessment system that can meet modern requirements in cooperation with international educational institutions. Generally, the students did not seem to

believe in memorization; in accordance with their beliefs, they responded, negatively to rote memorization strategies. They most focused on guessing, dictionary strategies and activation strategies. The results suggest that learners employ a wide range of vocabulary learning strategies other than rote learning strategies.

The beliefs of acquiring vocabulary in context, learning vocabulary and putting it into use and, oral repetition, extended dictionary, dictionary looking, visual encoding strategies were highly correlated with vocabulary size test. But on the other hand, memorization strategies, guessing strategies in wider context, dictionary comprehension, dictionary looking-up, self-initiation, usage oriented note-taking, using word lists and activation strategies were not highly correlated with vocabulary size test.

The secret to vocabulary learning may include helping students see the relevance of strategy use in learning foreign language vocabulary, introducing them to the strategies used often by proficient vocabulary learners and most important encouraging them to develop their own effective strategies for learning.

Comprehensive study of Uzbekistan's participation in international education quality assessment programs and ensure its participation in these programs;

1. Development of a National Program for Assessment or Monitoring of the Level of Knowledge of Student Youth Based on International Experience;
2. Considering the implementation of various foreign programs that teach English in schools, taking into account the publication of the most advanced results of scientific achievements and literature in English.
3. To define the qualification requirements of the specialists responsible for education in preschool educational institutions by specific criteria and to establish by law that they are fully responsible for the general education of children;
4. Determining the maximum and minimum indicators of the number of students in groups and classes in preschool and general secondary education, based on the methods tested in international practice;
5. Organize specialized classes in each school for 8-9 year olds, identifying gifted children in primary grades using psychological tests.

Based on the above requirements, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 on measures to organize international research in the field of education quality assessment in the public education system established the National Center for International Research on Education Quality Assessment under the Cabinet of Ministers. Special training is required to participate in international research. The role of the media in the transition to each new process is much higher.

## **DISCUSSION**

Therefore, high results can be achieved through advocacy work in the media by experts in the field. In this process, science methodologists, inspector methodologists, professional development system, school administration, science teachers, parents and students are also required to be active.

In this process, the following work should be done:

1. Science methodologists provide teachers with complete, accurate, and uninterrupted information about international assessment programs;
2. The content of school lessons should focus on preparation for research;
3. It is required to organize and hold competitions, festivals and various events;
4. Teachers, on the other hand, are constantly analyzing student results,
5. Traditional control structures should be gradually transformed into new molds;
6. Changes and additions to the curriculum in the system of professional development,
7. Involvement of skilled teachers in research under the international evaluation program;
8. To acquaint teachers with the literature of foreign scientists,
9. At the end of the course to take practical work in accordance with the assessment programs;
10. Advocate for international assessment programs among parents and the public;

It is known that all the areas related to education need to work together. Strengthening the creative environment between the school teaching staff and students, improving the work of methodological associations, discussing internal results in the pedagogical council, ensuring the integration of the science teacher in the teaching process can also help to increase the image of the international assessment program.

Let's take a look at the following international assessment systems currently used around the world.

1. PIRLS tests
2. PISA
3. TMMSS
4. TALIS
5. EGRA and EGMA

PIRLS (Progress in International Reading Literacy Study) is an international study that aims to identify and evaluate the characteristics of primary school students in countries with different education systems that lead to different levels of achievement. Of course, such research is of great importance for workers, scientists, Methodists, teachers, parents and members of the public in the field of public education.

These studies were coordinated by the International Association of Educational Institutions (IEA).

The PIRS project is organized to determine the level of development of reading ability of 4th grade students. According to international experts, the foundation is laid for success in the further education of schoolchildren in primary school. Countries such as Hang Kong (571), the Russian Federation (568) and Singapore (567) lead the PIRS survey for 3 periods (2001, 2006, 2011).

Kazakhstan first participated in this project in April 2016. The number of participants was 10,256, of which 4,925 were 4th grade students, including 4,925 parents of 4th grade students, 234 primary school teachers, and 172 principals. On December 5, 2017, the UNESCO Board (Paris, France) announced the results of more than 50 countries participating in PIRS-2016. The international research PIRS-2016 XEA encyclopedia provided the best curricula and unique information materials on the experience of developing young students' reading ability. Participation in the PIRS provides an independent and objective assessment of the level of fluency among primary school students in Uzbekistan. In addition, the openness and integration of education in Uzbekistan will ensure the integration of the world's leading education systems into the international community. Preparations for the PIRS study have also begun in our country. The printing of textbooks and notebooks for special primary school students is being carried out in stages.

PISA - The main goal of this program is to test the level of literacy of 15-year-old students on the basis of various tests based on fluency, mathematical literacy and natural sciences. The program was launched in 1997 and has so far involved 78 countries. PISA is held every 3 years and each time the emphasis is on a certain science. In 2000, emphasis will be placed on reading literacy, while in 2021, emphasis will be placed on mathematical literacy.

There are 4 different test methods used in these tests:

1. One-answer tests;
2. Multiple answer tests;
3. Tests with short or detailed answers;
4. The reader's opinion on the solution of a problem.

TMMSS countries are widely used in the education system. The TMMSS program is organized by the International Association for the Evaluation of Educational Achievements (IEA), which identifies the quality, level, attitudes, and interests of 4th and 8th grade students in mathematics and social sciences. It is conducted once every 4 years. This study, similar to the PIRS study, will conduct additional surveys among school administrators and teachers to identify key factors that hinder science. This makes it possible to compare education standards developed in that country with those in other countries. According to the 2015 TMMSS survey, the education systems of the United States, Singapore, Hong Kong, the Republic of Korea, Japan, Russia, and the United Kingdom have the highest rates. It should be noted that in these countries, special attention is paid to the development of high-tech, industrialization and high-level development of specific sciences, in which students work on a little more than the key talents and abilities, and the number of students in groups and classes does not exceed. A similar practice exists in the United States. Since 1999, the number of students in groups in educational institutions has been set at 16, given that a single teacher has the opportunity to educate 16 children in a 40-minute lesson.

TALIS- (the Teaching and Learning International Survey of Leaders and Teachers Organizing the Teaching and Learning Environment and Educational Working Conditions in Educational Institutions). This study was first conducted in 2008 with the participation of 24 countries. The second phase was held in 2013 and was attended by 3 countries. The Russian Federation also participated in the study this year. In 2018, 46 countries became participants in the TALIS

presentation. The essence of the study is to conduct a survey with teachers and school leaders. The survey with the principal mainly included opinions on school management, teacher performance appraisal, school environment, and satisfaction with their work in a multicultural environment. The survey of teachers showed that there are different areas of professional development, the whole teaching activity, the implementation of teaching activities in a particular classroom by the teacher and the positive interaction with the school community. It should be noted that TALIS is the only community of inquiries that focuses on the organization of the learning environment and the work process of teachers in the educational institution.

EGRA (leakage) and EGMA (mathematics) - this study will help to improve the performance of primary school students and identify gaps in the learning process. This rating system is used in more than 70 countries around the world.

The development and gradual implementation of the draft international evaluation program EGRA and EGMA. EGRA and EGMA international assessment programs are being implemented in the public education system of the Republic of Uzbekistan in cooperation with USAID.

To achieve effective results through the above international assessment programs, students are also required to study diligently. Continuous development, active participation in social relations in society, the flow of fiction outside the textbooks, the creation of a personal library at home, helping peers with disabilities, effective use of information sources (computer, telephone, television, Internet), extracurricular activities to participate in science, sports and art clubs, to be able to apply theoretical knowledge in practice. In the process of this activity, the parent should create an environment that stimulates and motivates the child to learn.

## CONCLUSION

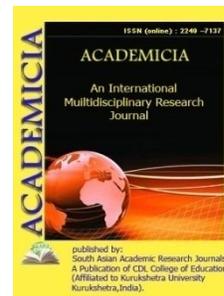
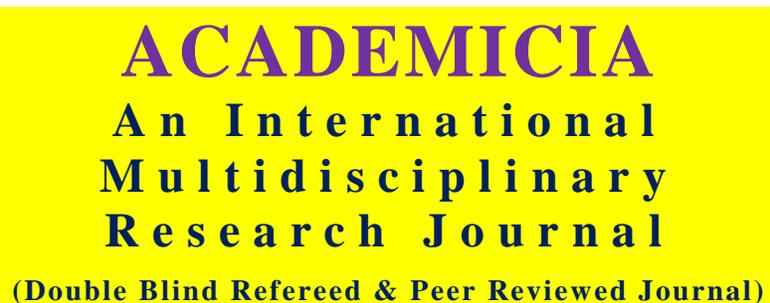
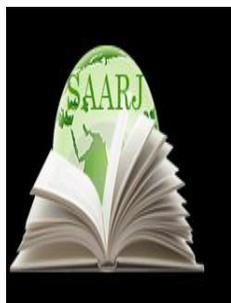
In general, the lack of participation of such international programs in the assessment and monitoring of the education system in our country or the lack of a National Program for assessing or monitoring the level of knowledge of students, the quality of the level of mastering a subject by regions and the scope of work. Limiting the opportunity to go and carry out appropriate reforms. Also, the fact that the level of education in primary and general secondary education is lagging behind the pace of reforms may lead to a shortage of qualified personnel in the near future.

In this regard, we consider it appropriate to implement the following recommendations: Monitoring and evaluating knowledge is both a motivating tool for the reader and a tool to motivate them to work more on mistakes. Therefore, this system needs to be further improved in our country. This way it requires educators to work on them less. Every citizen should be able to take a responsible approach to the development of the children of the next generation as high-potential, cultured, spiritual, broad-minded people. Students are also encouraged to learn material in greater depth than they might otherwise have done, and to think of creative ways to convince the teacher that they have mastered the required material. Oftentimes people will feel that they are getting nowhere when a student simply wants to speak about their job, their cat, or even their favorite things! Since they usually are the ones paying for it, they will argue that they can have the right to do this. Naturally, this is true. If they want to talk incessantly about their pet, then simply incorporate that into the whole lesson. The more they talk, the better their English will become!

In conclusion, Uzbekistan is also successfully working on the introduction of innovative pedagogical technologies in the teaching and educational process. The creation of their theoretical and practical foundations has become a state.

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## TRANSFORMATION OF THE NATIONAL CULTURE OF RUSSIAN DIASPORA OF UZBEKISTAN (BY THE EXAMPLE OF WEDDING CEREMONY)

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### ABSTRACT

*This article is devoted to the transformation of the national culture of the Russian Diasporas in Uzbekistan on the example of wedding ceremonies. This is the first comprehensive study of the Russian wedding in Uzbekistan. The basis of the study consists of such methods as: personal observation, oral survey – conversation and standardized survey – a specially developed socio-psychological, ethnographic questionnaire (SPEQ) for this study; written survey – a semi-open socio-psychological questionnaire (SPQ) specially developed for this study.*

**KEYWORDS:** *Russian Diaspora, National Culture, Wedding, Transformation, Uzbekistan.*

### INTRODUCTION

The history of the Russian diaspora in Uzbekistan dates back to the second half of the 19th century. For many decades, Russians have played an important role in the implementation of the most important social, economic, political, scientific, educational and cultural programs. After the proclamation of independence, the majority of Russians adopted Uzbek citizenship.

Russians in Uzbekistan are one of the largest ethnic minorities in the country along with Tajiks and Kazakhs, one of the largest Russian diasporas outside modern Russia.

The Russian Cultural Center (RCC) operates in Uzbekistan, which was registered on March 2, 1994 by the Ministry of Justice of Uzbekistan. It is a non-governmental, non-profit public organization. The main direction of its activity is strengthening friendly relations of the Russian people with others, careful preservation and development of traditions, values, spirituality,

language, customs of the Russian people (Kak jivyotsya russkim v stranah Central'noi Azii, Kak jivyotsya russkim v Uzbekistane, Russkii kul'turnyi centr g. Tashkenta).

In modern life, cultural traditions play an essential role. Being an extremely flexible cultural phenomenon, traditions perform the complex function of linking the present with the past (Chistov 1983: 16, Budina and other 1982: 39).

Considered one of the cultural traditions of Russians are wedding rituals.

There are three successive stages in the wedding ceremony of the Russians:

- 1) Pre-wedding, which included matchmaking, “sgovor” (engagement), “smotriny” (*miai* – house inspection), bachelor and hen parties, ritual bath for the bride and groom before the wedding and various ritual actions on the bride's territory;
- 2) Collecting the wedding train, the groom's arrival for the bride, meeting the young at the parents' house, bringing the dowry, ceremonies after the first wedding night. The wedding feast took center stage;
- 3) Post-wedding, covered the second day of the wedding feast and rites and ceremonies aimed at introducing the young to the family and the husband's home, and visits of the young to the next of kin.

With all the variability of the rite, its general structure remains unchanged, including the following main components:

- matchmaking;
- *miai* (*smotriny* – “looking at yards”, “looking at a place”);
- engagement – *sgovor*, *rukobitie* (announcement of the decision about the wedding), *zapo* (*propoi*) (joint feast);
- *vytie* (preparation for the wedding day);
- bachelorette / bachelor party;
- wedding transportation (train);
- wedding ransom from the slavs;
- wedding (*venchanie*);
- partying (*gulyanie*);
- wedding feast.

During its existence, wedding rituals have undergone continuous changes, especially intensively in the 19th – early 20th centuries. Already at that time, among the Russians of Central Asia, certain elements of the wedding were a rather rare occurrence or generally dropped out of the wedding ritual. Many of the existing wedding ceremonies have lost their original meaning and, as a rule, were interpreted from the standpoint of existing family relationships. Wedding folklore has also undergone significant changes. A.F. Mozharovsky wrote in 1857 that “perhaps one century will not pass, as wedding songs will sink into eternity, leaving behind only memories from books” (1875). This even took much less time.

The distance of Russians from their homeland isolated them, and already at the end of the 19th and the beginning of the 20th centuries changed the traditional wedding ceremony even more significantly. Many Slavic peoples who came to these lands, that is, all the “old-timers” (they settled here until 1917) associated themselves with the Russian people, for all Russian was the

main language, and despite the fact that the culture of this population was so saturated with Ukrainian elements, that researchers-diasporologists unanimously considered this “a natural consequence of the predominance of the Ukrainian element among the immigrants” (Brusina 2001: 133). This element has become so accustomed to Russian culture that nowadays Russians do not distinguish them, even Ukrainian is mistaken for their culture. This can also be seen in wedding ceremonies of Russian. At present, however, the bulk of the more than five million Russian population of Central Asia are not “old-timers” who arrived in the region before 1917, but migrants from several “waves” caused by important historical events in the USSR in 1930s-1970s (Dubovickii).

At the same time, there is a further reduction in the wedding ritual, the combination of certain structural elements of the wedding and wedding terms. Thus, our study (SPQ) among the Russian diasporas in the city of Tashkent (68% of women, 32% of men) showed that the majority of Russians (79,6%) either rarely observe or do not observe national wedding ceremonies and customs at all. Only 20,4% of Russians often or always observe national wedding ceremonies (Figure 1).

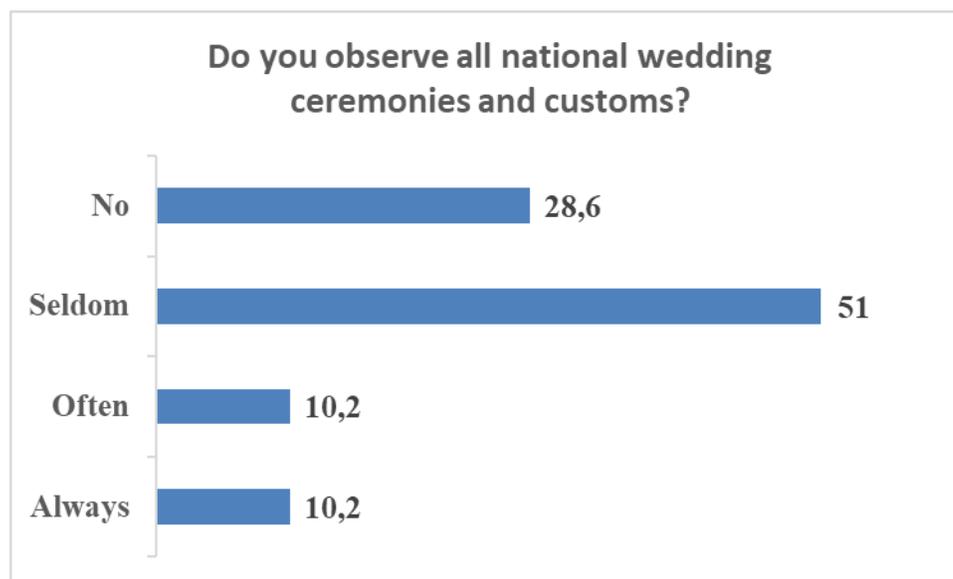


Figure: 1. Observance of national wedding ceremonies of Russians in Tashkent

Thus, “sgovor”, “rukobitiye”, “propoy” (“zapoy”) that used to be separate wedding acts are carried out simultaneously and are designated by any one of these terms. The duration of the wedding has decreased. Many rituals have disappeared irrevocably. Many actions are performed in a simplified form, often acquiring a comic, playful character.

The number of active wedding participants has dropped significantly. The wedding is seen as a purely family celebration. Ubiquitously among the Russian diasporas a variety of ritual food at a wedding has given way to the consumption of ordinary dishes.

It should be noted that it is the national elements in the traditions, including wedding ones, that distinguish Russian culture from others. It is interesting to note here that the Russians themselves

are neutral (59,2%), calm (2%) and even positive (8,2%) towards the disappearance of some rituals and customs. Only 26,5% of Russians are opposed to the disappearance of rituals (Fig. 2).

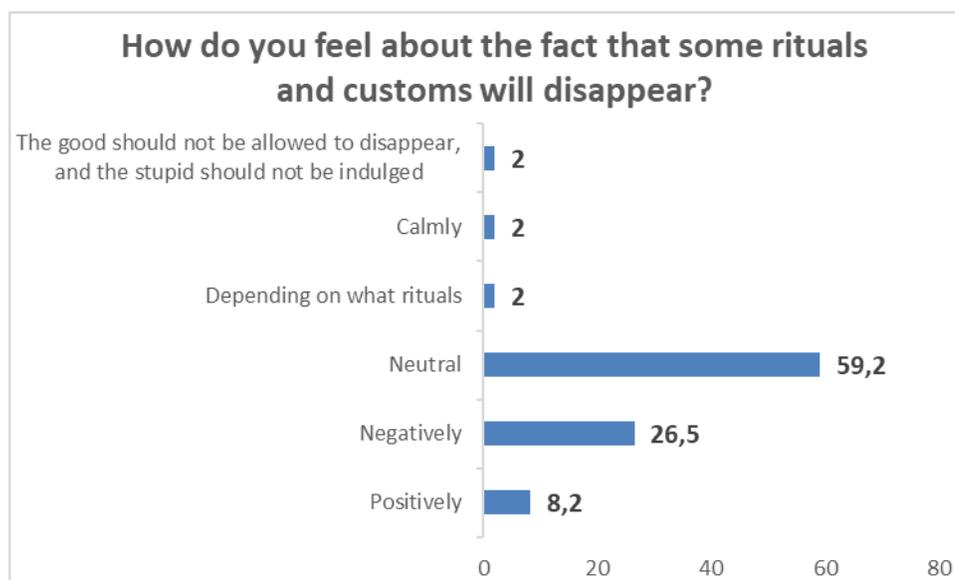


Figure: 2. The attitude of the Russians in Tashkent to the disappearance of some national customs and rituals

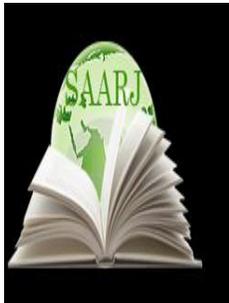
It should be noted that the old traditions, although they have undergone changes, they continue to live in villages of Russia. And the Russian diasporas in Uzbekistan have a completely different situation, they have developed a kind of peculiar wedding ceremony, in which there is more European than traditional Russian. Here the rituals of all European diasporas have united, and something has developed – one whole. Of course, they have their own distinctive features.

Through the assimilation of Western values, the cultural globalization of the wedding ceremonies of the Russian diasporas in Uzbekistan is taking place. At the same time, it stimulates the emergence of new values, as a manifestation of a new spiritual revolution taking place on the basis of this new system of values. The danger of such consequences for culture draws the attention of E.U.Baydarov. He notes that no one can say about such a culture: "This is my culture." "In this way, no one's culture is built, it has no subject, no one is responsible for it" (Baidarov 2010). Therefore, a play wedding ritual can be anything: spiritless, low-quality, destructive ... And if this culture is nobody's, then no one is obliged to master it, develop and improve its components, including play wedding rituals. Most of them today are stereotyped, fragmentary, conventional, and poor in content (Reprinceva 2019). The modern game wedding ritual ceases to fulfill its essential function: "inscribing a person into the world, giving meaning to a person's life and being" (Baidarov 2010).

In general, the 20th century in Uzbekistan can be called the period of the formation of wedding traditions among the Russian diasporas. A rare wedding now does without the traditional loaf, veil, and exchange of rings. For most, traditional wedding rituals have become more of a theatrical performance than a belief in their meaning, but still these wedding traditions continue to exist, being an integral part of Russian culture.

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**THE SPECIFIC EFFECT OF THE REPRESENTATIVES OF THE  
 SHAYBANID DYNASTY ON THE SOCIAL-SPIRITUAL LIFE AND  
 DEVELOPMENT OF PEDAGOGICAL IDEAS OF THE BUKHARA  
 KHANATE OF THE 16TH CENTURY**

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**ABSTRACT**

*This article provides a comparative analysis of the socio-political, cultural life of the Bukhara Khanate in the 16<sup>th</sup> century and the influence of the Shaybanid dynasty on the development of pedagogical thought at that time. In particular, in the Bukhara khanate of the 16<sup>th</sup> century, the pedagogical foundations of development in science, art, culture, education and other areas during the reign of the Shaybanid dynasty were presented.*

**KEYWORDS:** *Shaybany, Culture, Religion, Sufism, National Heritage, Cultural Life, Madrasa, Mosque, Mudarris, Contemplation, Science, Painter, Poet, Scholar.*

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**INTRODUCTION**

If we look at history, we can witness that the 16<sup>th</sup> century began with great changes in the socio-spiritual and political life of the Bukhara Khanate. The Timurid dynasty, which ruled Movarounnahr and Khorasan for 137 years, was later replaced by the Shaybanid dynasty.

The Shaybanid period left an important mark on the history of Uzbek statehood. In particular, on the way to the restoration of the Shaybanid state, Muhammad Shaybanikhan reunited the Uzbek tribes that had disintegrated after the death of his grandfather Abulhairkhan. As a result of long struggles, in 1480 he managed to restore the Uzbek state. In particular, Muhammad Shaybanikhan's ability to combine the culture of nomadic tribes and the cultural achievements of Central Asian cities ensured the success of his victorious marches.

## LITERATURE REVIEW

We all know that in the 14<sup>th</sup> and 15<sup>th</sup> centuries, thanks to the activities and efforts of a mature statesman, a skilled commander, patron of science and culture Amir Temur and the Temurid princes, a large and strong state in Monarounnahr and Khorasan achieved cultural heights. Unfortunately, in the life of a large country that had achieved and developed a unique scientific renaissance, by the end of the 15<sup>th</sup> century, internal conflicts and disputes for the throne had begun. As a result of long-lasting wars, people's lives and lifestyle have become much more aggravated. Cultural development, on the other hand, came to a slow halt.

It is noteworthy that Muhammad Shaybanikhan managed to restore the completely disintegrated Timurid empire and turn it into a single centralized, socially, economically, politically and culturally developed country. Thus, after the Timurids, Samarkand and Bukhara, the cultural centers of Movorounnahr, became the centers of science again as a result of the efforts of the Shaybanid dynasty.

## MAIN PART

According to an analysis of a number of historical sources, since almost all of the Shaybani rulers were knowledgeable and enlightened people, at the same time they were not only supporters of scientific progress but also its patrons. They did not lose the rich scientific heritage and traditions of cultural life created by the Timurids, but, inspired by the Timurids, saw themselves as the followers and successors of this culture and made a worthy contribution to its development. A vivid example of this can be found in the information of the historian Kamoliddin Binoi that even in 1494-1500, the Ulugbek Observatory was erected in the foothills of the Kuhak, on the banks of the Obirahmat stream, without any damage. This information is also in line with Bobur's statement that he saw Mirzo Ulugbek's observatory at the top of the blue hill, which contained the instruments needed to compile a star chart. Thus, these data indicate that the instruments of the Ulugbek Observatory were preserved in the 16<sup>th</sup> century. Therefore, the idea that the observatory was looted and destroyed after Ulugbek's death (October 25, 1449) does not correspond to historical sources [1]. It is also noted in many historical sources that the Shaybanids renovated many buildings and structures left over from the Timurid period and gave them the spirit of a new era.

In particular, during one of the travels of Abdullakhan II, one of the founders of the culture of the Bukhara Khanate in the 16<sup>th</sup> century, he saw the following words inscribed on a minaret on the top of a mountain in the west of the Karaganda region (now Kazakhstan): "History of 793 in a sheep year, in the middle of the summer, Temurbek, the sultan of Turan, marched with two hundred thousand allies to the land of Tokhtamishkhan for revenge. When he got here, he built this tower to be a sign. God bless us inshallah. God bless the man. May God remember us in pray!". So, these inscriptions were the words of memory engraved on the rock of the tower built by Amir Temur on the mountain during his march against Tokhtamishkhan. Abdullakhan II prayed to the name of the Great Amir Temur and was inspired by him and he himself built a tower similar to this one on the opposite side, and engraved the following: "Whoever steps on this address, let remember us with a blessing!". Many historical sources testify that the construction of Amir Temur began, but a number of unfinished buildings, mausoleums, mosques and madrasas, khanakas and residential buildings were restored, repaired and completed by a representative of the Shaybanids, Abdullakhan II.

In particular, the construction of the mausoleum of Ahmad Yassavi, one of the priests of Sufism, began during the reign of Amir Temur and its completion is associated with the name of Abdullakhan II. We can cite many historical examples like this.

Based on the above ideas and comments, we would like to focus on the life and work of some of the Shaybani rulers, who played an important role in the cultural development of the 16<sup>th</sup> century, to better understand the highly developed scientific and pedagogical environment of the Shaybanid state. In the 16<sup>th</sup> century, the influence of the representatives of the dynasty was especially important in the highly developed fields of architecture, science, culture, literature and art, as well as in the development of secular and religious sciences. In particular, the founder of the Shaybanid dynasty laid the cornerstone of 16<sup>th</sup> century culture, Muhammad Shaybanikhan was from the Shaybanid dynasty of Uzbek descent and was the grandson of Abulhairkhan, the founder of the Uzbek state in Dashti Kipchak.

### **THEORETICAL BACKGROUND**

Shaybanikhan conquered Bukhara in 1499, Samarkand in 1500, Khorezm in 1505, and Herat, the capital of Khorasan, in 1507 [2]. He was as famous as Amir Temur as a patron of science and culture. Hasankhoja Nisori, in his work “Muzakkiri Ahbob” (“Memory of Friends”), wrote about the Shabani rulers and said that Muhammad Shaybanikhan, who started the culture of the Bukhara Khanate in the 16th century, came to Bukhara in search of knowledge, it is said that he was a very pious man, praying and living in the tombs of Hazrat Bahauddin, the founder of the Naqshbandi sect[3]. Nizamiddinjoha Mir Muhammad Naqshbandi, the grandson of Khojai Buzrugvor, also served for some time and became a murid.

Nizamiddinjoha Mir Muhammad Naqshbandi tells Muhammad Shaybanikhan that there was a divine prophecy about him, that he would not leave this country, that there was a hint that he would do great things in this country if he was lucky and destined [4].

Following the prophecy of that prophecy, Shaybanikhan established his empire in a large area from Turkestan province to Khorasan for 12 years, turning them into economically, socially, politically and culturally strong and prosperous regions.

According to the historian Hasankhoja Nisari in his book “Muzakkiri Ahbob” (“Memory of Friends”), Muhammad Shaybanikhan was a man who mastered many fields of science. He also had a high level of faith and attention to many poets in the field of poetry. He always brings together a lot of interesting and accurate information about the fact that he gathered scientists and held scientific talks. Muhammad Shaybani focused on attracting many historians, poets and scholars to his palace. In particular, Kamoliddin Binoi, Muhammad Salih, Mullo Shadi, Fazlullah ibn Ruzbekhon created and finished their works in his palace.

After the conquest of Herat by Muhammad Shaybanikhan, his portrait painted by the artist Kamoliddin Behzod has survived to the present day. The remarkable aspect of the painting is that it was the writing tools in front of the khan, which indicate that the ruler was interested in science and enlightenment and loved to write [5].

According to historical facts, Muhammad Shaybanikhan was educated in the madrassas of Movarounnahr, where he had close ties with the Temurids for many years. He was also in constant communication with scholars and writers and guided the creative mind as someone well acquainted with the history of culture. He himself is a head of state who has made a name for

himself as a skilled poet and scholar in history. Muhammad Shaybanikhan's close contact with the enlightened people in the centers of Mawarounnahr made him also a brilliant scholar of his time. Especially the years he lived in Bukhara left an indelible mark on his life.

## RESULTS

In particular, he was educated in Bukhara by Mawlana Muhammad China, one of the best readers of the Qur'an [6]. According to a number of historical sources, he was fluent in Turkish, Arabic and Persian and became known as a well-known artist of his time. According to A. Kandaharov, one of the scholars who studied the socio-cultural life of the Bukhara khanate in the 16th century, Shaybanikhan gathered around Mullo Shadi, Muhammad Salih (1455-1534), Rezbehon Isfahani (1457-1530), Binoi (1453-1512) he himself is engaged in creation.

Among the creators of his time, he was known as Shahbakht, Sheboni, Shohibek, Shoybok, Shaybani, a poet who wrote ghazals and rubais. He is one of the first in his poems the cities of Movarounnahr and we will not be mistaken to say that he is one of the poets who praised beautifully. His poems about famous cities such as Samarkand and Bukhara are especially praiseworthy.

For example:

*Jannati ma'vo degan bog'o Samarqand elim,*

*Nafsari a'lo degan obi Samarqand elim,*

or writes about Bukhara as follows:

*Bir zayolim bor ko'ngilkim pirmu vafoiy atayin*

*Ul Buxoro sharida Ka'ba tavofin aylayin.*

His famous book "Bahr al-hido" (Sea of Hidayat) (1508) written in Uzbek and Persian languages has survived to the present day and is preserved in the Manuscripts Fund of the Republic. There is also a book of Shaybanikhan's teachings dedicated to his son Temur Sultan in 1507-1508 (1507-1508) (the only copy of which is now preserved in Turkey).

While studying this theme, R.G.Muqminova, a talented historian who defended her doctoral dissertation on "The struggle between the Temurids and Shaybani for Movarounnahr" (candidacy) and "Samarkand and Bukhara 16<sup>th</sup> century handicrafts" in 1972, wrote a lot about Shaybanikhan's personality and activity. we can witness that it provided valuable information. H.Wamberi, one of the most famous historians of the time, wrote that he was not a savage who could do whatever he wanted, as he was influenced by his Iranian enemies. For example, he had great respect for the clergy of his time, even as a child, and carried a small library with him on all his travels, and like Timur, he was reportedly involved in constant debates.

He also objected to Judge Ikhtiyar and Muhammad Yusuf, the descriptors of Herat, about some verses of the Qur'an[7]. According to many researchers, Shaybanikhan himself was involved in the creation of historical works. In particular, he was directly involved in the writing of a unique source written in Uzbek ("Turkish") – "Tavorihi guzidayi nusratnoma". The author of "Shaybaniynoma" Muhammad Salih highly appreciates the poetic works of Muhammad Shaybanikhan and describes him as a highly educated person. Shaybanikhan, who wanted to be recognized as a poet close to the Timurid society, ordered to hang the papers with his poems in

crowded places. Shaybanikhan followed the Sunni trend in Islam, calling himself “Imam az-Zaman and Khalifah al-Rahman” and contrasting Sunni Islam with Shiism, which was designated the state religion by King Ismail Safavi of Iran, declaring it the religion of the Shaybani state. Also, during the reign of Sheibanikhan, the prestige of the Uzbek language in historical and literary literature increased.

## CONCLUSION

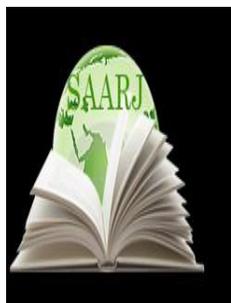
In particular, on the basis of the khan’s order, many works in Persian and Mongolian script were translated into Turkish [8]. Therefore, it is important for us to further study and study the culture of the Shaybanids, who have achieved the highest cultural environment and the development of historical thinking, as a dynasty, as an integral part of the history of Uzbekistan. It also creates new opportunities for the discovery of the content of the history of pedagogy through the use of the life and work of the Shaybani rulers and their pedagogical ideas in the education system among the younger generation today.

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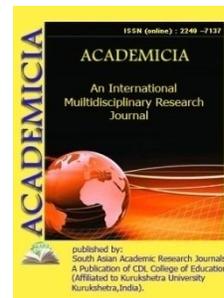
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## FORMATION OF THE UZBEK LANGUAGE: YESTERDAY AND TODAY

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### ABSTRACT

*The article describes the spirituality of a person, which is reflected in his language, in his beautiful speech. Language is the great wealth of a nation, its priceless treasure, inexhaustible property. Because it embodies the history of the people, its cultural and spiritual heritage, customs and traditions. Therefore, we need to preserve our native language, enrich it and pass it on to future generations.*

**KEYWORDS:** *Uzbek Language, Education, Central Asia, Upbringing, Friendship, Interethnic Harmony, Mutual Cooperation, Universal Values.*

*Language Is Not Only A Means Of Communication, But Also Culture, Customs, Way Of Life, The History Of A Nation.*

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### INTRODUCTION

To love a language means to love it, to love a nation and to appreciate it. The way of life, customs and culture of any people are reflected in its language. It is no coincidence that language is the mirror of the nation. The centuries-old rich history, ancient and multifaceted culture of our people were formed under the influence of the Uzbek language.

On October 21, 1989, the Uzbek language was given the status of the state language. The Constitution of the Republic of Uzbekistan legally establishes the status of the Uzbek language. After the adoption of the law on the Uzbek language, all government documents were kept in Uzbek, and newspapers and magazines began to appear in Uzbek. After the adoption on September 2, 1993 of the law "On the creation of the Uzbek alphabet based on the Latin language", our country developed in all directions, and it became important to take a worthy place in the world communication system. Therefore, the number of people interested in the Uzbek language and its study abroad has increased. There are more than 5600 languages in the

world, of which only 200 are accepted as the state language. The presence of the Uzbek language among them shows how pure, perfect, significant and attractive it is. Therefore, our task is to convey the beauty and purity of our native language to future generations.

Literature, history of Uzbekistan is among the ancient, rich world heritage, worthy of study. When covering this interesting topic, which has not been deeply studied, let us dwell on the historical features of the formation of the Uzbek language.

Few territories have experienced so many vicissitudes of fate, so many wars, invasions, bloody troubles and internecine clashes, as the region of modern Uzbekistan. Situated at a crossroads, on the one hand, between the northern and southern parts of Asia, and on the other, between China and Europe, Uzbekistan since ancient times has served as a collision point for the most diverse ethnic groups and arena for the activities of the greatest Asian conquerors. Cyrus, Alexander the Great, Genghis Khan, Timur and Nadir Khan, not counting many other lesser known, but equally unbridled and greedy oriental despots, passed with their hordes along and across this country, leaving behind streams of blood, devastated fields and piles of smoking ruins. The intervals between wars and invasions were rare and short; barely under the influence of peaceful conditions, the sprouts of the development of creativity began to appear, as new hordes of nomads seized the area, sweeping away on their way and turning the blooming oases into dead deserts. This is how the centuries and millennia passed in the struggle of the nomads with an incomprehensible and hated sedentary population, in the struggle between barbarism and comparative education. The fate of the Central Asian population is, however, of outstanding interest not only for the tragedy of the events taking place here, but also for their importance for the formation of a rich literary heritage and language.

The history of the formation of the Uzbek language is closely related to the history of the development of ethnic groups inhabiting the territory of Central Asia. Its formation was influenced by wars, as a result of which there were changes in the ethnic composition of the peoples inhabiting various Central Asian regions.

If we consider the territory of modern Uzbekistan, then historically it developed in such a way that life developed around oases. This is due to the sharply continental climate of this region and the lack of water. The oases of Tashkent, Bukhara, Khorezm, as well as the Fergana Valley and most of the ancient state of Sogdiana were also inhabited by Turkic-speaking ethnic groups. In ancient times, Uzbekistan for a very long time was inhabited mainly by the Eastern Iranian so-called Sogdians, they spoke the Sogdian language. The Sogdian language is the language of the East Iranian group of Iranian languages, spoken in the Zarafshan valley, as well as in the Sogdian colonies along the so-called "Silk Road".

During this period from III-VI, nothing influenced the changes in the linguistic communication of the peoples inhabiting this region. Even the 150-year rule of the Greco-Macedonian army, which was the result of the conquest of part of the Asian expanses by Alexander the Great, did not affect the change in the ethnic composition and the colloquial and written speech of Asians who spoke Sogdian.

Later, until the VIII century. many tribes came to the Central Asian lands from the Center, Semirechye, and the East. They were Turkic-speaking, as a result of which they were mixed with the local population. The Sogdians living in the valley of the Zarafshan River, who spoke the Sogdian dialect of the Iranian branch of languages, occupied small areas within the Turkic

settlements surrounding them. They gradually lost their ethnic isolation, entered into marriage with the daughters of the Turks, or, conversely, passed off their daughters for the Turks, gradually losing their dialect and replacing it with the Turkic one. New Turkic-speaking tribes, who came to this land more and more, consolidated their influence and form of communication. Due to the fact that the Turkic tribes inhabiting the Central Asian regions led mainly a nomadic lifestyle, the coming rulers (Mongols, Persians, Arabs) of constantly changing states in this historical period could not have any influence on the form of communication and the ethnic composition of the local population. The mutual influence of the Turkic tribes of this area, their culture, language, customs was very strong.

At the beginning of the VIII century. Central Asia submits to the Arabs. At this time, Arabic speech became the official form of communication. But for the nomadic Turkic tribes that lived on this vast territory and lands of present-day Kazakhstan, colloquial, everyday communication remains the former colloquial speech of various Turkic tribes. The advantage of the Sogdian language is that at that time religious literature was actively developing in it. Basically the Arabic language only influenced the spiritual part, the Quran and the writing of spiritual literature.

Mixing of the ancient Iranian population with the Turkic tribes in the period from X to XV centuries. led to the gradual formation of the Uzbek ethnos proper. This process intensified markedly during the period of the Mongol conquest of Central Asia (XIII century). The huge state founded by Genghis Khan did not remain united and indivisible for long. Soon after his death, strife broke out. Between the nomads - the Mongols, who carried out weeds on the arable lands of the sedentary population, and the latter there was constant enmity, serious clashes took place. At the same time, the conversion of the khans to Islam and their addiction to the Muslim culture aroused the discontent of ordinary pagan Mongols. Over time, a significant number of Mongols converted to Islam and, submitting to the influence of local culture, became zealous champions of it. With the abdication and Muslimization of the southern parts of Turkestan in the Mongol era, new terms appeared: Mogulistan (the country of the Mongols) to designate the northern part of Turkestan, where the Mongols prevailed, Uzbekistan (the country of Uzbeks) to designate the western parts of northern Turkestan.

As a proper name, the anthroponomy "Uzbek" is found in the works of Nisaviy Juvayni and Rashid ad-din (XIII century). Rashid ad-din writes that the king's son Uzbek was the son of Mingkudar, the grandson of Bukal, the seventh son of Jochi (it is necessary to explain who it is). It should be noted that Uzbek khan was the khan of the Golden Horde and nomadic Uzbeks were not his subjects. Uzbek khan in the XIV century. contributed to the rise of Moscow with his patronage to the princes Yuri Danilovich (whom his sister Konchak was married to), Dmitry the Terrible Ochi, Ioann Danilovich (who, in 1328, gave a charter for the great reign) and Semyon the Proud. In the middle of the XIV century. the ethnonym "Uzbek" became a collective name for the entire Turkic-Mongolian population of the Eurasian steppes.

From the end of the IX century. the territories of modern Uzbekistan were ruled by representatives of the Samanid dynasty. The language of the court, the state apparatus and literature was the New Persian language (Farsi Dari), which gradually replaced Sogdian from communication. The language of science was still Arabic. During this period, the so-called Old Uzbek or Chagatai language (named after the second son of Genghis Khan) was formed. Old

Uzbek language (XIV-first half of the XIX century). At the beginning of the XIV century. the Uzbek language began to function independently. This can be traced already in the works of the poets Sakkaki, Lutfi, Durbek, written in the XIV century, in which the linguistic peculiarities of the Karluk-Uyghur groups that took part in the formation of the Uzbek people are increasingly manifested. At the same time, in the languages "Muhabbat-name" and "Taashshuk-name" we find some peculiarities of the Oghuz, and in the "Khosrav va Shirin" - of the Kypchak languages. - the language of the works of A. Navoi and M. Babur, such dialect elements are almost absent. It is interesting to note that the works of Lutfi, Sakkaki, Durbek and others, written in the early periods of the functioning of the Old Uzbek language, more reflect the features of the living spoken language of the Uzbeks. This language is well understood by our contemporaries. Alisher Navoi improved this literary language in his works, enriching it with Arabic and Perso-Tajik language means. As a result, a kind of written literary language was formed, which for several centuries served as a model, a standard for writers and poets. Only in the XVII-XVIII centuries. in the works of Turda, Abdulgazy and Gulkhani, this literary written language was somewhat simplified and close to a living spoken language.

At the beginning of the XX century. the modern Uzbek language was created on the basis of the Fergana dialect. From the middle of the 19th century, when Uzbekistan entered the Russian Empire, the Uzbek language was influenced by the Russian language.

In the XX century. in Uzbekistan, three alphabets have changed. In 1929, the Arabic script, which was traditional at that time, was replaced by the Latin alphabet. These changes are associated with the revolutionary events of 1917. Having received the opportunity to openly express their thoughts, many educators of the Asian peoples of the former Russian Empire became interested in raising the issue of the need to replace the alphabet and switch to the Latin script. Soon after intense debate in the early 20th century, the Romanization movement became official government policy. "The transition to the Latin script is of great importance - it breaks the wall between the European and Muslim cultures, creates a rapprochement between the West and the East," said A. Mikoyan in 1925 at a conference on the transition to the Latin alphabet.

However, already in 1940, the Latin alphabet was replaced by the Cyrillic alphabet adapted to the Uzbek language. The transition to the Latin alphabet symbolized not the choice of a more convenient graphic system in my opinion, but the rejection of all Russian (the Cyrillic alphabet is just a particular), this is an attempt to get closer to the Turkic-speaking world on a new basis. Moreover, relations with Turkey were in their prime, giving rise to hope for an improvement in the economic situation, the development of national science, culture and art. It can be said without exaggeration that the change of the alphabet was to some extent a gift presented to Turkey. Another important reason was that the transition to the Latin alphabet made it obviously impossible to return to the Arabic script, which was actively pursued by adherents of the Islamic way of life.

During the perestroika period in Uzbekistan, as in other republics of the Soviet Union, a movement for national self-determination and identity began. To strengthen the identity of the Uzbek people in the country, on October 21, 1989, the Law "On the State Language" was adopted. This document secured the status of the only state language for the Uzbek language. After that, it became possible to create an institute for the study of vocabulary, phonetics, morphology of Uzbek, and study its sections. After the adoption by Uzbekistan of the Law "On

the State Language", awareness of its national identity, many terms and international words were revised. The ordering of terms, ensuring their identity, the selection of words that most accurately express new concepts in modern life is important. If the work on changing the terms does not follow certain norms, scientific justification, then confusion can arise. So, for example, the literal translation of the word "Tayyoragoh" from Uzbek into English means "a nest of iron birds". So at one time the Airport was called in Uzbek, but such a term did not "take root" in live conversational communication, and such borrowed words as "Airport" are one of the ways of modern development of Uzbek.

In 1993, it was decided to abandon the current alphabet at that time in favor of the Latin script. However, unlike Azerbaijan and Turkmenistan, the Soviet Cyrillic alphabet continues to be used even at the official level, coexisting with the Latin alphabet. At the same time, the Uzbek Latin alphabet, adopted in 1995, is actually a transliteration of the Cyrillic alphabet, which differs from all other Turkic Latin characters. The Arabic alphabet prevails among the Uzbeks of Iran, Afghanistan, Pakistan and China

In the modern world, about 27 million people speak Uzbek. In Uzbekistan, it is the state language, partly Uzbek is spoken in other neighboring Central Asian states of Kazakhstan, Kyrgyzstan, Turkmenistan, Afghanistan and the Xinjiang Uygur Autonomous Region of the People's Republic of China. At the last census in 1989, there were about 24.8 million Uzbeks (the third largest ethnic group after Russians and Ukrainians), of which about 24.8 million named Uzbek their native language; there are about 1.8 million Uzbeks in Afghanistan. The population in Central Asia is growing rapidly, and the figures from the last census have already increased significantly. Taking this into account, it can be concluded that the Uzbek language is one of the largest Turkic languages in the world, along with Turkish and Azerbaijani.

During its formation, the Uzbek language absorbed elements of many languages and literary traditions. The complex and interesting history of the region gave rise to an original language created on the basis of the Iranian Sogdian language and the language of the nomadic Turkic tribes of the Eurasian steppes. The Uzbek language has a large number of Arabisms, which it borrowed through the Perso-Tajik languages. The influence of the Russian language is especially worth noting. In the last 20 years in the Russian language, there has been a discrepancy in the graphic design of words created according to the same model and having the same components.

The Uzbek language has passed a difficult path; various historical conditions influenced its change and development. The way of life of the people cannot be compared with the ethnic group. It is known that part of the Arabs in ancient times led a nomadic lifestyle, while the other part led a sedentary and urban lifestyle. The same applies to the Iranian-speaking peoples. The Turkic-speaking peoples are also no exception. Research in this area allows us to conclude that, firstly, the ancient Turks were the original inhabitants of Central Asia and were part of the indigenous autochthonous population of the region; secondly, part of the ancient Turks initially led a sedentary agricultural lifestyle and took a direct part in the creation of the most ancient urban civilizations of Central Asia. The historical and ethnic successor of this ancient sedentary agricultural Turkic-speaking stratum is the bearer of one of the oldest literary forms of the Turkic language, the modern Uzbek people. The formation of various dialects of the Uzbek language took place depending on changes in the ethnic composition of the population of Central Asia.

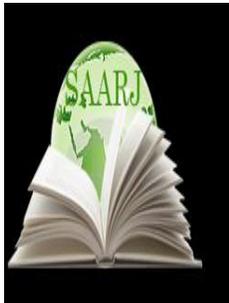
Today, our contemporary poets also create works that reflect the richness of the Uzbek language and its greatness. Because a nation with great literature also has a great language. A person's spirituality is reflected in his language, in his beautiful speech. Language is the great wealth of a nation, its priceless treasure, inexhaustible property. Because it embodies the history of the people, its cultural and spiritual heritage, customs and traditions. Therefore, we need to preserve our native language, enrich it and pass it on to future generations.

In the recent congratulatory message from our President on the occasion of Independence Day, the most important direction in this regard was the development of our native language, which is a symbol of our national statehood and identity, with a special emphasis on large-scale celebration of the language holiday in high spirits. As the head of the country said, with God's help, this year on October 21 we will celebrate the Day of the Uzbek language on a large scale throughout the country. We should be proud that today the Uzbek language, the Uzbek nation and the Uzbek people are recognized by the world society.

In conclusion, I would like to emphasize that we must, must preserve our native language, increase its prestige, pass on its beauty and purity to generations and contribute to its spread in the world. "If the language is alive, then the nation lives." If we glorify the beauty and richness of our language to the world, our nation will become brighter and our unity will become stronger.

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## MELODY AND MUSICALITY IN LIRYCS

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### ABSTRACT

*The article presents the information on the research into the works of contemporary Uzbek poets. The creations of Rauf Parfi and Shavkat Rakhmon have their own inimitable artistic-esthetic value. The ideological - esthetic impressiveness of the poems is seen in the musicality and sounds harmony of the poems.*

**KEYWORDS:** *Sounds Harmony, Musicality, Euphonic Means, Alliteration, Assonance, Sounds Repetition, Rhetoric Question, and Rhythm.*

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### INTRODUCTION

Pretending that the melodics and a flight of sounds in the poetic works are related to the literary genesis, we should say that the poems were created by the rhythm and various musical instruments.

There are some notions as “phonics” and “euphony”, which is used to identify the sound harmony in the contemporary literary criticism, while “phonics” (from Greek phonikos- sound) is a branch of poetics, which studies the sound structure in the literary speech [1:470].

According to A.Sabrdinov: “The musicality is revealed through a sound and words repetition, compositional circles and chains, anaphoric and epiphoric repetitions, rhyme and metre” [2:137].

The Uzbek poetry of the Independence period as the artistic-esthetic phenomenon has been increased to the new level, bringing readers to the deep reflections, awakening the intellectual arguments and profound analyses of the different layers of the word meaning [3:116]. The musicality has an important role in the ideological-esthetic impressiveness of the Uzbek poetry of the period of Independence. In this regard it is appropriate to mention here Leo Ozyorov’s remark: “The word in a poem cannot be regarded as the paper wrapping the thought and feelings.

The thought and feelings in a poem develop through the word and reach the heart of the readers through the harmony of the melody, rhythm, rhyme, musicality and sounds flight"[4:163].

The bright example of it can be the first sonnet of the collection "Siyavush" by Rauf Parfi, where the poet reveals the evil intrigues fed by the flesh of truth. Proceeding with the same theme in the second sonnet the poet strives to increase the melodics and musicality of the poem:

Тириклик синчини – авом тинчини,  
 Синдирдинг – кўксимнинг синиқларини.  
 Эрларнинг сиртини, аёл ичини  
 Булғатдинг – сувларнинг тиниқларини.  
 (You broke into pieces  
 The frame of reality - the peace of the folk.  
 You agitated men's tranquility, troubled women's hearts,  
 Made dirty the calm waters.)  
 Қаламдан ўч олдинг, сўзини ўйдинг,  
 Сенинг кўлингдами ойнанинг ажали?!  
 Отанинг тийғи-ла ўғилни сўйдинг,  
 Санчилди отага ўғил ханжари, - [5:256]  
 (Put your revenges into the paper,  
 Is it in your hands the death of moon?!  
 Father's humility killed the son,  
 Son's blade was jobbed into the father.)

The place of euphonic means as alliteration and assonance is peculiar in the impressiveness of the thought. The unique melodics emerges by a repetition of "c" an "u" sounds in the lines. The sound "u" is repeated 48 times, while the sound "c" 9 times. The musicality coming from the sonority of the sounds repetition expresses the doleful imagery of the century. According to professor B.Karimov there are also some features in the consonants which make the person feel. Indeed, each sound has in its nature a hidden sense [6:70]. Therefore, the word *нечун* through several repetitions intensifies the dramatic effect of the thought and feelings.

Нечун юракда тош, кўзларда хузун,  
 Нечун?! Хўрланган инсонлар фарёди?-  
 Нечун? Нечун ёлғоннинг умри узун?  
 Нечун? Тирилмасми ўтганлар ёди?  
 (Why hearts turn in stone, sorrow in eyes,  
 Why?! There are yells of humiliated folk?-

Why?! Why falsehood lives forever?  
 Why?! There is no memory of the dead folk?)  
 Нечун иймонини сотиб яшайдир,  
 Нечун куллигидан беҳабар ҳар кул,  
 Нечун зулм яшар, зулм ошайдир?!  
 Ҳақсиз оламоннинг тириклиги шул. [5:256]  
 (Why live and sell the faith,  
 Why the slave cannot realize his slavery,  
 Why is there a tyranny, which in constant rise?!  
 This is a destiny of the crowds of people live in injustice.)

The questions emerging from the repetition of the word «*нечун*» (why) are dramatically intensifying, exposing the merciless struggles for the throne, the blood of innocent people, pitiful supplications of the people and their woes.

A.Sabrdinov truthfully remarks that Rauf Parfi is a master of creating enigmatic pictures, compelling us to think, to ponder, to realize the hidden sense in the poetic lines [7:40].

The interrogations emerging from the repetition of the word «*нечун*» fulfill the task of completeness of the thought. The poet masterfully uses the rhetorical question in illustrating the problems about the freedom of the motherland in the heart of the lyric hero, the freedom of the person, the struggle against the colonizers, which sounds along with the spiritual parallelism and leaves without a response.

Наҳот, иймон ўчган, топталган ҳуқуқ,  
 Наҳот, бу миллатнинг қаҳрамони йўқ,  
 Наҳот, бу миллатнинг шоири йўқдир?!  
 (Can it be really true that the folk does not have rights?  
 Can it be really true that the folk does not have heroes?  
 Can it be really true that the folk does not have the poets?)

The poet realizes the wretched state of his folk and implants his spiritual sufferings into the repetition of the word «*наҳот*» (can it be really true), which has the sense of sorrow and astonishment. From the first look, some of the mosques of those times defend the human rights. The poets of those times sang about the dreams of people. However, it was not enough to awake the nation. Showing just five or six faithful people and write the poems to tell that the nation subsisted was tantamount to betraying the nation. The poet could not endure that condition. That is why he put so many questions. Being used for interrogating, the style of repetition forms the unique meaningful rhythm and provides the feelings with a sound musicality. The sign for the prosperous future and hope can be felt in the questions.

One more poem “Captive of faith...” by Rauf Parfi shows the deep thoughts of a lyric hero by the musicality:

1. Ай иймон асири, виждон тутқуни,
2. Қисматда бор экан бу ваҳшат, зўрлик,
3. Кўзингда умиднинг сўлгин учқуни,
4. Кўксингда инончининг имдоди шўрлик.
5. Кечалар босриқдинг тушда, рўёда,
6. Кундузлар бошингда синди калтаклар.
7. Ҳақ билур, сен ҳақсан, ҳақсиз дунёда,
8. Сендан хабар олсин ҳурлар, малаклар.
9. Сенинг юрагингни коинот билсин,
10. Сенга кулиб боқсин осмоннинг кўзи.
11. Қаттол Ахриманнинг бағрини тилсин.
12. Сабр-тоқат берсин Ҳақиқат сўзи,
13. Озод дунёларнинг хабари келсин.
14. Қошингга бир келсин Биру бор ўзи. [5:269]
1. Hey, the captive of faith, prisoner of conscious,
2. In our destiny the tyranny we have,
3. The dying spark in your eyes,
4. And the pitiful sorrows.
5. You have a nightmare nights and days,
6. You have suffered from canes, beaten on your head.
7. The truth knows you are right in the injustice world,
8. Only the angels will be on your side.
9. The universe will know your soul,
10. The sky's eye will smile at you.
11. While the butcher torments Akhriman.
12. Let the God give you patience,
13. Let the hearsays come about the free worlds.
14. Let the Sole creator come to you even once.

The poet, who regards himself as a captive of faith «иймон асири» and a prisoner of conscious «виждон тутқуни», shows his sorrows and dying spark in his eyes by the fricative sounds of *а, й, и, у* and the repetition of *р, д, т, к, з, қ* т.

The unique rhythmic formed by the repetition of “*с, х*” sounds in the second verse of the poem presents the impressiveness of the idea. The professor N.Rakhimjanov truthfully states: “Rauf Parfi shows his attitude to the word, artistic creation and literary process. In particular, he is famous in the national literature of XX and XXI centuries for the artistic culture. Furthermore, the views of Rauf Parfi are important to the world classical literature, the history of literature and the art of word of today and future.” [8:195]

The phonetic parallelism shows the unique style in order to tie the poetic meaning with the musical harmony in the lines of sonnet by Rauf Parfi:

(1) он-ир-иж-он-ун

- (2) ис-ат-ан-ат-ўр  
 (3) ўз-ум-ўл-уч-ун  
 (4) ўк-ин-нг-им-ўр  
 (5) еч-ар-ос-иқ-уш  
 (6) ун-уз-ош-ин-ал-ак-ар  
 (7) ақ-ил-ур-ақ-ақ-ун  
 (8) ен-ан-ар-ол-ин-ур-ар-ал-ак-ар  
 (9) ен-инг-ин-ил-ин  
 (10) ен-ул-оқ-ин-ос-он-ўз  
 (11) ат-ол-ра-ан-ағ-ри-ил-ин  
 (12) бр-лқ-ат-ер-ин-ақ-иқ-ат  
 (13) од-ун-ар-ар-ел-ин  
 (14) ин-ир-ел-ин-ир-ор-ўп

The sound quantity of the abovementioned poetic lines can be shown in the following table:

The order of the lines	1	2	3	4	5	6	7	8	9	10	11	12	13	14
The number of sounds	14	20	15	14	18	16	14	15	14	17	14	13	16	17

The number of sounds in the second, fifth, tenth and fourteenth lines is increasing, which is related to the climax in the feelings of a lyric hero. The real intention of the poet in the poem is the alliteration of the vowel and consonant in the line «Қаттол Ахриманнинг бағрини тилсин», where the plosive consonants endue the musical flight. In the result of it the combination of the sounds *қа-то-ах-ри-ман-ба-ғри-тил-син* causes the emerging of the musical flight with the harmony of the sounds *т-л-ни-нг-ни. ...*[9:69]

The poem “Tell, my ailing nightingale” by Shavkat Rakhmon is full of repetitions of the lines, where an ailing poet depicts his love to his native land.

1. Айт, эй, хаста булбулим,  
 Ўшга қачон етамиз?  
 Tell, my ailing nightingale,  
 When Osh will we reach?
2. Яшил боғлар сарғарди,  
 Мағиз бўлди узумлар.  
 The leaves turned yellow,  
 The grapes became dried.

3. Ох, вой, мунча йўл оғир,  
Булбулим...  
Oh, how the road is wearisome,  
My nightingale...
4. Улкан соат ўртасида  
Мадорим йўқ юрмоққа.  
It is beyond all bearings  
to go and go.
5. Қашқирлар даврасида  
Судраламан турмоққа.  
Trudging along  
Amongst the wolves.
6. Шунда қолиб кетсам гар  
нетамиз?  
If it continues,  
What I shall do?
7. Абадият оралаб  
Ўшга қачон етамиз?  
When shall we reach Osh  
Through the ages?
8. Қорли тоғлар бағрида  
Бегим – Ўшим кўринди,  
Султон – Ўшим кўринди ...[10:373]  
In the mountains foothills  
My Lord -my Osh is seen,  
My king – my Osh is seen...

In the third verse of the poem

Ох, вей, мунча йўл оғир,  
Булбулим...

and the fifth verse,

Қашқирлар даврасида  
Судраламан турмоққа.

lastly, in the seventh verse

Абадият оралаб  
Ўшга қачон етамин?

the peculiar rhythmic musicality is seen.

The disappointment and sorrow reach the climax in the following line:

Шунда қолиб кетсам гар  
нетамин?

The gist, plot and composition of the poem can be observed in the following:

1. Хаста булбул – Ўшга етмоқ.
2. Яшил боғлар сарғарган – узумлар мағиз бўлган.
3. Йўл оғир.
4. Улкан соат – юрмоққа мадор йўқ.
5. Қашқирлар давраси – туrolмаслик, судралмоқ.
6. Шунда қолиб кетмоқ.
7. Абадият оралаб – Ўшга етмоқ.
8. Қорли тоғлар – Бек, султон Ўш.

The following table shows the sound quantity of the poetic lines:

1	2	3	4	5	6	7	8
20	16	15	17	14	19	17	19

As it is seen from the table, the quantity of the sounds is increased in the first, sixth and eighth verses, where the poor state and feelings of the hero are shown by the sonority of the sounds.

Moreover, it serves to illustrate the kindness and love of the lyric hero to his motherland, who is far from it, in the alien lands. The gradual change of melody in the description of the glorifying the Motherland is shown by the increase of the number of sounds.

In this regard, we can cite the expression by Ulugbek Khamdam that “Creating of the musicality is not in the word, but in the feelings” [11:86].

The lines «Қорли тоғлар бағрида Бегим – Ўшим кўринди, Султон – Ўшим кўринди» provide the the artistic-esthetic value. The poet’s love to his Motherland is vividly seen in the comparison.

It is important to mention the remarks by professor B.Karimov: “The creator expresses his esthetic ideals and the artistic thoughts by the symbols taken from the nature.” Every poet has inimitable images which show their poetic world... We can frequently see the image of the “mountain” in the poems by Shavkat Rakhmon... “The crystal snow of the mountains” is seen in his poems... This esthetic event in the creations of Shavkat Rakhmon has its own spiritual-

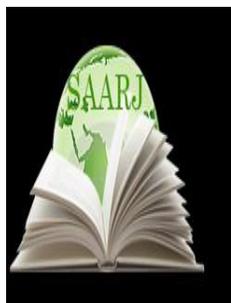
psychological grounds. I believe that the poet has seen the white mountain, has lived with the mountain and has breathed with the mountain from his birth... These psychological grounds transacted into his poems, put on the literary garment and turned into the live image of the mountains” [12:121-122]. Thus, the musical harmony acquires a considerable magnitude as his mountains. This can't be realized by other phrases. So, the author used all the possibilities of languages in creating image and turned semantical signs into artistic codes. He devoted himself conventionally and associated images through antonyms.[13:46].

## CONCLUSION

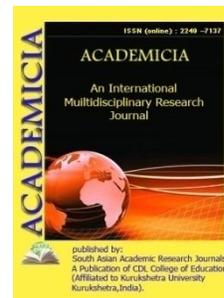
In conclusion, we should say that the alliteration, euphonic means, the types of repetitions in the works of the contemporary Uzbek poets Rauf Parfi and Shavkat Rakhmon create musicality and sound harmony to provide with the artistic-ideological impressiveness.

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## CHANGES OF THE MOBILE FORMS OF PHOSPHORUS IN SANDS UNDER INFLUENCE OF FERTILIZERS

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### ABSTRACT

*Form of connection, area, degree mobility and availability has importance. For cotton plant but not the absolute size the content of phosphorus. The losses of phosphorus are especially significant at erosion fine – dispersion able mineral and organic-mineral particles and organic substance, which structure contains basic weight of connections of the given element. The experiences were spent carried from 1999 to 2003 yy. In three times repetition according to field techniques and vegetal experiences, which are published in a public and press. The results of the analysis of mechanical structure and sand of Central Fergana where were carried experience up to a beginning of a field experience are given in the table 1, from which it is visible, that the sand are poor by nutritious elements.*

**KEYWORDS:** *Fixing, Colloids, Electro-Kinetic, Microorganisms Accessible Mineral Fertilizer, Erosion, Mobile, Total Forms, Concentration, Soil Solution, Lignin, Dung.*

## INTRODUCTION

In field conditions the experiences on revealing dynamics(changes) of growth of the mobile forms of phosphorus on a background of mineral fertilizers, 40 T/of the dung 60 T/of the lignin in un planned sand are carried out (spent) during cultivation of a cotton plant. The purpose and technique of researches [1].

The phosphoric fertilizers which have been brought in to soil of Central Ferghana, are exposed to significant transformations, therefore vary their assimilability and solubility It occurs as a result of various chemical, physical, physic-chemical and microbiological processes proceeding in soil applying of the various forms of fertilizers [2].

The fixing of phosphorus in soil occurs basically calcium and magnesium, to the less degree by aluminum and iron. Besides, phosphorus is fixed by microorganisms using it during vital activity, the microorganisms transform mineral phosphorus to in organic, inaccessible to plants. After dicing off of microorganisms the organic phosphorus again passes in to mineral form. The total contents of phosphorus in soil cannot serve as a decisive criterion of soil fertility. For an estimation, it(him) not absolute sizes of the contents phosphorus matter, and form of connections, in which he is, degree of their mobility and availability for xiionna THHica [3].

For normal growth and development, it is important not only contents of nutritious elements in general, but also character of sea-seasonal dynamics (changes) of these elements in soil, necessity for nutritious substances in the various periods of life of plants is cipferent. Dynamics (changes) soil phosphorus can depend on a number (line) of the factors, including concentration of electrolyte in a soil solution. The quantity of phosphorus can be defined (determined) by character of a surface soil colloids and by their electro-kinetic peculiarities, which can change not only for a long time, but also for the short period, especially in summer, when in soil vital activity of microorganisms is most intensive, the physics-chemical processes and chemical reactions caused by change of water and thermal modes of ground are quickly made. Water soluble forms of phosphoric fertilizers during applying them in to soil are strongly absorbed by soil. The fixing phosphates depend on a type of soil, temperature both and its degree of humidifying and forms of phosphoric fertilizers! Applying phosphoric and phosphorus-containable fertilizers considerably increases the contents of assimilable phosphorus in soil, thus sharply improves a phosphoric feed (meal) of plants [4].

The regular application of mineral fertilizers raises the contents of the total and mobile forms of nutritious elements in irrigating soil and increases their solubility. The strong influence on the contents of phosphorus in soil renders (with) erosion. The losses of phosphorus owing to erosion, as a rule, are proportional to losses of soil in account on unit of the area [5].

The losses of phosphorus are especially significant at erosion fine – dispersion able mineral and organic-mineral particles and organic substance, which structure contains basic weight of connections of the given element. By researches is established that the general (common) contains of phosphorus changes on a soil structure in a smaller measure, than hummus and nitrogen. Therefore, as against organic substance and soil nitrogen, the difference in the contents of the general(common) and mobile forms of phosphorus in connection with of soil a degree erodiness cover in arable layer in all soil is more thickly less expressed [6].

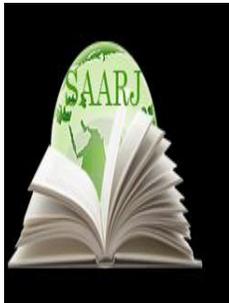
The small contents mobile phosphates in erodible soil results in the well –known fact about high efficiency of the raised (increased) doses of phosphorus fertilizers on the majority washed off and Bbmyrax soil differences of all basic types and subtypes irrigating soil. Phosphorus is the scarcest nutritious element in irrigating conditions of plants and consequently agrochemical control is especially important of applying of phosphoric fertilizers in a combination to others and the study of receptions differential application of phosphoric fertilizers in view of security of soil deserves the most serious attention. The establishment of dynamics (changes) mobile phosphates in planned hilly –barkhan sand depending on norms of fertilizers has the large practical meaning (importance) for correct and their most effective use. These researches in conditions of sand of Central Fergana hornet bun carried out before.

Results of researches: Experience on study of dynamics (changes) of the mobile forms of phosphorus has bun investigated by us in conditions of field experience in territory of Ahunbabaev region of the Fergana area under the circuit, where at cultivation of cotton plant on planned barkhan sand of Central Fergana the raised (increased) norms of mineral fertilizers and dung, lignin are used. The experiences were spent carried from 1999 to 2003 yy. In three times repetition according to field techniques and vegetal experiences, which are published in a public and press. The results of the analysis of mechanical structure and sand of Central Fergana where were carried experience up to a beginning of a field experience are given in the table 1, from which it is visible, that the sand are poor by nutritious elements. Humus almost is absent nitrogen, phosphorus and potassium contains in insignificant quantities (amounts). It is necessary to note that according to the content water-soluble salts concern to KaTeropHKaunsalted and midsoles, category where dense rest 0,388–0,482% contain. From given it is visible that applying under cotton-plant Kr/ra at 0–50. Agrochemical researches on study of seasonal dynamics (changes) of mobile phosphates in sand show that in conditions planned hilly-barkhan sand with increase of norm used nitric, potassium, phosphoric fertilizers the contents of mobile phosphorus at 0–30 sm a layer of sand raises. In spring, when cotton-plant had 2–4 present sheets, after applying phosphoric fertilizers in norms 105, 140, 175kg/ra, contents of mobile phosphorus in sand on depth 0–50 sm tab.2. Has increased with 1,4–2,3 up to 10,3–12,5 Mr/kg, in variant 4 and 5 where are brought in addition in according 40 T /ra dung, 60T / ra lignin in the quantity(amount) of the mobile forms of phosphorus grows up to 11,8–15,1 Mr / kg of sand. The same law in change of the contents mobile phosphates in sand is marked by us in phases burdening, flowering and in the end vegetation of the cotton plant per all years of researches. The contents of mobile phosphorus in sand depending on norms of the applying fertilizers under cotton plants (average for 1999–2003y.y). Conclusions: In the whole greatest quantity (amount) of mobile phosphorus in sand is fixed in variants with entering on a background of mineral fertilizer, where are applied 40T/ ra dung and 60T/ ra lignin. By the end of cotton vegetation, the contents it(him) is sharply reduced, that is explained carrying odit of phosphorus to plants cotton by the temperature factor and decrease(reduction) of biological activity of microorganisms. Proceeding from above stated it is possible to recommend by the farmer, which rises of a cotton plant on the planned sand entering, N200–250, P205140–175, K20100–125 in combination with 40 T/ra dung or 60T/ra lignin.

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## THE IMAGE OF A CREATIVE PERSON IN THE POETRY OF ERKIN VOHIDOV

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### ABSTRACT

*The article is devoted to the comparative- typological character, analytic learning of creative person, as well as, history and classification of creative person's character. The article is analyzed spiritual-mental life, peculiar nature, creativity and self-sacrifice, patriot features of creative person's character as an example of E.Vakhidov image in literature. Creative skill of character E.Vakhidov is featured by the epistolary and dairy style of different statement, mental portrayals in poems, means and methods of creating character.*

**KEYWORDS:** *Creative Skill Of Character, The Ideological- Fictional Wish Of Creative Person, Fictional- Conceptual Approach, Mental Portrayal, Aesthetic Ideal, Character Of Poem, History Of Creative Person, Historical Character, Imaginary Character, Fictional-Conceptual Approach, Image Of Spirituality Historical Truth, Psychological Analysis.*

### INTRODUCTION

People always lives in the midst of the need to learn and teach. The destiny of humanity is to study the meaning of life. That is how people was created by nature. It is always interesting and relevant to try to understand the essence of life, to understand oneself in this world, to discover one's own "I". While this need is unique to each person, it has a significant power, especially in a creator whose heart is sheltered by a sense of spiritual freedom.

The development of a society, its perfection depends on people who have strong desire learn and have discovered something for themselves and for society. The main contribution to this is made by creative people. "The birth, development and existence of an artist are a social phenomenon in itself. Because the reality concerning the life of the society and the people is concentrated and centered like the echo is returned to the outside - to the society and the people themselves"[1, 3]. As a result of the Creator's always vigilant, sensitive and sensitive heart, restless contemplation,

works are born that evoke drowsiness in the heart. These works have been influencing human thinking and consciousness for years and sometimes centuries, and have had an impact on the spirituality of generations and the development of society. In other words, the works that are the result of spiritual struggles on the path of self-realization, in turn, open the way to new, new addresses in the path of self-consciousness of the new generation. "Art is the enlightenment of the mind. This is enlightenment that illuminates the consciousness and destiny of the people and the country," said Khurshid Dostmuhammad. As an artist who was able to illuminate not only his own heart, but also the hearts of the people Erkin Vahidov's work has a special role in Uzbek literature.

In the works of writers and poets, the appeal to the image of a creative person is mainly due to the need to understand the "I". Whether this image is a historical figure or a textured image, in both cases the same aspect has a certain degree of commonality in them. In the process of creating the image of a historical figure, the expression of identity on the basis of the discovery of the creative "I" is indirect, while in the artistic texture of this work is carried out directly. One can see the author's own spiritual world more vividly in it. In the image of historical figures, the two creators, the author and the historical figure, are combined.

From time immemorial, the existence of divine power in poetry has been noted in literary sources, in the scientific literature. A number of studies on the study of poetry have not clarified this issue and still remain a mystery (perhaps will not be understood at all). Folk poet of Uzbekistan Erkin Vahidov also has his own views on poetry, the magical world of poetry, the poet and the fate of poetry, the qualities of a poet. There are dozens of poems on the same theme in the poet's work. In particular, "Poet", "Poet's soul", "To the teacher Habibi", "To young poets", "Alisher Navoi's ship", "To the Afghan poets", "Poetry", "Letter to the poet", "Poor poets", "Poet and critic", "About poets" that reflect the poet's spiritual world, dreams, sorrows, and descriptions of the poet. In fact, these poems were the poet's attempts to understand and express his identity.

"Erkin Vohidov is an artist who can fully express himself in every poem. Consequently, important feature of a truly individual style is expressing oneself in poetry. From this point of view, any poem or story of the poet illustrates the creator as a selfless child of his folk and nation"[2, 479].

Over the years, the poet's need to understand his identity led to the birth of a great work, the epic "Rebellion of Spirits"("Ruhlar isyoni"). "Rebellion of Spirits" is the lifelong, most attractive and most truthful work of Erkin Vahidov, written at the age of 42-43, when he was an educated poet and brought together all the courage, talent, wisdom ..." [3, 122].

E.Vakhidov prepared mentally for the epic for years. The poet's rebellious views on the current system, the voice of his heart on the path to freedom and liberty, resonated for years. This can be seen in the example of the synchronized lines in the poet's series of poems.

Elga faqat shodlik hadya etarman,  
G'amni o'zim bilan olib ketarman.  
Aytsam, ko'tarolmay nogoh zaminning  
Mehvari uzilib ketsa netarman.

**(English:** The poet tells the people that he wants only good for his folk and take the people's pain and sorrow with him to the eternal world. If he tells the people about his grief, he can say that even the earth can get out of its axis due to the burden of grief).

These lines of the poet resonate "If you are a poet, your heart will be a sacrifice to the people", to the content of "The legend of devotion". Knowing that giving happiness to the people is the highest duty and happiness is the life meaning of the lyrical hero. As a poet, living with the grief of the people, enjoying happiness and bright days for the humans, being a shield to him is the concept of the poet's life.

In the works of E.Vakhidov the image of the poet is created on the example of Navoi, Habibi, Chustiy, Mirtemir, H.Sharipov. In this way, the poet illuminates the creative personality through historical foundations. One chapter of the epic is called "The Poet's Heart". The poet's poem of the same name was written in 1968.

Shoir qalbi go'yo anor, she'ri uning sharbati,  
Bo'lmas ekan she'r ahlining o'z qalbiga shafqati.  
Tinmay ezar, ezar uni, ammo shoir biladi –  
Piyolasi to'lgan kuni paymonasi to'ladi.

**(English:** The poet's heart is an example of a pomegranate. This pomegranate juice is a poem. The poet has no compassion for his own heart. It is hard, but the poet knows that the moment he recites his poems, his life is over).

The image of the pomegranate is common in the literature, including in the poems of Uvaysi, Fakhriyor, Rauf Parfi, and it mainly represents a heart full of pain. E.Vakhidov expressed in a wonderful analogy that the poet's poems are created from the blood of the heart, that it is the poet's destiny to live by torturing himself and torturing his heart.

E.Vakhidov's poem "Poet" (1968), dedicated to Husniddin Sharipov, is reminiscent of the introduction of the epic in essence, narrative style.

Boshqalar o'z dil dardini  
Boshqalarga to'kadi.  
Shoir dardi yuragining  
Tublariga cho'kadi.

**(English:** When people relieve their pain by telling people, the poet keeps his pain in the depths of his heart. The poet reflects the essence of these two verses in the introductory part of the epic. A person who has a sympathetic friend relieves his pain by telling him. The misfortune of the loneliness sinks to the bottom of the soul).

The ideas in the preface of the epic are much polished, poetically thorough, devoid of tautology, and emotionally saturated. From this we can see that the poet's feelings, the style of narration, were polished and perfected from poem to poem.

The poet describes poetry as follows: "The magic of poetry is in fact a mystery. It is a miracle that man has reached the places he has not reached by thinking, emotionally. Perhaps this is why

poets are likened to saints, and it is not surprising that there is a little truth in this"[4, 219]. E.Vakhidov is a creator who believes in words and has a great love for poetry. He sings of this faith and love, both in poetry and in his literary-critical views. Poetry is an incomparable divine power for him to discover addresses he has not thought of.

Poetry and the canonical requirements of poetry has been at the center of debate among philosophers and scholars throughout the works. In particular, in N.Bualo's work "The Art of Poetry" the poet is happy with tears and a smile. He finds a way in his poem, co-operation"[5, 259]. He thus acknowledges that the basis of poetry is emotions, emotional experiences. Also in the following verses, the poet describes the divine power of poetry in such a folk way.

Axir shoir shoirmi agar

Bir yurakni eritolmasa. (Shoirda maktub)

(**English:** After all, a poet is a not a poet

Unless melts hearts).

The phrase "melting the heart" is the highest form of emotional impact. It is through this single phrase that the poet expresses the important requirement and the criterion of the poem. After all, the basis of the poem is the lyrical experience.

The creator has his own inviolable world. Psychologists point out that the nature of the creators is dominated by such aspects as loneliness, self-awareness, thirst for manhood, rebellious individuality.

The ancient Greek philosopher Plato said that a person who is able to feel poetry can understand the essence of philosophy. From this point of view, artistic-conceptual views in poetry are especially expressed on the basis of emotional harmony. The influence and charm of the creative pen is also appreciated by the fact that it is powered by the poetic enlightenment, intelligence, thoughtfulness, pride and amazement in its essence.

It is known that any national artistic thinking lives in the vastness of universal artistic creation and breathes its air. It is natural that the image of the artist reflected in the samples of each national literature as well as reflects the general qualities of a true artist. E.Vakhidov is a creative person who perfectly develops his national artistic thinking about the creative person in the realm of universal creativity. The quartet, the emotional experiences and sufferings expressed at the level of the possibilities of lyrical poetry grew and acquired a lyro-epic scale characteristic of the epic. The form expanded, the weight of the content increased. But some interpretations in the epic are reminiscent of the poet's earlier poetic verses. The similarity between the tone of the poems and the epic, the weight structure, the flow of emotions is obvious. Therefore, we can conclude that in the heart of E.Vakhidov, the pain of creativity and ingenuity, its sufferings had been refined and diversified over the years in the trials of life and time. The epic "Rebellion of Spirits" is a great product of the poet's suffering. The poet described the mental suffering he had endured over the years by being Bengali poet Nazrul Islam in this epic.

Literary critics such as U.Normatov, Y.Solijonov, U.Hamdani have remarkable opinions on the epic, its compositional features, polyphonic image in Uzbek literature. We want to think about the common protagonist of the epic the Bengali poet Nazrul Islam, the poet's "I", another historical figure in the work - the image of commonality, creativity and destiny.

All the realities and emotional experiences in the epic revolve around a historical figure, Nazrul Islam. In the play, "the author Nazrul Islam, on the pretext of courage, devotion, tragic fate, the poet, in general, the role of the artist in life, civic duty, as well as humanity, devotion, thirst for freedom"[6, 27]. In it, the poet puts forward his views on the nature of the creative people, their fate, the responsibility of the creator. The author states about his protagonist: "If the task of a writer-poet was simply to describe the life and adventures of a person, there would be no easier profession in the world than writing. The creator must artistically analyze the life and destiny of his protagonist, and on this pretext, he must express his observations and observations about his life. The fate of my hero, Nazrul Islam, offers very good opportunities in this regard"[7, 357]. According to this, we see the harmony of the views of both poets, the creative "I" and the artistic image.

Every artist has his own "I" in his work. In this sense, it can be said that the image of a child in the epic "Nido" is Erkin in a role of the child-free retrospective, while in the "Rebellion of Spirits" is a "poet Erkin." Nazrul Islam's suffering, thoughts, and pain of freedom are in fact an expression of the poet's questions and sufferings in the depths of his heart, the freedom of his people. It is because of this pain that he deeply understands Nazrul's pain and is able to express it vividly.

"Creation is a rebellion of person to understand his personality, place, dignity in the infinite universe"[8, 20]. In this regard, the poet Nazrul Islam ("Both devotion and rebellion are in your blood") and the poet E.Vakhidov ("The nature of talent from creation is rebellion") share the same views and ideas. E.Vakhidov discovers the dialectic of the poet's heart from the poet's point of view.

True talent cannot be imagined without devotion and pain. In this regard, the poet looks at history. Referring to historical figures, he seeks the root of the pain. In the tragic words of Rudaki, Navoi, Bobur, in the tragedies of Pushkin, Lermontov, Mashrab, Nasimi, the issues of creative destiny in the struggle for freedom and justice are covered. "The trust of poets is freedom". This is the happiness of the poet and poet of this kind never dies.

"After the writer analyzes the life event, he has a certain attitude towards it. This attitude will be his satisfaction. It is on the basis of this satisfaction that he feels an event"[9, 66]. But often at the heart of this contentment lies a protest against injustice, the cruelty of the creator towards himself. Because the creator looks at the being in relation to his ideal, the ideal world and the ideal person, evaluates it on the basis of the principles of goodness, however life is full of contradictions and complexities. Also, accepting this concept is always painful for an impressive, fiery poet.

In E.Vakhidov's works the burning heart, rebellious lyrical "I" is always awake. In our opinion, the rebellious spirit of the lyrical "I" is the main feature of the poet's work. In this sense, the poet's work is polyphonic. The intensity of emotions, sharp observations, discussion of the external and internal world of the lyrical protagonist, intellectual diversity are characteristic features in the interpretation of a creative person. The rhetorical questioning and repeated reference to the art of rhetoric in these interpretations is characteristic not only of the epic "Rebellion of Spirits" but also of a number of poems of the poet.

The qualities of reverence for poetry as ihram in the poet's poems are in harmony with Mirtemir's views. "Ka'bamsan - poetry is my noble ihram," said Mirtemir. He uniquely continues the

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tradition of logic in this poem by Mirtemir. Creative and literary-critical views on "Shoiru She`ru Shuur" testify to the fact that E.Vakhidov understood poetry as a great world. This world has its own rules, values and traditions. Even in the tradition between teacher and learner.

Nafosat yurtiga posbon bo`l, o`g`lon,  
 Tili shamshir, ko`ksi qalqon bo`l, o`g`lon.  
 Avvalo, shoir bo`l, undan ham avval  
 Shu yurtga o`g`lon bo`l, o`g`lon bo`l, o`g`lon.

( **English:** Be the guard of the land of the word art, man,  
 Sharpen your tongue like sword, be selfless, man.  
 First of all, be a poet, even before that  
 Be a man to this country, be a man, be a man).

Poetry is a heavy responsible and honorable position. Even before poetry, E.Vakhidov emphasizes three times to be a worthy man for his country. This call is not only for men, in which the word man is used in the sense of courage, selflessness, honesty, high courage, which applies to everyone who knows himself as a real person. The poetic repetition in the last verse provided musicality, melody, which is an important element of poetry, while serving to reinforce meaning..

The poet's works of the 60's cover a wide range of social tragedies, such as the lack of purpose of the generation in terms of courage and strength ("Wish"), entanglement and indifference ("Bong urish"), deprivation of human feelings ("Iron Geniuses"). Literary critic U. Hamdam admits in his research that this gave rise to a thematic direction that can be called "human landscapes"[10, 150].

Along with E.Vakhidov's poems recognized as intellectual lyrics, the poem "Steel" is a product of belief in the power of poetry and the art of speech.

U dastavval oybolta bo`ldi,  
 So`ng zambarak bo`lib quyildi.  
 Qilich ham u miltiq va nagan,  
 U bomba ham bo`lib portlagan.  
 Lekin olgan jahonni faqat  
 Pero bo`lib quyilgach po`lat.

(**English:** He was originally an axe,  
 Then it was poured into a cannon.  
 Became sword, a rifle and a nagan,  
 It also exploded as a bomb.  
 But only, Steel can get the world

After turning into a pen.

“Finally, by the twentieth century, this steel came into literature as a pen, especially poetry. When we talk about steel in literature, it means that the subject is different, the artist's artistic and aesthetic perception of the world is different. This peculiarity can be explained by the social mood of the poet in the form of artistic thinking.

L.S.Vygotsky, emphasizing that "art is a catharsis"[11, 201], meant involvement in art, spiritual changes in the moments of creation. At the heart of art, the whole content of creation lies the concept of beauty, creativity. This means that the path to spiritual purification is opened through creation. A creative person differs from others by his creative thinking, his emotional perception of being. In this sense, it is an important pictorial object of fiction, which is essentially anthropology.

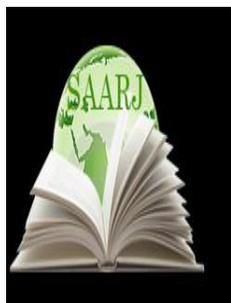
In conclusion, it can be said that through the image of a creative person, new opportunities are opened up to fully reflect the most delicate, contradictory aspects of society and human relations. From this point of view, the following peculiarities of E.Vakhidov's work become clear:

1. In the poetry of the poet, the issue of creativity and creative psyche takes a leading place as a motive. He gradually improved during the poet's creative years and became perfect in the epic "Rebellion of Spirits".
2. Among the lyrical heroes of E.Vakhidov the image of the devoted, free-spirited poet deserves special attention. It is a means of self-awareness. In these interpretations, the polyphonic image predominates. In poetic speech, methods such as the art of tazad (antithesis), takrir (repetition), rhetorical interrogation were important factors in expressing the same psyche. The study of these aspects will inevitably provide important information for literature. After all, a poet devoted to his people will never die, his poems will be immortalized as they acquire new meanings and aspects in the minds of people for years and centuries.

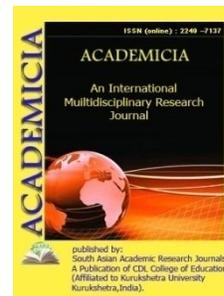
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## CONTAMINATION OF SOILS WITH HARMFUL SUBSTANCES IN DIFFERENT FERTILIZERS AND MEASURES

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### ABSTRACT

*The article provides a study of the influence of anthropogenic, technogenic factors on the accumulation of heavy metals in the soils of the Fergana region, especially in the subsoil. Since the greatest accumulation of harmful substances in the air accumulates in the soil, and plants absorb them, at least in part, that is, with air-precipitation-water basins, rivers-irrigation water-soil circulation occurs. Many years of field experiments have shown that when phosphorus fertilizers (superphosphate) are taken 3-4 times more, an increase in nitrogen is observed due to a sharp decrease in fluoride content. Especially grown on cotton leaves and stems.*

**KEYWORDS:** *Degradation, Migration, Buffer, REM, Heterogeneous, Homogeneous, Phytotoxin, Accumulation, Intersect Oral, Innovation, Epidemiology.*

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### INTRODUCTION

In the Resolution of the President of the Republic of Uzbekistan PQ-29-16 of 2017 on measures to further, improve the system of local waste management, a large-scale work on the organization of clusters being carried out. However, it was noted that the industry does not have modern innovative and information communication technologies that allow to assess the real sanitary and environmental situation in the country.

It is known that the naturally soil and water pollution does not have a negative impact on humans and animals, plants, because through precipitation, various compounds and substances in the air are returned to the soil. Since the greatest accumulation of harmful substances in the air accumulates in the soil, and plants absorb them, at least in part, that is, with air-precipitation-water basins, rivers-irrigation water-soil circulation occurs. This means that more than a hundred substances and chemical compounds that fall into the soil over the years of irrigation eventually fall into the soil and degrade it. This substance is understood as an indicator of the degree of harm to human health. Sometimes PDV (temporary substance multiplication) is also used in enterprises.

This standardization is based on 4 key indicators. These are: translocation (harmful substance in the soil is absorbed by the plant), migration - through the air (from the air), migration - through the water and general sanitation (reduction of the bioactivity of the harmful substance due to self-cleaning of the soil). It is especially important to know the soil-plant and the relationship of the plant to the poison. It is necessary to know the soil-plant relationship of toxins. Toxins are determined on the basis of several factors: soil-plant relationship and migration. The main issue is the speed of action of the toxicant and the plant's response to it. The process of migration of toxins in the soil depends entirely on the type of soil, the coverage of the topsoil with vegetation and the amount of humus, the water regime of the granulometric composition, the temperature factor, and so on. For example, lead moves faster in soil than cadmium, because a complex solution of lead combines with humic acids 150 times more than an antiquated complex. Lead and mercury are located in the surface layer of the soil (10 cm). Ancient copper and zinc, mercury and lead, which move up to 30 cm, can penetrate only 3-8% to a depth of 30-40 cm (I.Ilin, L.Stepanova.L, 1990).

The migration of heavy metals in plants takes place in the following order: root-stem-leaf-seed-fruit-end. Even the amount of heavy metals in the root exceeds the top by 500-600 times, which means that the root has a greater chance of protection (buffering). (Table 1.)

Distribution of lead in wheat by mg / kg mass relative to dry mass I.Ilin, L.Stepanova (1990)

The lead dose is mg / kg	In black soil			Graysoil	Ingra soil		
	Accumulation phase		When fully cooked		Accumulation phase		At the base of full cooking
	root	leaves		root	leaves		
0	4,1	3,5	0,6	0,7	5,9	3,9	0,4
50	13,0	3,6	0,5	0,7	47,0	3,8	0,4
100	21,0	3,6	0,5	0,5	81,0	4,8	0,5
500	127,0	6,0	0,7	0,9	7130	16,0	1,1
1000	238	9,0	0,7	0,7	12500	33,0	2,8
200	440	22,0	1,9	0,9	32400	76,0	5,0

Among the herbaceous plants, in terms of tolerance, the plants are as follows: Poaceae (legumes), Fabaceae (legumes), Chenopodiaceae (legumes). For example, high levels of lead

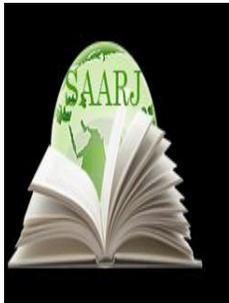
(Rb) accumulate in plants. Resistance to antiquity in plants is as follows: tomato-oat-salad-meadow-pea-spinach. Different fungi can accumulate large amounts of Hg, Se, Cd, Cu, Zn elements in their body.

A heavy metal limit allowable concentration has not yet been sufficiently developed for soil because the soil solution has a more heterogeneous system than others (homogeneous in water and air). The reason why it is difficult to study the ecological condition of soils (soils) and its assessment is not clear is that they have different attitudes towards phytotoxins. We can tell this from the data found for the topsoil by various scientists.

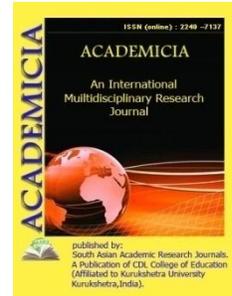
Many years of field experiments have shown that when phosphorus fertilizers (superphosphate) are taken 3-4 times more, an increase in nitrogen is observed due to a sharp decrease in fluoride content. Especially grown on cotton leaves and stems. Absolutely not added in the phosphorus-free variants in the experiment, remained unchanged even when given at 50kg / ha (50, 100, 400 kg / ha). However, an increase in fluoride was observed at 400 kg / ha. This situation was also noted in 1992 by F. Ashurmetova. It has been noted that substances that accumulate in soils pass through the lower layers as a result of irrigation.

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## INDICATORS OF RELIABILITY OF ELECTRONIC DEVICES FOR CALCULATION OF DAMAGED CHARACTERISTICS OF DEVICES

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### ABSTRACT

*When analyzing and comparing the reliability of products, it is necessary to evaluate the numerical values of reliability when calculating reliability, increasing the likelihood of correct operation of the system and determining the timing of repair, as well as in technical and financial calculations.*

**KEYWORDS:** *Probability Of Failure, Average Performance To First Failure, Poisson's Equation, Distortion Flow Parameter, Performance Before Distortion.*

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### INTRODUCTION

#### Reliability indicators of electronic devices

##### General characteristics

In the previous chapter, reliability metrics are only reliability metrics that determine quality. They provide complete information on reliability, but do not take all numerical values for product reliability. When analyzing and comparing the reliability of products, it is necessary to evaluate the numerical values of reliability when calculating reliability, increasing the likelihood of correct operation of the system and determining the repair time, as well as in technical and financial calculations.

Reliability indicators can be divided into four groups:

1. Reliability indicators for calculating the failure characteristics of electronic devices;
2. Indicators of longevity;
3. Indicators characterizing the possibility of maintenance and repair;
4. Complex indicators characterizing the invariability and maintainability of the product. Non-destructive probability - repairable and non-repairable.

Device performance

1. indicators of the reliability of electronic devices for calculation.
2. For products,  $R(t)$  indicates that the probability of intact cuts is not available as a general indicator.
3. It is defined as follows:

$$P(t) \approx \frac{N(t)}{N_0}$$

where  $N(t)$  is the number of undamaged products in the last range:  $t$ ,  $N_0$  - the number of products that work without interruption during the initial time interval.

Example:  $t = 1500$  часов Нет = 200,  $N(t) = 190$

Determine  $p(t)$ .

Ehim

When calculating the non-destructive characteristics of non-repairable products, two more indicators are used: the intensity of wear (hazard) and the mean time to first failure.

Decomposition rate (hazard) ( $\lambda$ ) is the amount of spoiled food per unit time to the average amount of spoiled food.

This is expressed as follows:

where  $N(t)$  - number of non-purchased products in the last range:  $t$ ,  $N_0$  - number of products that run smoothly during the initial time interval. Example: Dano:  $t = 1500$  time Нет = 200,  $N(t) = 190$  Determine  $p(t)$ .

$$\lambda \approx \frac{\Delta n}{N_m \Delta t}$$

$$N = \frac{N_i + N_{i+1}}{2}$$

$\Delta t$  is the number of products that are running smoothly over a period of time.

$N_i - \Delta t$  - the number of products running without interruptions at the beginning of the time interval;

$N_i + 1$  - the number of products that work without failures at the end of the time interval;  $\Delta n$  is the number of products damaged over time;  $\Delta t$  - time interval during which violations are detected; Example: 1600 products worked  $\Delta t = 200$  failed in 200 hours. Determine the intensity of the violation.

$$\lambda \approx \frac{\Delta n}{N_{\dot{y}.m} \Delta t} = \frac{100}{1500 * 200} = 3,3 * 10^{-4} \frac{1}{\text{coam}}$$

The wear rate fully describes the quality of the elements, which is determined by the tests or the products used. Operating time to one breakdown Average time to first breakdown of four non-repairable products. This is expressed by the following expression:

$$T = \frac{\sum_{i=1}^n T_i}{n}$$

Where  $T_i$  is the time of operation of  $i$ -elements before destruction,

$$T = \int_0^{\infty} P(t) dt, \quad T = \frac{1}{\lambda}$$

When investigating the reliability of the system, the following probability distribution law is used; usage time, rate, Relle, Gamma - Weibun, etc. The most common law is the time of use (operation). For this law, the intensity of distortion is constant  $\lambda = \text{const}$ .

In practice, the following equation is used to determine the probability of failure-free operation (taking into account  $T_m$ ):

Here is the base of the natural logarithm;  $t_p$ -processing time to perform its function during this time without breaking the product type.

This equation is called the law of reliability of processing time (Poisson distribution).

This law shows that the probability of correct operation decreases over time along a logarithmic curve.

Example:  $t_p = 160$  hours,  $t_{sym} = 2000$  hours. Determine the likelihood that the product will operate without damage.

$$P(t) =$$

$$\text{Example: } P(t) = e^{-t_p / T_{sym}} = e^{-160 / 2000} = 0,9231$$

In addition to the probability of trouble-free operation, breakdown current flow rates ( $\bar{\omega}$ ) and pre-failure characteristics are also used to describe and calculate the breakdown characteristics of products to be repaired.

Breakdown current ( $\bar{\omega}$ ) is the average number of failures of the repaired products over the time (taken during the construction). It is defined by the following expression:

$$\bar{\omega} = \frac{\Delta n}{N_0 * \Delta t}$$

When calculating  $\bar{\omega}$ , the repair of the damaged product in time  $t$  is taken into account. Then  $N_0 = N(t)$ . Wear Time ( $T$ ) is the average run time of products being repaired from failure to failure. It is calculated using the following expression:

$$\text{Four} = \frac{\sum_{i=1}^n T_{\dot{y}pmi}}{n}$$

Here Four is the mean time before the i-product fails; n is the number of signaling products. It is defined by expression four:

$$T = \frac{\sum_{i=1}^n T_{ij}}{m}$$

Here  $T_{ij} - i$  is the average time of correct operation of the product between  $j - 1$  and  $j + 1$ ,  $m - i$  is the number of product failures. Example: Let the first product run for 200 hours without breakage, then have it repaired. Let him work 100 hours before the second break, 80 hours before the third, and 100 hours before the fourth. Let the second product run 250 hours before the first failure, 120 hours for the second, 150 hours for the third, and 100 hours for the fourth. Determine performance before both products fail.

Solution: the average processing time of each product before breakage is calculated using the formula

$$\text{Four}_1 = (200 + 100 + 80 + 100) / 4 = 120 \text{ hours}$$

$$\text{Four}_2 = (250 + 120 + 150 + 100) / 4 = 155 \text{ hours}$$

will be.

$$T = \frac{\sum_{i=1}^n T_{\dot{y}pi}}{n} = (120 + 155) / 2 = 137,5$$

The operating time before the required breakdown is determined by the formula.

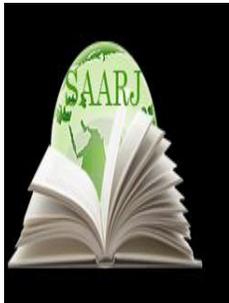
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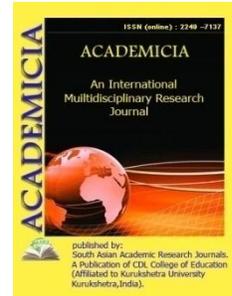
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## WOMEN ENTREPRENEURSHIP IN INDIA-PROBLEMS, GOVERNMENT SCHEMES AND REMEDIAL MEASURES: A REVIEW

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### ABSTRACT

*The present study is made an attempt to analyze the problems faced by the women entrepreneurs and to examine the government schemes and remedial measures initiated to encourage and support women entrepreneurship in India. Women entrepreneurship means women or group of women who initiate, organize and run a business enterprises. Women entrepreneurship has been identified as an important catalyst for economic growth. The entrepreneurial activities undertaken by women are contributing significantly to the economic development of the country. For the study purpose, information is gathered from secondary sources such as research articles, websites, e-journals, other published reports and Newspapers, etc.*

**KEYWORDS:** *Women Entrepreneur, Women Entrepreneurship, Economic Growth, Economic Development.*

### INTRODUCTION

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 to women.

In the olden days, the woman had to do the housework, and the idea of the business was only a dream. She had to limit her dreams and aspirations within the four walls of the house, having neglected in the society. It was always the women who were disadvantaged in relation to decision -making and access to all resources and opportunities. But, now the time has changed

They came out of the four walls to participate in all kinds of activities. Educational attainment of girls and women have contributed to the women empowerment.

Today, we can see women participation in politics, business, law, science and technology, etc. Literacy, education and awareness have played a very important role in creating an enabling environment for entrepreneurship. However, when we look at the Indian business, only 14% of Indian businesses run by women. They often face problems in setting -up their own business firm, scale-up and sustain. Therefore, it is imperative to encourage and support women entrepreneurship among women by increasing awareness, by providing education, entrepreneurial training, introducing government schemes, and initiating remedial measures to encourage and support women entrepreneurship in India.

### **LITERATURE REVIEW**

This section deals with the analysing the earlier studies relating to the current topic.

Women are considered as weaker sex and always made to depend on men folk in their family and outside, throughout their life .The Indian culture made them only subordinates and executors of the decision made by other male members, in the basic family structure (Goyal&Prakash, 2011).Women face difficulty in initiating their own ventures due to several challenges, such as lack of education, experience and training, and socio-cultural restrictions. Further, women seem to be overwhelmed by house-hold responsibilities, limited spatial mobility and restricted access to resources, which makes entrepreneurship all the more difficult for them (Raghuvanshi, Agrawal Ghosh, 2017).Even though we have many successful women entrepreneurs in our country, but still have a male dominated culture there are many challenges which women entrepreneurs face from family and society (Franco&Selvakumar,2016).Women have three kinds of obstacles to innovative entrepreneurship-the contextual obstacles like educational choices, traditional views and stereotypes about women, science and innovation. In economic obstacles substantial investment, less credible financially than men. Soft obstacles like lack of access to scientific and general business networks, lack of business training, role models and entrepreneurship skills, specific obstacles for women entrepreneurs include suitable education ,lack of experience ,access to finance and absence of role models. Women still represent a minority, when it comes to starting new firms or being self-employed (Raizada). Women have to face challenges from all sides especially in a country like India in which traditions are deep rooted in the society and where the sociological set up is a male dominated one. They survived and succeeded in this cut throat competition with hard work, diligenceand willingness to take risk (Parameshwar, 2020).

### **RESEARCH GAP**

From the analysis of literature review, it is found that the earlier studies were majorly focused on the problems and challenges faced by the women entrepreneurs. But, only few studies focused on the problems faced by the women entrepreneurs in recent days in India and also the government schemes, remedial measures initiated to improve women entrepreneurs in India - in detail. Hence, present study is intended to study the problems of women entrepreneurs in recent days and various government schemes and remedial measures initiated to encourage and support women entrepreneurship in India.

### **METHODOLOGY**

The present study is based on the secondary sources of data are used. Secondary data are collected through various published e-journals, research articles, magazines, websites, published reports, etc.

### OBJECTIVES OF THE STUDY

- To identify the various problems faced by the women entrepreneurs in recent days in detail.
- To conceptually analyze the various government schemes and remedial measures initiated to encourage and support women entrepreneurship in India.

### PROBLEMS FACED BY WOMEN ENTREPRENEURS IN INDIA

Women plays a significant role in the economic development and growth of any country by venturing into business and creating more and more job opportunities. There may be various problems and challenges a woman has to undergo to get into the world of business and to become a successful entrepreneur. The problems of women entrepreneurs in India are as follows.

- **Conflicts between home and business:** The business success always depends upon the support extended by the family members. Woman's family obligations bar them from becoming a successful entrepreneurs in developing country like India.
- **Lack of assistance and training:** Appropriate assistance and training is required in implementing the business idea, identifying initial financial sources for establishing and expanding business.
- **Lack of finance:** Finance is regarded as the life-blood of any business enterprises. The women entrepreneurs always suffer from inadequate financial resources as they are lacking personal identification and generally do not possess property in their own name. Hence, women entrepreneurs are unable to access to the external funds due to their inability to provide tangible security. Therefore, women entrepreneurs in India always find difficulty in raising funds for their new business venture.
- **Lack of Motivation:** Lack of family support, heavy household responsibilities, lack of finance, low level of education, etc. demotivates the women folk to engage in business operations and running a business concern.
- **Low Risk –Taking Ability:** Since, women in country like India are economically not independent, they have a low ability to take risks, which makes them unsuccessful in business as risk –taking ability is very much essential to become successful entrepreneur.
- **Male-Dominated Society:** Even though our constitution has given equal rights to both men and women, women are not treated equal to men. They are not free to take up their own decision and are always looked down upon as weak and incapable in all respects.
- **Absence of Family Support:** In developing country like India, women hardly get proper family support to start any kind of enterprise as they are required to perform their traditional role as house wives and heavy household responsibilities leave a demand on women especially those in rural areas who have more children .Therefore, they always feel that business is not a place meant for them.
- **Lack of Managerial Skills:** It is hard to believe but women are still not treated equal to man in our society. They do not have access to men dominated networks due to discriminating attitude played in the society. Therefore, they do not possess managerial skills and experience equal to male entrepreneurs.

- **Lack of Practical Knowledge:** Women do not possess practical knowledge especially those who are in rural areas as they have got limited exposure to the outside world .Besides, It is always difficult for them to focus on one area and devote much time in business for building networking with the other successful women entrepreneurs to get practical guidance and knowledge.
- **Lack of Societal Support:** In a developing country like India, the perception is that entrepreneurship is an appropriate career choice only for men and not for women. The cultural and religious beliefs in some part of the country is not allowing women to get into business .Besides, male members think that it is a big risk financing the ventures run by women.
- **Lack of Awareness:** Many women entrepreneurs are unaware of the various financial assistance in the form of incentives, loans, schemes etc. by the private and the government institutions in the financial sector.
- **Severe Competition:** Since, women are not economically independent have to face severe competition for marketing their products with male dominated industry. Moreover, In the cut-throat competitive market, a lot of capital is required for regular advertisement of their product to withstand in the market. Hence, such a competition ultimately results in the liquidation of women enterprises.

### GOVERNMENT SCHEMES FOR WOMEN ENTREPRENEURS

Generally, woman hesitate to enter into business .Firstly, because of lack of support from the family side. Secondly, lack of financial support .Since, the prospective woman entrepreneur finds difficulty in raising funds for their new business venture, the government formulated various schemes for women entrepreneurs .They are as follows.

1. **Bharatiya Mahila Bank Business Loan:** This scheme is launches for offering business loans up to 20 crores to women who wish to start their own businesses .Under this scheme, the loans are to be repaid in seven years.
2. **Annapurna Scheme:** This scheme offers loans up to 50,000/- rupees for financing women to establish a food catering unit. The interest rate depends upon the market rate and the concerned bank. The loan amount can be repaid in 3 years.
3. **Stree Shakti Package:** Itis a unique scheme run by theSBI, aimed at supporting entrepreneurship among women by providing an interest rate concession of 0.5 percent, if the loans amount exceeds 2 lakhs. An enterprise should have more than 50 percent of its share capital owned by women to make use of this scheme.
4. **Dena Shakti Scheme:** This scheme aimed at providing loan to those women entrepreneurs in the fields of agriculture and allied activities, retail trade, micro credit, education, housing and retail and small business enterprises at a concession of 0.25 percent rate of interestup to loan amount Rs 20 lakhs.
5. **Orient Mahila Vikas Yojana Scheme:** This scheme provides capital for women starting small scale businesses .Women can get loans starting from Rs.10 Lakhs to up to Rs 25 lakhs and the repayment to be made in 7 years period. Under this scheme no collateral is needed.
6. **Udyogini scheme:** This scheme is launched to provide subsidy loans and business training to women entrepreneurs, who are involved in Agriculture, retail and similar small businesses are eligible for loan up to 1 lakh under this scheme.

7. **Cent Kalyani Scheme:** This scheme offers loans up to Rs.1 crore for women business owners in multiple areas such as SMEs or agricultural work or retail trading .Under this scheme, collateral is not needed to obtain the loan amount. The loan amount can be used for meeting capital expenditure and working expenses.
8. **Mahila Udyam Nidhi Scheme:** This scheme offers financial assistance of up to Rs 10 lakh to set up a new small -scale venture .It promotes upgrading and modernization of existing projects. The repayment period for the loan borrowed is 10 years.
9. **Mudra Yojana Scheme for Women:** This scheme is launched by the central government

For providing financial support to women who wish to start a new business or expand the existing business. Under this scheme, loan amount between Rs.50, 000 to Rs.50 lakhs are sanctioned. It has three plans like Shishu, Kishore and Tarun.

- a) **Shishu-**Under shishu plan, loan up to Rs.50000 can be obtained for new businesses with interest 1% per month and to be repaid in 5 years.
- b) **Kishore-** A loan amount from Rs.50, 000 to 5 lakhs can be borrowed for well established businesses.
- c) **Tarun-** Under this plan, women entrepreneurs who wish to expand their existing business can get loan amount from Rs.5 lakhs to 50 lakhs.

#### 10. **TREAD (Trade Related Entrepreneurship Assistance and Development) Scheme:**

Under this scheme, credit, training, development and counselling extension activities related to trades are provided.

### REMEDIAL MEASURES

Along with the government schemes, some of the remedial measures that can be undertaken to promote women entrepreneurship in India are as follows.

- **Financial Assistance:** Financial cell should be opened in various financial institutions for providing easy finance to prospective women entrepreneurs at a concessional rate of interest.
- **Marketing Co-operative:** The women should be advised and encouraged to set-up their own marketing co-operative as it will be able to eliminate the middlemen ,while making their purchase of necessary inputs for production and selling their products to the end-users.
- **Education and Creating Awareness:** Educational and awareness programmes should be undertaken to make the environment for women entrepreneurs more friendly and courteous by changing the societal attitudes towards them. In addition, a proper steps should be taken to make women aware of financial and technical assistance available to them under various government and non-government schemes.
- **Training and Skill Development Programmes:** In order to create self -confidence among the young prospective women entrepreneurs training and skill development programmes should be organized, to inculcate entrepreneurial knowledge and skills in them .In addition ,good hygienic crèches, transport facilities should also be provided to attract more and more prospective women entrepreneurs to the training center.
- **Entrepreneurial Motivation at College Level:** Generally, women do not show interest in entrepreneurship due to several reasons. Therefore, there should be a coordinated effort among the educational institutions, government departments and the business world to

motivate and inspire the girls at the college level itself to dream to become job creators rather than job seekers by adopting entrepreneurship as a career choice.

- **Simple Legal Formalities:** The concerned departments and government agencies have to make an effort to simplify the procedures, formalities, rules and regulations, etc. with regard to registration procedures of the women entrepreneurs.
- **Seminars and Conferences:** International, national level industrial exhibitions, seminars and conferences should give a platform to the young prospective entrepreneurs to have interaction with other successful and experienced entrepreneurs to get guidance and entrepreneurial knowledge.
- **Self Help Groups of Women Entrepreneurs.** The prospective women entrepreneurs should be advised to set-up their own self-help group to mobilize resources and to raise capital funds, for starting their new business ventures.

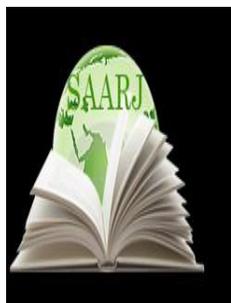
## CONCLUSION

Women entrepreneurship have significantly contributed to the economic development of the country. Unlike earlier days, today women are not confined to the four walls of the house. They are treated equals to men. In fact, educational attainment of the women made them self-reliant and dare to dream to become job creators rather than job seekers .Today women participation can be seen in almost every field such as politics, education, science, information technology, banking, communication, etc. but unfortunately, only few percentage of women's participation can be noticed and majority are still not able to find their own place in the society by starting up their own enterprises and becoming a successful entrepreneur due to several entrepreneurial problems and challenges a woman need to face at the beginning of any business venture. In this direction, the government has already launched various schemes and policies to financially support and encourage women entrepreneurship in India. Yet, in addition to that it is essential to take up some of the remedial measures for helping the prospective women entrepreneurs to come out of all the problems and challenges that they have to confront with while getting into a new business venture.

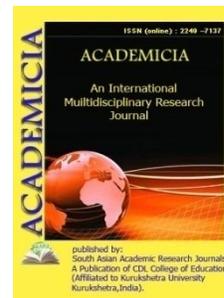
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**SYNTHESIS, TECHNOLOGY, STRUCTURE, PROPERTIES OF  
 DERIVATIVES OF PYRAZOLYL-P-FERROCENYL-PHENOLYL-UREA  
 AND THEIR BIOLOGICAL ACTIVITY**

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**ABSTRACT**

*A number of derivatives of pyrazolyl-p-ferrocenyl-phenolyl-urea have been synthesized and investigated their biological activity. Newly obtained compounds were fully characterized by spectroscopic (IR and NMR). Single crystal X-ray structure analysis were undertaken on two compounds. Determined the growth-promoting activity of the compounds [4- (pyrazolyl- (p-ferrocenylphenoxymethylene)] (II), N, N'-hexamethylenebis - [(p-ferrocenylphenyleneleoxymethylene) -4- (pyrazolyl-1,1') - urea] (III).*

**KEYWORDS:** *Derivatives Of Heterocyclic Compounds, Synthesis, Biological Activity, Pyrazolyl.*

## INTRODUCTION

The currently intensively evolving chemistry of acetylene derivatives of pyrazolyl-p-ferrocenyl-phenolyl-urea compounds are in attention of many international researchers, both in Uzbekistan and abroad [1-5]. This is connected, on the one hand, with the rich possibilities of the various chemical transformations in acetylenepyrazolyl, p-ferrocenylphenolyl, urea groups in the molecules of organic compounds, and, on the other hand, with the properties of the most organic compounds valuable for practical use with the above-mentioned groups.

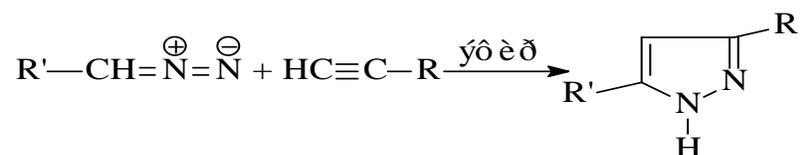
There are many examples where the introduction of pyrazole and urea groups led to the appearance of various physiological, pharmacological and biological activity, as well as the ability to inhibit metal corrosion, form complex compounds, polymers, and many others. The further development of pyrazolyl-ferrocene-phenolylureas, and especially their various derivatives, is an extremely urgent task of the XXI – XXII centuries. In this work, to determine the reactivity of a triple bond, intermolecular cyclization reactions were carried out, where rare substituted pyrazoles of the preparation were obtained (1).

## MATERIALS AND METHODS

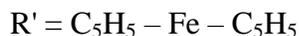
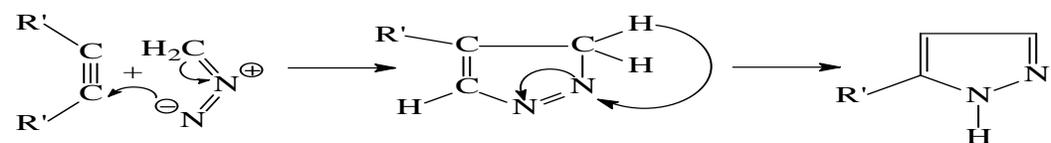
To synthesize pyrazole derivative used organic compounds, such as diazomethane, hexamethylenediisocyanate, dimethylformamide. Synthesized compounds are analyzed with IR-spectra,  $n^1$ -NMR spectra methods.

## RESULTS

Reactions in organic synthesis involving a triple bond allow us to develop simple methods for obtaining valuable bioavailable, from a biological, pharmacological point of view, nitrogen-containing five-membered heterocyclic compounds, such as 1,2-pyrazoles, pyrroles, thiophenes, 1,2,3-triazoles, containing various heteroatoms. Based on the foregoing, we synthesized previously unknown compounds containing various heteroatoms, a triple bond in order to obtain various functional five-membered heterocycles with potentially very high pharmacological and biological activity. The cyclic addition of aliphatic diazo compounds to acetylenes with the formation of pyrazoles is called the Pehman reaction [6-10].

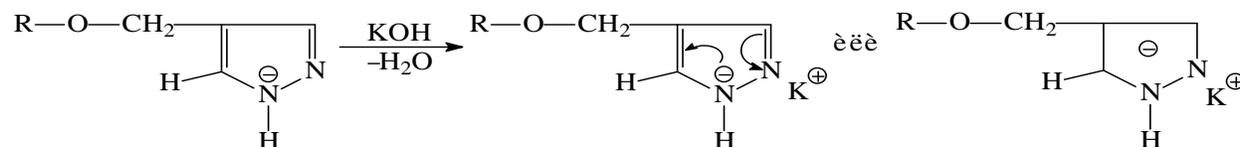


1,2-pyrazole can be synthesized on condensations of the triple bonds with diazomethane by the mechanism of synchronous cyclic addition with the participation of the bipolar structure of diazomethane.

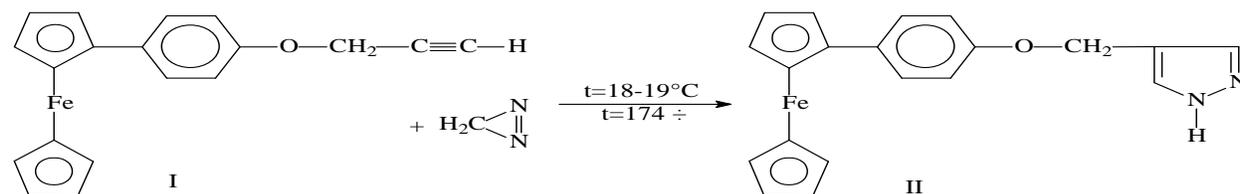


Synthesis (1) was carried out in the presence of sodium ethylate in anhydrous ethyl alcohol at a temperature of 80-85 ° C for 3.5-4.0 hours. Thin layer chromatography on Al<sub>2</sub>O<sub>3</sub> (benzene: ethanol = 15: 1) was used to isolate the product. The resulting compounds (1) is an orange crystalline substance. In addition to elemental analysis, IR and <sup>1</sup>H-NMR spectroscopy were used to prove the structure. The IR spectrum of compounds (1) contains absorption bands characteristic of the –C≡C– bond in the region of 2128 cm<sup>-1</sup>, for the ≡C – H bond in the region, 3285 cm<sup>-1</sup> for C – O – C in the region of 1245–1260 cm<sup>-1</sup>, the frequencies in the region of 1008 and 1110 cm<sup>-1</sup>, as well as in 2878 cm<sup>-1</sup>, are evidence of the presence of ferrocene free of substituents on the cyclopentadienyl ring. In the <sup>1</sup>H-NMR spectrum, a sharp singlet at 3.92 ppm corresponds to the equivalent proton of the unsubstituted cyclopentadienyl ring of ferrocene, triplets of irregular shape at 4.27 and 4.46 ppm match rings. The shift of these signals to weak fields is due to the influence of the ring current of the phenyl radical, the signals in the region of 6.7-7.6 ppm. represent a typical picture of the spectrum of p-substituted phenyl, with the proton adjacent to the ferrocene fragment resonating at 7.26 ppm, and the remaining protons at 6.84 ppm. For the spectra of all compounds, the commonality of the C<sub>5</sub>H<sub>5</sub>FeC<sub>5</sub>H<sub>4</sub> – C<sub>6</sub>H<sub>4</sub> – O– fragment should be noted; in addition, a doublet at 4.61 ppm is present in the spectrum. and triplet at 2.34 ppm. the latter corresponds to the signal of acetylene protons shifted to a strong field under the influence of anisotropy of the triple bond. The splitting of the acetylene proton signal into a triplet is due to the spin-spin interaction of the –O – CH<sub>2</sub>– group. The spin-spin interaction constant of 2.5 Hz corresponds to the usual value for long-range interactions in acetylene derivatives. In turn, the signal –O – CH<sub>2</sub>– protons at 4.61 ppm split into a doublet.

The hydrogen atom at the heteroatom is relatively easily replaced by a metal (Ag, Mg, K, Na, Li, etc.). Pyrazole forms salts with metals turning into an anion having aromatic properties:



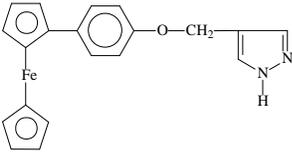
The synthesis of the pyrazole derivative (II) was carried out by the interaction of compounds (I) with diazomethane according to the following reactions:



The structure of the synthesized compound was confirmed by elemental analysis and IR, <sup>1</sup>H-NMR spectroscopy. Physico-chemical parameters are given in table 1.

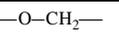
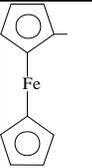
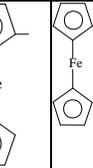
**TABLE 1 PHYSICO-CHEMICAL PARAMETERS OF COMPOUNDS (II)**

Structure	Yield, %	M <sub>p</sub> , °C	R <sub>f</sub>	Formula	M <sub>M</sub>	Elemental analysis, %	
						Calculated	Found

	93,4	103-104	0,71	C <sub>20</sub> H <sub>18</sub> N <sub>2</sub> FeO	357,65	N 7,83	N 7,68
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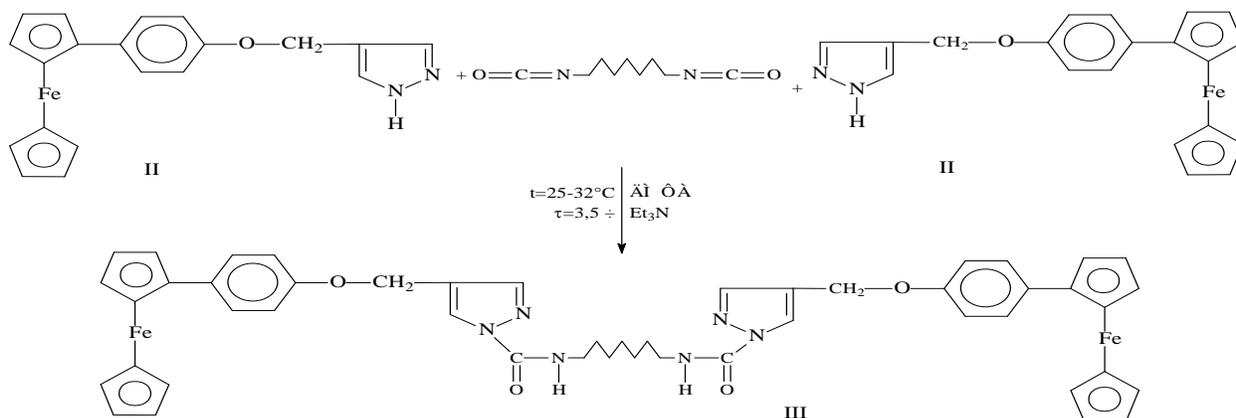
In the IR spectra, characteristic absorption bands are observed in the region of 1010, 1110, and 2878 cm<sup>-1</sup> due to stretching vibrations of the monosubstituted cyclopentadienyl ring of ferrocene. The aromaticity of the cycle is preserved, but the ability to electrophonic substitution at carbon atoms decreases sharply. At the same time, the presence of lone pairs in heteroatoms increases the likelihood of an electrophilic attack on nitrogen, contributing to tautomeric transformations and the formation of quaternary salts. In determining the reactivity of these heterocycles, the mutual influence of the lone electron pairs of heteroatoms and the  $\pi$ -electron sextet of the ring is even more important, 1,2-pyrazoles exhibit weak acidic properties. Thus, reflecting the achievements and current level of work in the field of chemistry of derivatives of heterocyclic systems, they convincingly show and prove that in studies of recent years, methods for the synthesis of heterocyclic esters of 1,2-pyrazole or 1,2-pyrazoline have been actively developed. The rings of 1,2-pyrazole (or 1,2-pyrazoline) are extremely stable and many of its derivatives can be distilled without decomposition and melting. These IR spectra of compounds (II) are given in table. 2.

**TABLE 2. IR SPECTRA OF COMPOUNDS (II)**

CompoundNo.	IR spectra, $\nu$ cm <sup>-1</sup>						PMR spectra, $\delta$ , ppm			
										
II	1236	1613, 1121, 925	1605	2878, 1010- 1110	2860	3413	3,92	doublet 4,61 triplet 2,34	7,26	4,61

**The interaction of compounds (II) with hexamethylenediisocyanate**

Hexamethylenediisocyanates are among the compounds possessing extremely super high reactivity. Secondary amines with heterocyclic groups containing N – H bonds have the highest reactivity with respect to the isocyanate [11-14]. We obtained derivatives of pyrazolyloferrocenylphenolyl-urea by the interaction of hexamethylenediisocyanate with the compound (II) at room temperature according to the scheme:



The synthesis was carried out in dimethylformamide medium at room temperature of the reaction medium 25-32 ° C for 3.5 hours. It should be noted that the new environmentally friendly derivatives of bis-urea (III) were obtained in the form of a whitish-silver powdery substance (III), with rather high yields, without waste. Physico-chemical characteristics of the component (III) are given in table. 3.

**TABLE 3. PHYSICO-CHEMICAL CHARACTERISTICS OF THE COMPONENT (III)**

Structural formula	Yield, %	M <sub>p</sub> , °C	R <sub>f</sub>	Formula	Elemental analysis, %		M <sub>M</sub>
					Calculated	Found	
					N	N	
	92,3	198-199	0,77	C <sub>48</sub> H <sub>48</sub> Fe <sub>2</sub> N <sub>6</sub> O <sub>4</sub>	9,50	9,38	883,694

Compounds were purified by recrystallization from ethyl alcohol. The identity of the compound (III) was established by TLC on "Silifol" plates.

The following systems were used as eluents:

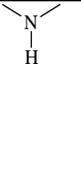
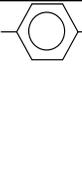
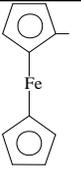
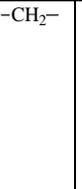
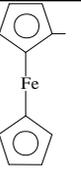
System 1 :CHCl<sub>3</sub> : CH<sub>3</sub>OH : HCOOH = 10 : 0,6 : 0,1

System 2: HCOOH :CH<sub>3</sub>COCH<sub>3</sub> : CCl<sub>4</sub> = 0,6 : 5,0 : 0,5

The structure of bis-{N, N'-hexamethylene bis-[(p-ferrocenyl phenyl-oxymethylene) -4-(pyrazolyl-1,1')] urea} (III) is confirmed by the data of elemental analysis, as well as IR and n<sup>1</sup>-NMR spectroscopy. In the IR spectrum of compound (III), there is a wide absorption band in the region of 1716 cm<sup>-1</sup>, typical for  $\text{—}\overset{\text{O}}{\parallel}{\text{C}}\text{—}$  groups, and an absorption band in the region of 1613

cm<sup>-1</sup> corresponds to absorption of  $\text{—}\overset{\text{O}}{\parallel}{\text{N}}\text{—}\overset{\text{O}}{\parallel}{\text{C}}\text{—}\overset{\text{O}}{\parallel}{\text{N}}\text{—}$  bond, a strong absorption band in the region of 3411 cm<sup>-1</sup> is characteristic of N – H groups (table. 4).

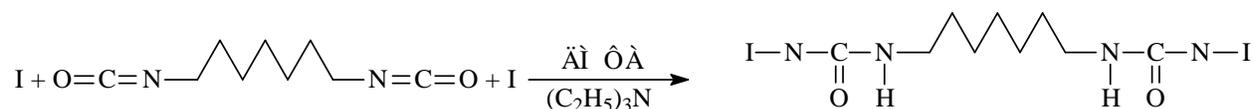
TABLE 4. IR AND  $^1\text{N}$ -NMR SPECTRA OF THE COMPOUND (III)

Compound No	IR spectra, $\nu$ , $\text{cm}^{-1}$								$^1\text{N}$ -NMR spectra, $\delta$ , ppm				
									1-6 -CH <sub>2</sub> -	2-5 -CH <sub>2</sub> -			
III	3411	1233	766-728	1716	1613, 1122, 926	1607	2878, 1010, 1110	2868	2,81	1,28 - 1,06	3,4-4,27 2,5-4,46		4,61

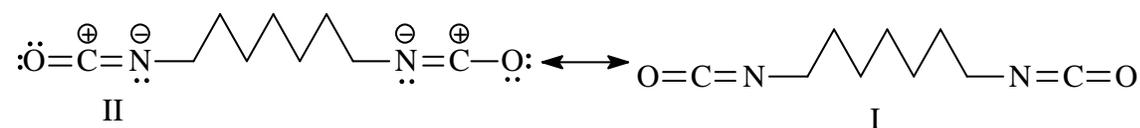
After the laboratory method of obtaining compound (III), purification was performed by TLC, and elemental analyzes were determined, and IR spectra were recorded. The task was to develop technologies for the preparation of the compound(III), which is an urgent task of modern organic, bioorganic and chemistry of physiological activity. Our method of compound (III) preparation consists in nucleophilic addition (AN) of a pyrazole derivative to hexamethylenediisocyanate at a temperature of 28-52 ° C in the presence of a solvent and a catalyst (base), filtration, drying at a temperature of 148-150 ° C. In the process of obtaining the compound (III), gaseous and solid waste is not formed, and the catalyst after numbering is used in the following operations. The final finished compound (III) is a whitish-silver powder with a melting point of 198-199 ° C, soluble in DMF, DMSO, dioxane, nitrobenzene and other organic compounds.

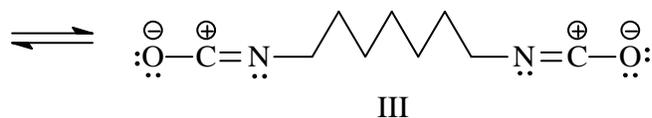
### Description of the technological process and its scheme

A non-waste method for producing a growth stimulator of industrial plants involves the synthesis of N, N'-hexamethylenebis - [(p-ferrocenylphenylene-hydroxymethylene)-4-(pyrazolilo) urea] by the reaction of hexamethylenediisocyanate with the compound (II) 4- [pyrazolyl- (p-ferrocenylphenetime) ] in the presence of a catalyst base  $(\text{C}_2\text{H}_5)_3\text{N}$  and a universal solvent of dimethylformamide:

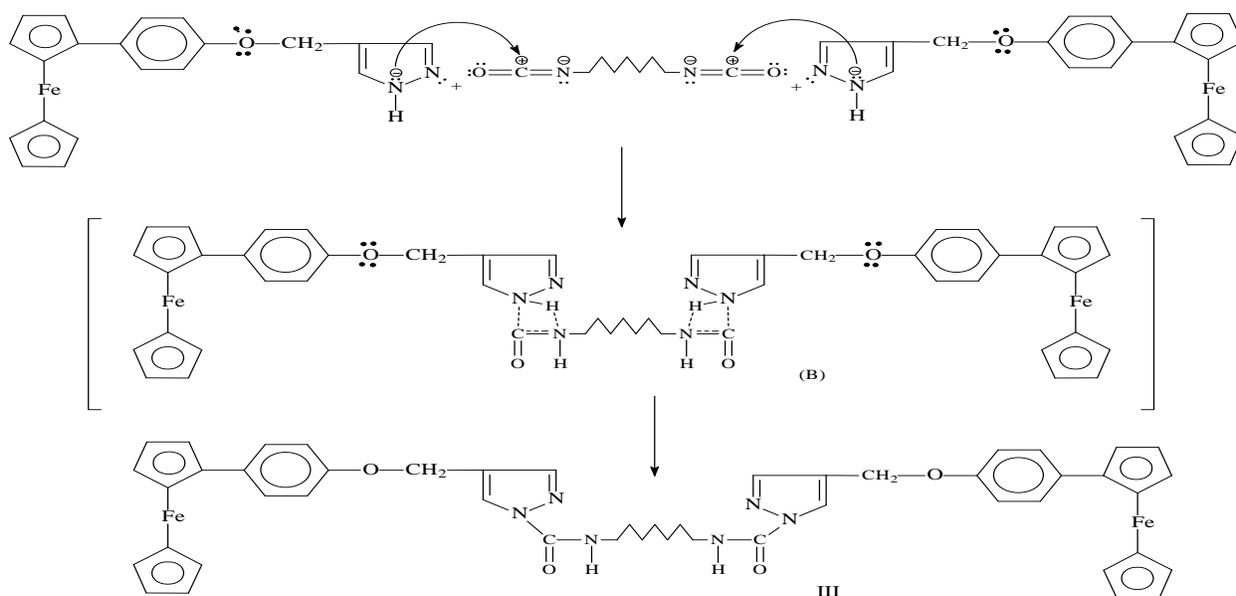


The chemical behavior of N, N'-hexamethylenediisocyanate is most fully consistent with such a distribution of electron densities in the  $-\text{N}=\overset{\oplus}{\text{C}}=\text{O}$  group, which is described by the conjugation of the following structures:





Nitrogen and oxygen in the  $\text{--}\overset{\ominus}{\text{N}}\text{=}\overset{\oplus}{\text{C}}\text{=}\overset{\ominus}{\text{O}}$  group carry mainly a negative charge and have electron-donor and electrophilic attacks. In some cases, diisocyanates can also play the role of electrophilic agents. The reactions of nucleophilic addition with the participation of oxygen and nitrogen containing substances are most typical (characteristic) of them. The "HN" pyrazole group, having a free electron pair, attacks the electrophilic center in the hexamethylenediisocyanate molecule with the formation of intermediate process (B), which regroups into bis-ureas.

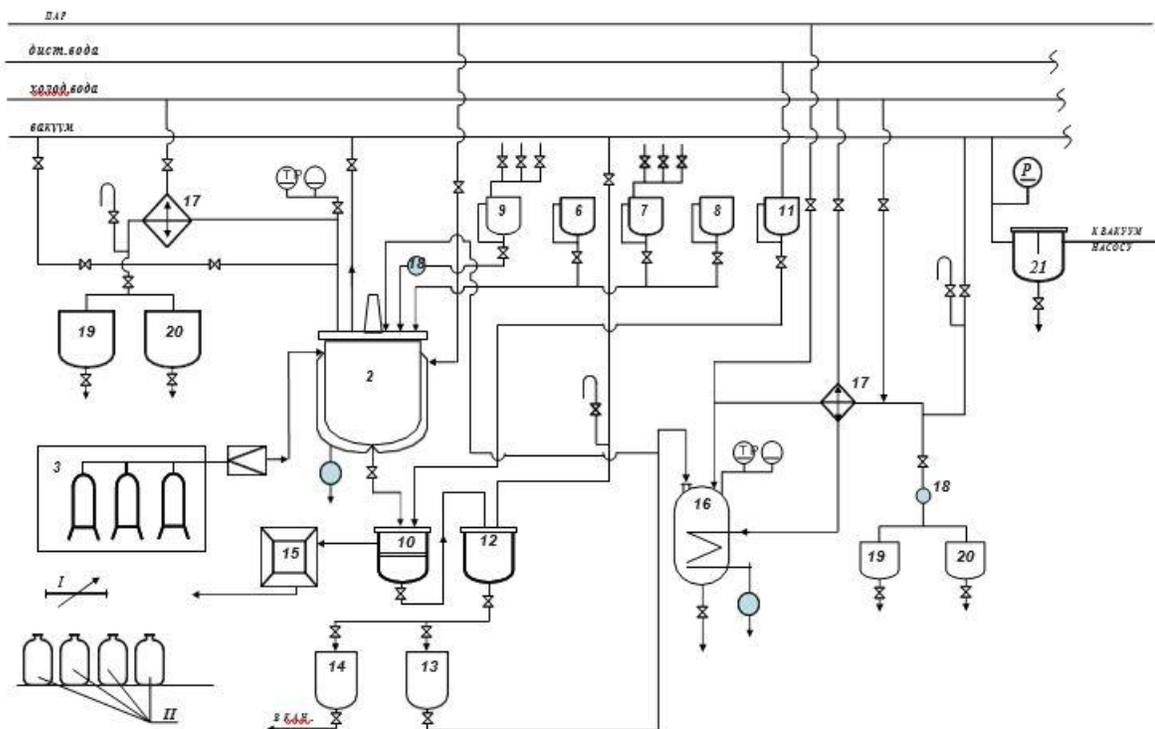


### Description of the technological process for the production of N, N'-hexamethylenebis - [(p-ferrocenylphenylene-hydroxymethylene) -4- (pyrazolilo) urea].

The technological scheme of production of N, N'-hexamethylenebis - [(p-ferrocenylphenylene-hydroxymethylene) -4- (pyrazolilo) -ureas] is shown in Figure 1.

Operational amounts of compounds of the pyrazole derivative GMDI, DMF and TEA are loaded into the R<sub>6</sub> reactor from the E<sub>1</sub>-E<sub>3</sub> tanks. The mixture was stirred at room temperature 26-52 ° C for 4.0 hours. Precipitated whitish-silver crystals are filtered off in an F<sub>7</sub> filter. A mixture of DMF and a catalyst base (C<sub>2</sub>H<sub>5</sub>)<sub>3</sub>N or pyridine is collected in a container E<sub>8</sub>. The final reaction product and snow-white silvery crystals are dried in a drum dryer - T<sub>9</sub>, then sent to a crusher D<sub>10</sub> and screened on a C<sub>11</sub> vibrating screen. The finished product is packaged in plastic barrels with a capacity of 20-200 dm<sup>3</sup>. We need to emphasize that during the process of obtaining N, N'-hexamethylenebis - [(p-ferrocenylphenylene-hydroxymethylene)-4-(pyrazolilo) urea], the reaction of the interaction of hexamethylenediisocyanate with a pyrazole derivative proceeded without emission of harmful harmful gases (CO, NO, Cl<sub>2</sub>, HCl, HCN, H<sub>2</sub>S, CO<sub>2</sub>, etc.). The synthesis technology was carried out in DMF at a temperature of 28 ° C to 52 ° C for 4.0 hours.

It should be noted that ecologically pure waste-free new derivatives of N, N'-hexamethylenebis - [(p-ferrocenylphenylenyl-hydroxymethylene) -4- (pyrazolyl) urea], whitish-silver powders with rather high yields were obtained.



**Figure 1. Technological scheme for the production of hexamethylenehexamethylenebis - [(p-ferrocenylphenylenyl-hydroxymethylene) -4- (pyrazolilo) -urea]**

1-scale; 2 reactor; 3-nitrogen frame; 4,5-capacity; 6,7,8,9-mernik; 10-nutch filter; 11-distillation of water; 12,13,14,19,20-collections; 15-dryer; 16-distillation cube; 17-capacitor; 18-look lamp; 21-trap.

To study the reactivity of the N – H reaction center, the {N, N'-hexamethylenebis - [(p-ferrocenylphenyloxymethylene) -4- (pyrazolyl-1,1') urea] center} we carried out rare reactions: N, N'- dinitrosation, N, N'-dichlorination and N, N'-dialkylation.

## EXPERIMENTAL PART

IR spectra of substances were recorded on a Perkin-Elmer Spectrum-65 instrument (in the range of  $400\text{--}4000\text{ cm}^{-1}$ ). The purity of the obtained compounds was controlled by thin layer chromatography on standard Silufol UV-254 plates in benzene: alcohol systems (2: 1); benzene: 1.4 - dioxane = (3: 1); Spots on the chromatograms were detected by iodine vapor.

$^1\text{NMR}$  spectra were recorded on a VARIAN MR-400 instrument with an operating frequency of 400 MHz

The elemental composition was determined on Perkin-Elmer-2400 analyser.

Melting point measured on Buchi apparatus.

### 1. Synthesis of p-ferrocenylphenol (I) propargyl ester

In a flask equipped with a reflux condenser, 27.8 g (0.1 mol) of p-ferrocenylphenol, 23.8 g / mol of fresh distilled bromide propargyl, 30 g of calcined potassium carbonate and 350 ml of anhydrous acetone as solvent were placed, the reaction mixture was heated in a water bath at a temperature of 90 ° C for 8 hours and left overnight. The mixture was filtered, the product was removed from the filtrate with ether. After evaporation of the solvent, the precipitate was recrystallized from benzene. Yield (I) - 87.8% (of theoretical),  $R_f = 0.68$ . TLC: benzene: ethanol = 15: 1: [2].

Found, %: C – 68,87; H – 5,04; Fe – 19,96

Calculated for  $C_{16}H_{14}FeO$ , %: C – 69,10; H – 5,03; Fe – 20,10

### 2. Synthesis of [4- (pyrazolyl- (p-ferrocenylphenoxymethylene)) (II)

3.2 g (0.011 mol) of p-ferrocenylphenolpropargyl ether previously dissolved in 200 ml of sulfuric ether are added to a conical flat-bottomed flask, then 1.0 g (0.025 mol of a freshly prepared diazomethane solution in 30 ml of sulfuric ether are poured in small portions). the mixture is placed in a dark, dark place at a temperature of 18-19 ° C. The mixture is left for 8-9 days and as the yellow color of the diazomethane solution disappears, new portions are added until the triple bond with the ammonia solution of monochlorine reacts negatively. copper stand, after which the solvent was evaporated, the product is purified by TLC on alumina in the system benzene: hexane (1: 4), the desired product is a crystalline solid with melting point 103-104 ° C [2]  $R_f = 0,71$ .

Found, %: C – 66,89; H – 5,01; Fe – 15,44; N – 7,68;

Calculated for  $C_{20}H_{18}FeN_2O$ , %: C – 67,06; H – 5,03; Fe – 15,60; N – 7,82

### 3. Preparation of N, N'-hexamethylenebis - [(p-ferrocenylphenylene-hydroxymethylene) -4- (pyrazolyl-1,11) urea] (III)

7.35 g (0.02 mol) of 4-pyrazolyl- (p-ferrocenylphenoxymethylene) is placed in a three-necked flask equipped with a reflux condenser, a stirrer thermometer, 20 ml of triethylamine, 30 ml of DMF are added at a temperature of 42-45 ° C with stirring 1.7 g (0.011 mol) of hexamethylenediisocyanate dissolved in 10 ml of DMF are added dropwise. The reaction mixture is stirred for 3.0 hours at a temperature of the reaction mixture 48-52 ° C after time, the contents of the flask are transferred into a beaker, water is added. The precipitate was washed with TLC. After drying, a slightly colored powder is obtained with a yield of (III):

8,24g (92.3% of theoretical);  $M_p = 198-199^{\circ}C$ ;  $R_f = 0,77$ .

Found, %: C – 65,21; H – 5,33; Fe – 12,51; N – 9,38;

Calculated for  $C_{48}H_{48}Fe_2N_6O_4$ , %: C – 65,18; H – 5,43; Fe – 12,64; N – 9,50;

### 4. Synthesis of N, N'-dinitrozo, N, N'-hexamethylenebis - [(p-ferrocenyl-phenyl-hydroxymethylene) -4- (pyrazolyl-1,1 ') - urea] (IV)

In a three-necked flask equipped with a reflux condenser, thermometer, stirrer, 8.84 g (0.01 mol) of N, N'-hexamethylenebis - [(p-ferrocenylphenyloxymethylene) -4- (pyrazolyl-1,1 ') urea] (Iii) dissolved in 100 ml of formic acid. With constant stirring at a temperature of 0-4 ° C, 0.5 g of

sodium nitrite is added in portions in excess over 3.5-4.0 hours. After the end of the reactions, the contents are poured into a liter jar, 250 ml of cold water are added, and a precipitate begins to precipitate. The precipitate was filtered off, washed with benzene and dried. The identity of N, N'-dinitroso, N, N'-hexamethylenebis - [(p-ferrocenylphenylphenoxy)methylene] -4- (pyrazolyl-1,1') urea] was established by TLC on "Silifol" plates. Yield (IV) - 85.4% (of theoretical)  $M_p = 240-241^\circ\text{C}$  (decomp.).

Found, %: C - 61,08; H - 4,79; Fe - 11,77; N - 11,91

Calculated for  $\text{C}_{48}\text{H}_{46}\text{Fe}_2\text{N}_8\text{O}_6$ , %: C - 61,16; H - 4,88; Fe - 11,86; N - 11,89

### 5. Synthesis of N, N'-dichloro-N, N'-hexamethylenebis- [p-ferrocenyl-phenyl ilyloxymethylene] -4- (pyrazolyl-1,1') - urea] (V)

In a three-necked flask equipped with a reflux condenser with a chlorine calcium tube, a stirrer, a thermometer, 8.84 g (0.01 mol) of N, N'-hexamethylenebis [p-ferrocenylphenyloxymethylene), 60 ml of  $\text{CCl}_4$ , 25 g of wet alumina are placed 6.0 g of calcium hypochlorite are added dropwise at a temperature of  $40^\circ\text{C}$ . for 1.0 hour. Then the reaction mass is left for 24 hours, filtered off, the residue is washed with ether and alcohol. It is dried and N, N'-dichloro-N, N'-hexamethylenebis- [p-ferrocenylphenyloxymethylene) -4- (pyrazolyl-1,1') urea] is obtained. The yield of compounds (V) is 8.69 g (90.6% of theory);  $M_p = 159-160^\circ\text{C}$ .  $R_f = 0,71$ ;

Found, %: C - 60,37; H - 4,78; Fe - 11,64; Cl - 7,34; N - 8,71

Calculated for  $\text{C}_{48}\text{H}_{46}\text{Fe}_2\text{Cl}_2\text{N}_6\text{O}_4$ , %: C - 60,45; H - 4,83; Fe - 11,72; Cl - 7,45; N - 8,81.

To prove the structure of N, N'-dichloro-substituted (III), elemental analysis was performed with silver salts ( $\text{AgNO}_3$  solution);

### 6. Synthesis of N, N'-disodium substituted compounds (III)

8.84 g (0.01 mol) of compounds (III) are added to  $\text{CH}_3\text{ONa}$  (from 0.031 g / mol Na and 30 ml abs.  $\text{CH}_3\text{OH}$ ). The mixture is stirred for 2 hours at a temperature of  $20^\circ\text{C}$  and 2 hours at a temperature of  $40^\circ\text{C}$ , the precipitate is filtered off, washed with abs.  $\text{CH}_3\text{OH}$  to give the product (IIIa). Yield (IIIa) - 7.6 g (82% of theory):

### 7. Synthesis of N, N'-diisopropyl substituted compounds (III)

7.6 g (IIIa) are placed in 25 ml of DMF, 3.5 ml (0.02 mol) of isopropyl iodide are added dropwise with stirring. The mixture is stirred for 10.0 hours while heating in a boiling water bath, cooled and poured 25 ml of water, the precipitate is separated, recrystallized from 30% alcohol, dried and obtained (VI) with a yield of 87.5% (theoretical).  $M_p = 133-134^\circ\text{C}$ .  $R_f = 0.76$ ;  $MM = 967.7$ ;

Found, %: C - 66,85; H - 6,09; Fe - 11,45; N - 8,51

Calculated for  $\text{C}_{54}\text{H}_{60}\text{Fe}_2\text{N}_6\text{O}_4$ , %: C - 66,96; H - 6,20; Fe - 11,54; N - 8,68.

## DISCUSSION

To determine the growth-promoting activity of the compounds [4- (pyrazolyl- (p-ferrocenylphenoxy)methylene)] (II), N, N'-hexamethylenebis - [(p-ferrocenylphenylenyloxymethylene) -4- (pyrazolyl-1,1') - urea] ( III) the tests were carried out

in the laboratory of the Institute of Plant Chemistry of the Academy of Sciences of Uzbekistan under laboratory conditions, the seeds of vegetable crops and cotton served as biotests.

The experiments used cucumbers of the Uzbekistan-740 variety, TEMP tomatoes and the medium-fiber cotton of the S-6524 variety. The preparations were dissolved in DMF and used by the method of presowing seed lock for 18-20 hours.

The concentrations of preparations (II) and (III) were used - 0.1; 0.01; 0.001; 0.0001 and 0.00001%. The repetition of experiments is 4-fold. The counts were carried out by measuring the length of the stem and root of 10-day-old seedlings of cotton. It was noted that all preparations tend to stimulate the growth of the root systems of young seedlings, both vegetable crops and cotton.

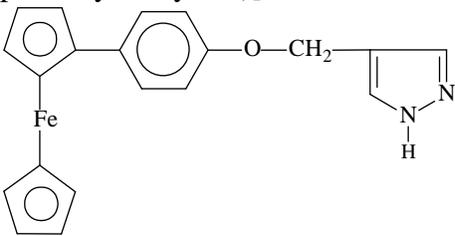
Primary screening was performed according to the method of Yu.V. Rakitina. This method allows you to quickly determine the degree of physiological activity of new chemical compounds, which is detected by stimulation or inhibition of the length of the roots and the length of the stems of the part. The preparations were tested by the method of seed hardening in solutions of various concentrations, followed by germination in Petri dishes. Control seeds were soaked in distilled water. Each series of experiments is accompanied by control.

In control variants, only a pure solvent is added to the nutrient medium.

The result of the experiments is recorded 3, 5, 7 and 10 days after inoculation (tab. 5-7)

Table 5

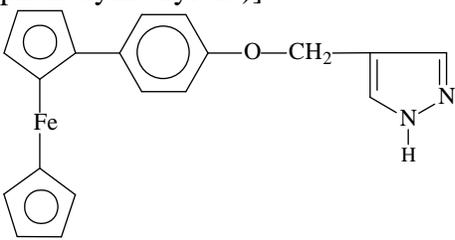
The effect of the compound (II) on the germination of seeds and the growth of seedlings of cotton varieties "C-6524"

Experiments	Concentration, %	Germination, %	Cotton	
			Root growth %	Stem growth, %
Compound (II)				
Control-water	6/0	80,0	100,0	100,0
[4-(pyrazolyl-(p-ferrocenylphenoxy)methylene)] 	0,1	85,4	117,6	112,3
	0,01	89,6	121,4	115,6
	0,01	93,4	159,6	134,7
	0,0001	91,3	147,4	129,5
	0,00001	86,4	128,3	117,8
"Roslyn" - (famous)	0,75-1,0	81,5	103,3	102,6

Comparative tests also show that the test compound (II), i.e. the derivative [4-(pyrazolyl-(p-ferrocenylphenoxy)methylene)] from 7.5 to 75000 times lower concentration of our preparation showed higher growth-promoting activity than the Roslyn compound currently used in many agricultural sectors of Uzbekistan. The compound (II) showed biological activity on cotton

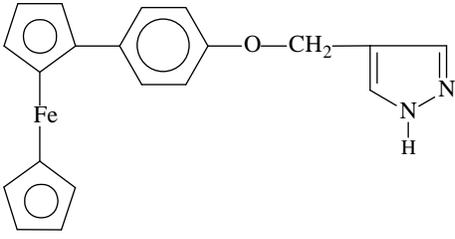
culture, at a concentration of 0.00001% (75,000 times diluted) it stimulated root growth of 128.3% and a stem growth of "117.8 higher than the control and the well-known compound Roslin" (concentration 0, 75-1.0%)

**TABLE 6 THE EFFECT OF THE COMPOUND (II) ON THE GERMINATION OF SEEDS AND THE GROWTH OF SEEDLINGS OF TOMATO VARIETIES "TEMP"**

Experiments	Concentration, %	Germination, %	Tomatoes	
			Root growth, %	Stem growth, %
Compound (II)				
Control-water	6/0	70,0	100,0	100,0
[4-(pyrazolyl-(p-ferro-cenyl-phenoxy)methylene)] 	0,1	79,3	119,7	130,3
	0,01	82,4	128,3	135,4
	0,01	86,7	147,6	138,3
	0,0001	84,3	138,6	127,4
	0,00001	82,0	141,3	116,8
«Roslin» – (famous)	0,75–1,0	72,2	101,7	104,3

The compound (II) on tomatoes, similar to previous cultures, showed a very high biological 141.3% at a concentration of 0.00001% (even 75,000 times diluted)

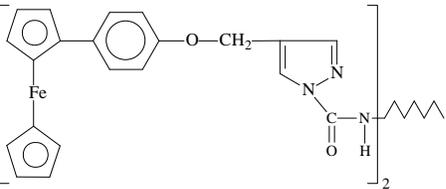
**TABLE 7. THE EFFECT OF THE COMPOUND (II) ON THE GERMINATION OF SEEDS AND THE GROWTH OF SEEDLINGS OF CUCUMBERS VARIETIES "UZBEKISTAN-740"**

Experiments	Concentration, %	Germination, %	Cucumbers	
			Root growth, %	Stem growth, %
Compound (II)				
Control-water	6/0	100,0	100,0	100,0
[4-(pyrazolyl-(p-ferro-cenyl-phenoxy)methylene)] 	0,1	100,0	109,4	112,7
	0,01	100,0	114,5	116,6
	0,01	100,0	128,6	119,3
	0,0001	100,0	143,7	124,4
	0,00001	100,0	157,4	133,8
«Рослин» – (известный)	0,75–1,0	100,0	104,4	102,3

The compound (II) for cucumber cultures also showed biological activity, at a concentration of 0.00001% (i.e., 75,000 times diluted). The root growth was promoted by 157.4%, slightly lower than the stem growth by 133.8% higher than the control and the well-known compound Roslin (concentration 0.75-1.0%). Thus, the low-toxic ( $LD_{50} = 5975$  mg / kg) compound (II) showed

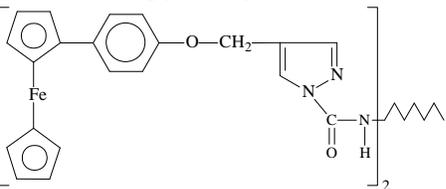
high biostimulating properties on the seeds of tomato, cucumbers and cotton at 0.00001% concentration. The results of the determination of the growth-promoting activity of the compound N, N'-hexamethylenebis - [(p-ferrocenylphenyl)phenyleneoxymethylene] -4- (pyrazolyl-1,1') urea (III) are presented in Table. 8-10

**TABLE 8. THE EFFECT OF THE COMPOUND (III) ON THE GERMINATION OF SEEDS AND THE GROWTH OF SEEDLINGS OF COTTON CULTIVAR "C-6524"**

Experiments Compound (III)	Concentration, %	Seedgermination after 5 days, %	Germination on day 10, in%	
			Cotton	
			Root, %	Stem%
Control-water	6/o	100,0	100,0	100,0
N, N'-hexamethylenebis - [(p-ferrocenylphenyl)phenyleneoxymethylene] -4- (pyrazolyl-1,1') - urea 	0,1	100,0	111,7	118,3
	0,01	100,0	127,4	124,5
	0,001	100,0	133,7	126,3
	0,0001	100,0	146,4	129,7
	0,00001	100,0	153,3	131,4
«Roslin» – (famous)	0,75–1,0	100,0	101,3	102,6

The compound (III) on cotton culture showed biological activity at a concentration of 0.00001% (diluted 75,000 times) stimulated root growth of 153.3%, and the stem growth of 131.4% was higher than the control and the well-known compound Roslin (concentration 0.75 -1.0%). The compound (III) on tomatoes, similarly to previous cultures, showed very high biological activity, where root growth was observed at 118.6%, and stem growth was 111.3% at a concentration of 0.001 (even 750 times diluted).

**TABLE 9. THE EFFECT OF THE COMPOUND (III) ON THE GERMINATION OF SEEDS AND THE GROWTH OF SEEDLINGS OF TOMATO VARIETIES "TEMP"**

Experiments Compound (III)	Concentration, %	Seedgermination after 5 days, %	Germination on day 10, in%	
			Tomatoes	
			Root, %	Stem, %
Control-water	6/o	50,0	100,0	100,0
N, N'-hexamethylenebis - [(p-ferrocenylphenyl)phenyleneoxymethylene] -4- (pyrazolyl-1,1') - urea 	0,1	57,3	108,5	106,4
	0,01	54,4	114,7	109,6
	0,001	67,8	118,6	111,3
	0,0001	60,5	114,5	110,4
	0,00001	58,6	111,4	106,5
«Roslin» – (famous)	0,75–1,0	51,6	101,8	98,4

**CONCLUSION:**

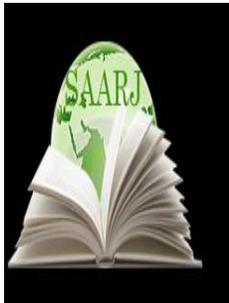
The compound (III) also showed biological activity on a cucumber culture at a concentration of 0.001% (i.e. 750 times diluted). The root growth was increased by 118.6%, and the stem growth was 111.3% higher than the control and the well-known compound “Rostlin” (concentration 0.75–1.0%).

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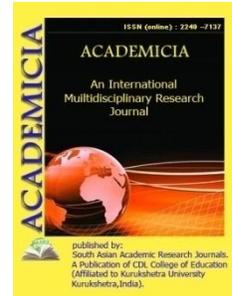
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## THE VERBALIZATION OF THE NOTION “TIME” WITH THE HELP OF IDIOMATIC EXPRESSIONS AND QUOTATIONS IN ENGLISH LANGUAGE

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### ABSTRACT

*This article is aimed at analyzing verbalization of the concept of "time" in English language by means of idioms and English quotations. It briefly describes the importance and the role of the concept "time" in language system. In this article, idioms and a wide range of quotations that verbalize deep meaning of concept “time” in English language are explained, as well as including lexical and semantic meaning of them. As the result of the study, English quotations which define significance and common features of concept “time” in world image of the speakers of English are presented.*

**KEYWORDS:** *concept, quotations, analysis, meaning, time, verbalization*

### INTRODUCTION

Concepts act as structural and substantive factors of the conceptual device of personality and provide a process for processing data that reflects subjective human reveal in according with categories and classes that are formed in society. Concepts and a conceptual systemic problem, which is the main object of study of cognitive linguistics, is to study the conceptual system of linguistic units at the modern stage of linguistics, and to master a new area of linguistics .Concepts act as components of our awareness of the world and our knowledge of the environment. In linguistics, concepts are studied on the basis of lexical units and paremias, with less emphasis on phraseological units. Phraseological expressions more clearly reflect the dominant features of the concept. Similarly, verbalization of the concept “time” is also based on lexical units, phraseological units, paremias, quotations, sayings and special phrases which

express the notion “time”. Time is the indefinite continued progress of existence and events that occur in an apparently irreversible succession from the past, through the present, into the future. It is a component quantity of various measurements used to compare the duration of events or the intervals between them, and to quantify rates of change of quantities in material reality or in the conscious experience. Time has long been an important subject of study in religion, philosophy, and science, but defining it in a manner applicable to all fields without circularity has consistently eluded scholars. This article indicates a group of time idioms and a great deal of various quotations that explains the meaning and importance of concept “time” in a w exact and deeper way.

### Analysis of time idioms

Anidiom is a figure of speech established by usage that has a ze5 not necessarily deductible from those of the individual words. Idioms are neat little expressions that may not always make sense literally but are commonly understood by the culture where they are used. Similarly, given idioms based on time are able to express the importance of the notion “time” in English language. They are indicated below with their meaning and examples.

**About time.** This phrase is used to convey something that has happened was overdue. For example: it’s about time for the wedding to start, let’s run to the church. Otherwise, we will be late.

**Abreast of the times.** This idiom has the following meaning:

The word abreast means attainment or awareness and this idiom is used when speaker asks to be informed about news, development or progress of something. Another meaning is being modern, up-to-date in fashion or something as in ideas.

**Against time.** The idiom has such meaning: an effort to finish in a given time. This expression is utilized in the situation in which someone has to do something very quickly because there is not much time. E.g. It was a race against time to find a cure for the disease.

**Ahead of time.** This idiom has following meaning: at an earlier or previous time, in advance or beforehand. E.g. She read the report *ahead of time* to prepare for the meeting.

**Behind the times** .This expression is used in the situation when people do not aware of current ideas or events happening in present time and it has coming meaning: not having or showing knowledge of current ideas or styles, out dated, old-fashioned. E.g. The entire country is *behind the times* when it comes to protecting the environment.

**Do time.** This idiom has following meaning: to be in a prison for a period of time, to serve all or part of a prison sentence. E.g. **He has been** doing time **in a federal penitentiary.**

**Gain time.** This expression has following meaning: if you do something in order to **gain** time, you do it in order to give yourself enough time to think of an **excuse** or a way out of a **difficult** situation or to cause something to be delayed so that more time is available to do what is needed. E.g. His lawyers are delaying the trial to **gain time** to prepare their defense.

I hoped to gain time by keeping him talking.

**Lose no time.** The meaning of this idiom is given below: if you say that someone loses no time in doing something, you are emphasizing that they act quickly in order to benefit from a situation.

E.g. Officials have lost no time in expressing their concern and grief over this incident.

**Pass the time of day.** This expression has such meaning: greet somebody and have a short conversation with them about things that are not very important. E.g. I don't know any of the neighbors very well, only just enough to pass the time of day.

### **Analysis of time quotations**

A quotation is the repetition of a sentence, phrase, or passage from speech or text someone has said or written. They are often utilized as a literary device to represent someone's point of view. A quotation consists of several words but under it lies deep meaning of something that a speaker actually said. In the process of analysis, it is found out that time quotations outline importance, value and the role of time in people's lives. A majority of people use these quotes as an inspiration or as guidelines for improving their time management. This part of article illustrates a wide range of quotations about time in English languages which are non-identical from each other. They are given below:

#### **"Time is money"-Benjamin Franklin.**

As for this famous saying, it refers to the concept of opportunity cost. This means, each choice you make has its cost, and delays (as a choice to not take action) usually lead to decrease in output.

#### **«The key is in not spending time, but in investing it» - Stephen R. Covey.**

This quotation has the following meaning: people spend time on useful and useless things, but if they call it "investing", they will definitely invest it in something that has value and importance for them. So, people should choose their goals wisely so that time they spend on their goals becomes an investment, not an expense.

#### **"Lost time is never found again"- Benjamin Franklin.**

This quotation has such meaning: you cannot keep today's hour for tomorrow – we all know that, but still tend to procrastinate. The time is a scarce resource, and if it is wasted, it cannot be recovered later. This is why mindful planning and work on productivity are so important.

#### **"Regret for wasted time is more wasted time."-Mason Cooley**

With this quote, Cooley explains to the readers that dwelling on events in the past, they are missing the present and consequently neglecting the future. Regret would not be a waste of time if it was used to reflect and learn a lesson. However, most people continue to regret for things for a long period of time and try to find a way to change the past, which is not possible to do.

#### **"Time is what we want most, but what we use worst"-William Penn**

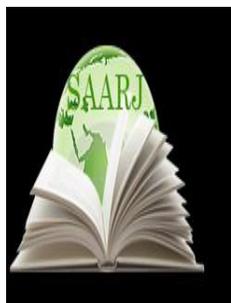
This quote has the following meaning: our life is made up nothing but time. We think that we have too much time and waste it not knowing its importance. The only truth is that nobody knows exactly how much time they have got in this world.

#### **"A man who dares to waste one hour of time has not discovered the value of life"- Charles Darwin**

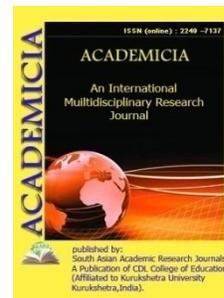
The meaning of this quotation is in the coming lines: time is priceless thing for everyone and hence it should be used very wisely and positively because it has only one cycle and moves on in one direction. The value of time is quite high because it is impossible to get time back as the lost time is never found again. The person who is not aware of the this mentioned above doesn't know the value of time which means that person wastes his time not knowing its importance. This proverb indicates the clarification of importance and merit of the notion "time" and we get from here such understanding that we should appreciate our time.

**CONCLUSION:**

From the data given above, we can understand that time is a complex and multifaceted phenomenon, which has always been controversial for science and philosophy. Being a basic concept, the concept of “time” is widely and variably represented in both idioms and quotations of the English language. English languages rich in idiomatic expressions and quotations of the phenomenon “time” and they are able to express the deep meaning and significance of it in a deeper and more understandable way.



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## CREATION INSTRUCTIONAL DESIGN OF THE LESSON AS AN ELEMENT OF THE INNOVATIVE EDUCATION

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### ABSTRACT

*This article dedicated to use Instructional Design in teaching school subjects. In this article depicted the concepts of Instructional Design, its specific features, advantages and different approaches. There is given instructions and methodological advices on developing Instructional Design of the lesson taking into consideration the opportunities both teacher and student. Here is given a few words about new trends in Teacher Training System – “Mentor School” and implementing it basing on the elements of Instructional Design for developing teaching and learning materials.*

**KEYWORDS:** *Implementing, Instructional,*

### INTRODUCTION

Defining as a process of designing learning materials the concept of Instructional Design – is the systematic logical development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. And also the development process of instructional materials and activities accepted as a design of the lesson basing on the evaluation of all instructions of teacher and learner activities.

The phrase “Instructional Design” came from English origin and it means as following: the word **Instruction** means educational, instructional and learning and the word **design** means 1) idea, plan; 2) aim, goal; 3) project, draft, graphic, construction. According to the view of A.Yu.Uvarov the Instructional Design is the concept defined systematic development process of drafting, developing, evaluation and using learning materials for the purpose of providing the effectiveness of Education.

During the process of **Instructional Design** knowledge base Model based on the specific course syllabus is formulated. At the same time, as a result of Instructional Design systematic order of main, minor and additional goals have been effected which should be set up in each steps of education.

**Instructional design** - is a systematic process of usage modern teaching methods and tools for the purpose of achieving expected pedagogic results through educational activities stimulating knowledge and skills of learners taking into consideration the aims of target group and subject basing on clear instructions. Instructional design can be defined as a technology of learning materials developed with the help of the tools new information technology which provided quality and effectiveness of Education.

The people who developed learning courses and course materials basing on Instructional Design are called Instructional Designers.

Instructional Designers as a mentor teacher should draw specific attention to the following:

- Analyses of target group (to analyze general needs of course participants or learners group).
- Analyses of expecting results.
- Analyses of learning materials and its arrangements by order.
- To choose learning types and teaching tools.
- To define the methods which are used during the teaching process.
- To elaborate the methods of evaluation.
- To elaborate the methods of designing learning materials.
- To make methodological support for learners on digest of learning materials.
- To edit developed learning materials.
- To evaluate the effectiveness learning during the process education.

Given systematic order identified typical activities of the teacher during the process of developing learning materials.

While elaborating Instructional design of the lesson, first should take into consideration the general characteristics of potential students, their needs and prior knowledge and skills. And also during the process of elaborating Instructional design of the lesson and preparing learning-didactic materials which are used at the lesson special attention is drawn to widely use of multimedia tools and information communication technology.

Lately, despite publishing lots of manuals, guidelines, scientific articles on using multimedia technologies at the lesson in the scientific-pedagogic literatures, they are not widely used in the process of education. The reason for this is not only the lack of electronic textbooks and manuals but the luck of skills of teachers on using information communication technologies.

Basing on the demands of market economy unification of curriculum and subject syllabi, National Education Standards and creating methodologic provision, developing scientific-practical basics of systematic and integrated subject syllabi of uninterrupted education, to

achieve widely use of didactic methods which are inspired students and pupils to be active and think critically, implementing modern pedagogic technologies and advanced experience into the process of education, to organize effective independent learning and the problem on formulating social-active person in the Educational organizations should be solved positively.

Creation of electronic learning tools on all school subjects are widened the opportunities on using information-communication technologies in teaching these subjects, enlarge the effectiveness of achievements of students on the relevant subjects. In turns it demands from teachers to renew their knowledge and skills appropriately according to the demands of time. For effective using of Information-communication technology teacher should gain the knowledge and skill on developing Instructional design of the lesson.

It is known that the multimedia technologies considered methodological, theoretical and practical bases of formulating information culture both teacher and student. Analyses proofed that with the help of one computer and a multimedia projector can design the process of learning in the maximum level. The most typical way of this is to prepare presentation of the lesson with the help of the program Power Point and through this can provide the effectiveness of the lesson. This is an Instructional design, which should help designing learning materials, developing Lesson Plans, using and evaluating, effective organization of the learning process for the purpose of systematizing and making in order the knowledge and skills given to the students.

The preparation process of demonstrative materials using the program Power Point they can be depicted in slides. The slides include themselves any chosen texts, pictures, moving maps, voice, chronologic tables, graphic images. The depiction opportunities of objects in different colours and views draw students' attention. During the process of presentation teacher provides completeness of any information through giving additional notes. Another convenience of using slide version of the lesson is that it is printable. Before starting the lesson, if the teacher distribute printed version of the slides as handouts, during the lesson children are able to write their own ideas and comments in the special place allocated in the paper. It is very easy way to remember the information which is not given in the textbook and connect it with the next lesson.

As a result of systematic preparation of slides and using them at the lesson teacher can compose his own electronic resource library.

Teachers should avoid writing long sentences in the slides which are used at the History lesson. This can be weakened the influence of slides. It's expedient to use pictures, graphics, maps and tables concerning to the learning topic for organizing independent work and preparing creative tasks of the students. At the History lesson it is possible to use data, information, encyclopedias, virtual museums, the maps on geographic and historic themes, pictures, drawings, animations, texts, dynamic and statistic depictions of information, images with voice (recorded voice, music and etc.)

For working with the tools of information technologies History teachers should have the following practice: They can

- make action plan and technological map;
- prepare materials regarding to the lectures and practical work;
- make methodological instructions assessment questions;

- analyze the results of progress;
- edit contents of the lectures;
- Imagine animating actions concerning to the topic in a dynamic vision.

Through above mentioned students are able to gain the following skills:

- to transfer the information to the text form or vice-verse;
- to formulate questions and feedback on discussing topic;
- to plan their own learning style.

To use electronic version of the didactic materials open the way to enlarging the opportunities of the learning process, making this process more effective and vary and raising the students interest in learning. While using modern computer technologies the teacher have chance to formulate, create and develop set of didactic materials appropriately to the abilities of the class, according to the preparation level of students. They can include tests, control works, cards and questionnaires in the set of developed materials. Such kind of activities is demanded from teacher new approaches to their professional career.

Introducing modern technologies is not limited teachers' activities basing on educational tools in the process of teaching, but it causes to change their roles and objectives and also make professional career perfect.

Teachers practice on using computer technologies, using the opportunities of computer for explaining new learning materials, methodological preparation for the lesson, searching and systematizing new information, preparing didactic materials, formulate their skills on organizing learning process basing on computer technologies and helps accomplishing effective and qualified Instructional design of the lesson through this.

### **Effectiveness of the implemented activities in Uzbekistan**

At present time in Uzbekistan specific state policy have been carried out on equipping Educational establishments with modern computer and information communication technologies. For example, the resolution PR - № 117 adopted by the President of Uzbekistan on August 8, in 2005 “ On additional action plan about developing Information-communication technologies”, President’s Order PO - № 3080 on May 30, in 2002 “On developing computerization and implementing Information-communication technologies” and resolution № 202 “On deeply developing computerization and implementing Information-communication technologies” adopted by the Cabinet of Ministry of the republic of Uzbekistan in 2002, June 6 and also “State National program on developing school education from 2004 to 2009.” Basing on the tasks above mentioned government documents during the period of 2005 – 2009 totally 3355 schools equipped with modern computers, the number of schools which have been equipped latest version of computers consist of 5343 or 55% comparing to the total number of schools.

During the period of implementing the State program “A Year of Harmonized Developing Generation” paid great attention to solve the issue ondeveloping of the education sphere especially strengthening its material-technical bases, building new Educational establishments and equipping them with modern equipments.

As a result of implementing the national program on preparing specialists and State national program on developing school education 1536 academic lyceums and colleges, about 9000 secondary schools and more than 1800 sport halls have been built or reconstructed.

For the purpose of ongoing and systematic renewing and on systematically reequipping with modern computer techniques, laboratory equipments, furniture's and school tools and saving them in great demand and also effective using this opportunity completely new system – special fund has been established under the Ministry of Finance.

During this period developed the preparation system of specialists, in 50 directions of Bachelor Degrees and in 74 specializations of Muster Degrees to be made unification and new classificatory of specialization on Higher and Secondary Special Education have been introduced in the area of Higher Education

Under the State program “A Year of Harmonized Developing Generation” in 2010 560 Leading Cluster Schools equipped with 13 500 computers cost almost 6 million US dollar. More than 750 village schools equipped with modern laboratory and multimedia tools. 1500 village school teachers provided with 3400 personal computers cost 13 million US dollar.

At the moment almost all, especially more that 12 000 Educational establishments, scientific and cultural organizations connected with Educational portal which is included more than 25 thousand learning materials and resources. This is very important for giving opportunities on widely implementing methods of Distance Learning and providing young learners and youth with other information-communication services.

Together this activities regarding to introduce modern information communication technology, numeric and wide formatted telecommunication, the Internet not only to school, lyceum, collage and higher educational establishments but to each family are being intensified these days. Especially widely strengthening and developing modern communication and information technologies have been served one of the scales of development of our society and country for showing its prosperity.

In 2005 in the Public Education system of the Republic of Uzbekistan “The strategy of introducing information-communication technology to the school education” was worked out and according to this strategy set of computers which have been equipped not only used at the Computer lessons but they should effectively used teaching other subjects and also appointed the directions on creating multimedia learning tools and resources. Basing on this for the secondary schools according to the requirements of the State Education Programs the activities on developing highly qualified and effective multimedia materials and electronic teaching literature and manuals are being implemented.

Under the system of the Ministry of Public Education Coordination Council on introducing information-communication technologies has been established and under the Ministry “Center for ICT Content Development in Education” has been founded. The main goal of this center is to implement information-communication technology into the process of education, create content of multimedia programs, develop, localization and publication and introducing developed electronic educational resources to the process of Education.

Up today electronic version of 119 school subjects have been created and posted to the Internet based Education portal by the staff of the Center.

During the period of 2009 – 2010 complete connection of local set “Ziyo NET” all schools have an opportunity the only online Education information connections for teachers effective information exchange opportunities have been created. The process of publication and introduction advanced experience of advanced teachers; possibilities of modern information technologies have been fastened. As a result appropriate conditions for the students on gaining perfect and effective knowledge according to the requirements of State Education Standards have been provided.

### **Introduction of Instructional Design to the system “School of Mentoring”**

“School of Mentoring” is one of the national traditional Systems on getting education and it is a specific form of Education which has been successfully passed through the test of years. These days the form of Mentoring developed with the help of new approaches and is being introduced to the Teacher Training System.

In our country changing and renewing education programs taking into consideration to the modern achievements of science and technology, economy and culture, modernization of Education, its reconstruction according to the content have been implementing.

Nowadays rapid development of the society, outstanding innovations in science demands teachers to enrich and enlarge their knowledge and skills regularly. Basing on this by the Ministry of Public Education regular based system of “School of Mentoring” has been established.

According to this for the purpose of developing and strengthening of the Teacher Training System, completely reform and renew this system on requirements of the time at the Educational establishments the policy of “Organizing ongoing teacher training as the method of “School Mentoring” has been identified basing on Charter. According to this Charter experienced and advanced teachers who created their own school on conducting lessons and supporting young teachers through sharing experience and have high professional skills have been chosen through contest based and formed the list of Mentor teachers.

The method of “Mentoring” has differed from other type with its specific features like individual approach, and also flexibility, practicality in the process of learning. The main advantage of this form of Retraining is the chance of teachers for choosing appropriate Mentor teacher according to their needs. The identification and appointment of the content and teaching methodology of the program on the method of “Mentoring” is made of by the Mentor teacher. This gives a chance organizing Retraining for young teachers basing on the results of Monitoring

According to the above given requirements about 4000 Mentor teachers (Instructional Designer) have been chosen and created the list of Mentor teachers and also developed programs regarding to the activities on working with young Mentee teachers

As to this programs for working in the “Mentoring System” Mentor teachers should take into consideration the following activities:

- To conduct analyses on Mentees activities;
- Characteristics of Mentees: capabilities, interests for learning, knowing the topic beforehand, identify the general outlook;

- Psycho-social characteristics of the Mentee: interest, disposing to learning, identifying the attitude to the subject;
- Biologic characteristics of Mentee teachers: should clarify the age, specific characters of elaborating (visual, audile, and sensor), general health, cultural and linguistic opportunities.

Taking into consideration above mentioned characteristics help Mentors to choose teaching materials for Mentee.

It is known that the Mentees come to the Mentor according to the different reasons. Even the Mentees say that their main goal is to gain new knowledge or get acquainted with new colleagues; they have their own goals and needs. For example, using different methods for working with students have got a new job, develop their skills. If they are not able to get appropriate answers for their needs, mostly such kind of Mentees will stop coming at the Mentors despite not expressing their satisfaction less. For this reason it's very important to clarify if there is any needs for recommended method or not. Besides Mentor should identify previous and post knowledge of Mentees, that is what they know before the course and what they must learn after the course and what kind of knowledge they need.

For working with Mentees it is very important:

- to conduct analyses on personality of Mentee;
- to put clear goals and objectives on working with Mentees;
- to choose right pedagogic strategy for working with Mentee;
- to choose learning materials for Mentee, to make and develop the program;
- to evaluate the needs of Mentee;
- to make a right choice of working steps with Mentee;
- to develop the pedagogic process basing on the needs of Mentee.

Usually it is right to develop clear methodological approach for each Mentee.

As to evaluating the needs on working with Mentees help to understand the level of knowledge and skills, what kind of methods Mentees use during the process of their work, what the mentee want to know and how they want to get knowledge and what Mentor should do for this.

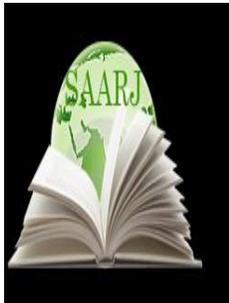
### **CONCLUSION:**

In conclusion we can say that putting the method of "Mentoring" into practice help the teachers who work in the system of Public Education to strengthen the features of competence and serve improving the quality of education. The method of "Mentoring" is a new approach which served to increase the effectiveness of teaching and learning in future.

It is known that the last years there have been exemplary reforms which made a good store on raising moral ability of our youth and nation for building up to date equal world huge implemented activities according to its capacity and content in the field of Education. Of course, there is a specific role of the "Mentoring school" on putting into practice of these reforms.

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**IN FINANCING THE ACTIVITIES OF REAL SECTOR ENTERPRISES  
 INCREASING THE ROLE OF INTERNATIONAL FINANCIAL  
 INSTITUTIONS ISSUES**

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**ABSTRACT**

*In the article studied the effectiveness of attracted capital by international financial institutions in the real sector of the economy, its features, shortcomings and advantages, including an analysis of the current state of attracted funds by the Asian Development Bank. Presents the findings and practical recommendations.*

**KEYWORDS:** *Real Sector, Private Sector, Economic Modernization, Asian Development Bank, Foreign Credit, Foreign Investments, Commercial Banks.*

**INTRODUCTION**

Modernization of the economy of our country, its effective structure to have a structure and thereby achieve sustainable economic growth one of the important conditions for the development of our country and the well-being of the people is calculated. To achieve these goals, the International Monetary Fund (IMF), the IMF Special Funds, International Bank for Reconstruction and Development (IBRD), International Development Association, International Finance Corporation, European Recovery and Development Bank (EBRD), the European Union's regional currency and credit Scientific electronic journal "International Finance and Accounting". financial institutions, European Investment Bank, Islamic Development Bank, Asia development banks primarily the rapid development of the real sector of the economy has been supporting our republic in every possible way. This article is about some aspects of the partnership.

Interaction of national economies in the context of deepening reforms increasing dependence, competition in global markets and financial and economic increasing instability, increasing the

stability of countries encourages finding ways to ensure sustainable economic development. Ready with high added value in the real sector in order to produce products, develop sustainable industries aimed at increasing the share of deep processing industries in raw materials structural changes in the economy ensures a stable market position. The problem of low stability of industries in general is preserved. The main products of the processing sector domestic production costs to the world average price level approaching, the average world for some product types higher than the price. This trend is material technology and energy is determined by the fact that the share of costs remains high.

Based on these goals, modernize the economy. In this context, it is important to support real sector enterprises is coming. Because in the process of private and real sector development, the state's internal. There is a lack of financial resources, loans from international financial institutions the demand for attraction is growing. International finance to date. The importance of international financial institutions in relations is high. International financial institutions have large financial resources and large powers. These organizations form the basis of global financial and credit relations. International cooperation with financial institutions is not only a major investment for the country to the economy, but also to global financial relations also gives you the opportunity to have a place and a voice. Production in support of real sector enterprises modernization, expansion of cooperative ties, strong cooperation domestic demand for domestically produced goods incentives are special. Accordingly, The President of the Republic of Uzbekistan signed a decree "On support of enterprises of the real sector of the economy. Decree No. 4058 of 28 November 2008 on the Program of Measures [1]. Among the important measures are all of the local manufacturing enterprises less than 20% of the cost of production due to efficient use of resources the task of ensuring their competitiveness by reducing the amount of non-existent we can see that.

Today in our country not only the public sector, but also the private sector. Uzbekistan to attract international capital to the sector Agreements with a number of financial institutions in the banks of the Republic foreign credit lines were opened on the basis of Private sector financing through them is being done. The following is a list of major international financial institutions. Private and real assets of the Asian Development Bank in the Republic of Uzbekistan as an important source of investment in the development of sectors indicates. The following is not used in the development of innovation in the industry opportunities are available: in the total volume of industrial products sold the share of innovative products is 2.8%. High-tech product in the total volume of industrial production the share of production in 2011 was 10.8%. This is industrial is lower than in developed countries (less than 30-35 percent) it's not) [2].

The country's industry in ensuring the stability of the national economy takes the lead. Therefore increase the sustainability of the country's industry and the following measures to ensure sustainable growth. It is necessary to do:

- improvement of technological processes and raw materials, materials and cost reduction by reducing energy consumption by 10-15% reduction and reduction of production costs, reducing the share of energy consumed in industry by at least 30% [3];
- level of capacity utilization and industry increase in cocktail productivity by 6-7% per year, use and non-production cost reduction, staff optimization;

- Spirituality in large enterprises operating in the industrial sector and accelerating the renewal of obsolete means of production, further modernization of production facilities, and has been successfully tested at the level of world standard requirements in enterprises accelerated introduction of modern technologies;
- effective diversification of production and traditional export of industries (oil and gas industry, non-ferrous metallurgy, agriculture) processing of products, including cotton) innovation in deepening resource recycling apply;
- High capacity of science with the participation of small business and private entrepreneurs financing innovation in existing, high-tech projects Creating a fund;
- Attracting investments in large enterprises and high-tech effective international innovation to support product exports creation of mechanisms for cooperation;
- Improving the efficiency of financial activities of enterprises: industry financial managers and managers of the enterprises of the sector increase training levels [5].

Firms have a wide range of economic relationships, including raw materials and performs calculations related to the purchase of materials, sale of finished products. Also the state budget, finance, banking, insurance and creditors. They are scheduled to be held accountable. The implementation of the deadline, adherence to financial discipline is great important. When it comes to solvency, the firm is overdue sufficient funds required to meet payment obligations or Understanding the shortcomings is understood. Enterprises in a market economy it is important to be able to pay, and this is what he needed in a timely manner determines the ability to repay debts. Enterprise balance sheet data based on the state of solvency. For this, debt obligations with the funds required to repay the enterprise comparable. An enterprise's competitive strategy is a business approach and customer engagement initiatives in the enterprise market is a struggle to strengthen the position. In the market competition can be compared to war. Injuries to opponents in this war, may be damaged. Only the best strategy will win. The company's competitive strategy is short of offensive and defensive actions long-term tactical and long-term actions. Competitors firm with the onset of a serious counter-attack against the superiority he had created begins to slip. The firm is second to retain its position must carry out a strategic attack.

In short, in today's practice, international financial institutions are diverse lending, including financing the real sector of the economy operations. Alternative international finance cooperation with organizations is not only a huge investment for the country to the economy, but also to global financial relations also gives you the opportunity to have a place and a voice. Therefore, the expansion of cooperation with international financial institutions is for each country is one of the most important issues. Based on the above considerations, the activities of real sector enterprises on increasing the role of international financial institutions in financing

The following scientific proposals and practical recommendations are formed:

First, the transparency of real sector enterprises, information transparency. As a result, international financial institutions are real the importance of direct financing of sector enterprises earns.

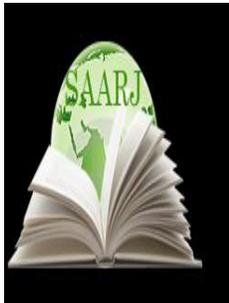
Second, the export potential of real sector enterprises in the economy. This is due to the timeliness of foreign currency loans allows it to be returned. It also speeds up the lending

process. Third are the real estate companies organization of international securities transactions in foreign currency by need The result is international finance through the circulation of securities. Opportunity to attract financial resources from institutions to real sector enterprises occurs.

Based on the above, it can be said that the enterprise a comprehensive study and scientific approach to ways to increase sustainability is one of today's demands. Corporate stability is economic freedom, political stability, legal based, institutionalized environment. These factors enterprise as a result of conducting marketing activities in the market on the basis of to achieve the level of profitability of the economy and to meet the full supply and demand you will have to make every effort to learn. Because the stability of an enterprise depends on many factors, the enterprise key performance indicators that characterize economic activity econometric analysis of the laws of dependence on variables can be determined by.

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## PECULIARITIES OF SOCIALIZATION OF CHILDREN OF PRESCHOOL AGE IN EDUCATIONAL AND EDUCATIONAL ACTIVITIES

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### ABSTRACT

*The article discusses the features of socialization of preschool children in educational and cognitive activities. Educational and cognitive activity of preschool children is a child-driven or independent cognition of children, stimulated by adults, aimed at creating the prerequisites for educational activities in the process of mastering the sociocultural experience of cognition.*

**KEYWORDS:** *Socialization, Educational and Cognitive Activity, Preschool Children.*

### INTRODUCTION

The problem of socialization of preschool children is one of the basic problems in pedagogy and psychology, since its success determines the individual's ability to fully function in society as an

active subject. The degree of socialization determines how harmoniously developed the preschooler will be, assimilating at the initial stages of the socialization process the norms and attitudes necessary to become a full-fledged and equal member of his social environment.

The change in the pedagogical impact from the one-way influence of “teacher-child” to a more multifaceted and voluminous interaction in the system of “child-adult-peers” presupposes the establishment of a new psychodidactic paradigm in preschool education. The recognition of it as the only true one at the level of the state standard of education brings profound constructive changes in the activities of a preschool educational institution.

## **MATERIAL AND METHODS**

New educational programs for a preschool educational institution are aimed at the comprehensive development of the child on the basis of special, specific types of activities inherent in preschool children. That is, in practice, we will get a more versatile approach, welcoming the maximum exploitation of innovative and active methods of pedagogical interaction, more individualized and aimed at revealing the own potential of each child.

One of the external factors determining the content and form of socialization of preschool children is educational and cognitive activity.

From the standpoint of the personal-activity approach in pedagogy and psychology (L. S. Vygotsky, A. N. Leontiev, I. A. Zimnyaya, I. S. Yakimanskaya), the basic conceptual provisions of personality development at various stages of ontogenesis (L. S. Vygotsky, D. B. Elkonin, BC Mukhina, L. I. Bozhovich), modern concepts of psychological and pedagogical support (M. R. Bityanova, E. I. Kazakova, E. A. Kozyreva, T. I. Chirkova), reflecting the main essential characteristic of a personality-oriented humanistic paradigm of modern education, the pedagogical is accompanied These children of preschool age are considered as a continuous process of creating the conditions for the effective self-development of a person. One of the important components of social experience is the experience of mastering ways of working. The method of activity (including educational cognitive) is a combination of social and social skills, with the help of which a significant practical result is achieved [1, p. 43].

## **RESULTS AND DISCUSSION**

However, with the pedagogical support of the socialization of preschool children there are a number of professional difficulties. The contradiction is expressed, on the one hand, in understanding the need for organizing pedagogical conditions for the successful socialization of preschool children, on the other hand, insufficient knowledge of the various ways of pedagogical support of this process in educational and cognitive activities. Also significant and objective is the difficulty of the process of socialization and the need for its pedagogical support, associated with the controversial nature of the process of growing up of a preschool child [3, p. 53].

Educational and cognitive activity of preschool children is a child-driven or independent cognition of children, stimulated by adults, aimed at creating the prerequisites for educational activities in the process of mastering the sociocultural experience of cognition. In defining the concept of “educational and cognitive activity in a preschool institution” we relied on the research of modern scientists T. M. Babunova, T. N. Babaeva, D. A. Gogoberidze, HA Gorlova, T. N. Doronova, HA Korotkova, N. Y. Mikhailenko, N.E. Razenkova, and others.

The organization of pedagogical support of educational and cognitive activities of children includes the goal-setting stage - setting and adoption of educational and cognitive tasks by children; organizational and activity - the implementation of the children's plan (project), the implementation of mental and practical actions provided for and arising in the process of solving educational and cognitive tasks; creation by the teacher of the necessary conditions for this; reflective stage - an assessment of the effectiveness of educational and cognitive activities, consisting of three steps: self-esteem by each child, collective joint or mutual assessment, pedagogical assessment.

Educational-cognitive activity in its content and type is so diverse that it can be distinguished: in form (collective and individual); by methods of implementation (artistic - music, drawing, dancing; creative; technical creativity - modeling; collecting), by emotional tension (dedication, a feeling of joy and satisfaction of needs; always carried out in free time or in the period after a high level of fatigue, as a forced rest during the period of intensive work), according to the physiological orientation (helps to restore physical strength).

Educational and cognitive activity of preschool children is represented by a combination of four interconnected components: targeted, focused on creating the conditions for the formation of experience in the activities of children, mastering the methods of cognition and the basic premises of educational activity; meaningful, determining the focus of activities on satisfying the need for knowledge, the formation of the leading competencies of the child, the formation of the primary experience of educational and cognitive activity; procedural, reflecting the interaction of the teacher and children at each stage of the cognition process; effective, suggesting the necessary changes in the level of development of educational and cognitive activity.

A feature of cognitive interest is its ability to enrich and activate the process not only of cognitive, but also of any human activity, since the cognitive principle is in each of them. In labor, a person, using objects, materials, tools, methods, needs to know their properties, to study the scientific foundations of modern production, to understand rationalization processes, to know the technology of this or that production. Any kind of human activity contains a cognitive principle, search creative processes that contribute to the transformation of reality. Any activity a person inspired by cognitive interest, performs with great passion, more efficiently.

The cognitive activity of a child of preschool age is characterized by an optimal relationship to the activity performed, the intensity of assimilation of various methods for positive achievement of the result, the experience of creative activity, and the focus on its practical use in their daily lives. The basis of a child's cognitive activity in experimentation is the contradiction between the existing knowledge, skills, acquired experience of achieving results by trial and error and new cognitive tasks, situations that arose in the process of setting the goal of experimentation and its achievement. The source of cognitive activity is overcoming this contradiction between the acquired experience and the need to transform, interpret it in their practical activities, which allows the child to show independence and creative attitude when completing the task.

The guidance of the development process of non-standard thinking of children by the educator is realized through the use of various methods and techniques of activating the intellectual sphere of the child [2, p. 25].

In older preschool age, cognitive development is a complex complex phenomenon, including the development of cognitive processes (perception, thinking, memory, attention, imagination),

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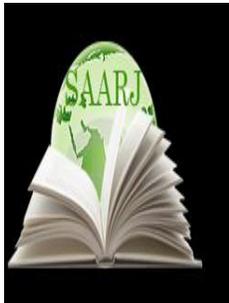
which are different forms of the child's orientation in the world around him and regulate his activities in himself. It is known that by the senior preschool age the possibilities of initiative transformative activity of the child are noticeably increasing. This age period is important for the development of a child's cognitive need, which finds expression in the form of search, research activity aimed at discovering a new one.

### CONCLUSIONS

Cognitive activity is understood not only as a process of assimilation of knowledge, skills, but mainly as the search for knowledge, the acquisition of knowledge independently or under the pedagogical support of an adult, carried out in the process of humanistic interaction, cooperation, co-creation.

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**PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF  
 FORMATION OF READING INTERESTS IN CHILDREN OF  
 PRESCHOOL AGE**

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**ABSTRACT**

*The article analyzes the problem of formation reading interests of preschool children. The analysis of scientific domestic and foreign literature on the formation of reading interest in preschool children. The necessity of creating psychological and pedagogical conditions for the*

*formation of motivation for reading interest in children in preschool educational institutions is substantiated.*

**KEYWORDS:** *Reading Interest, Fiction, Preschool Children, Psychological And Pedagogical Conditions, Motivation.*

## INTRODUCTION

In the 21st century, global education has been recognized as a key factor in ensuring sustainable development and has been identified as a priority in the international education concept until 2030, which is to encourage quality education and creative abilities. It requires the development of early childhood artistic education, the development of ethnographic education through social and cultural traditions. In particular, it should be noted that the 2001 UNESCO Universal Declaration on Cultural Diversity and the Istanbul Declaration of 2002 highlight the ethnographic education as the basis for cultural diversity and the guarantee of sustainable development.

Socio-economic, spiritual and educational changes that are taking place at the present stage of development of society, radical reforming the education system, its complete eradication from past ideological ideas and failures, at the level of developed democracies. The need for increased efficiency through the training and training of highly qualified personnel that meet ethical and ethical requirements. According to the Regulation on Preschool Education in the Republic of Uzbekistan, a child receives preschool education in the family and in preschool. On this basis, it is important for staff working in preschools to establish and maintain family relationships. Preschool education should be based on the principles of collaborative pedagogy, which is based on a humanistic and creative approach to education.

## MATERIAL AND METHODS

One of the most important tasks of preschool education, according to the requirements of the state requirement of preschool education, is the artistic, aesthetic and speech development of children. The state requirements of preschool education emphasize the need for acquaintance with book culture, children's literature, and understanding by ear texts of various genres of children's literature. And also, it involves the development of the prerequisites of value-semantic perception and understanding of works of art (verbal, musical, visual), the perception of fiction and folklore.

The relevance of the problem at the socio-pedagogical level is determined by the order of society. Despite the obvious importance and indispensability of reading, a decrease in interest in the process of reading and perceiving a book, in our time, is observed all over the world. Teachers and psychologists associate these trends with globalization, the widespread availability of electronic audiovisual media, the development of television culture, social networks and the entertainment industry. It is believed that precisely these factors determine the crowding out of reading as a previously irreplaceable source of socially significant information, and a decrease in its cultural prestige. Here we must take into account that the modern child of preschool age already initially exists in an information-rich environment, generated not only by print media, but also by various electronic devices.

## RESULTS AND DISCUSSION

A great contribution to the study of the problem of reading interest was made by such scientists as: Ya.A. Comenius, K.D. Ushinsky, L.N. Tolstoy, Kh.D. Alchevskaya, N.A. Rubakin, A.V. Zaporozhets, N.S. Karpinskaya, M.M. Konina, D.B. Elkonin. M.V. studied the main problems directly related to the reading interest of children. Sobolev, N.K. Krupskaya, G.I. Bogin, L.G. Zhabitskaya, V.A. Levin, M.M. Rubinstein et al. Scientists such as: I.A. worked on the problem of perceiving a work of art by preschool children. Winter, N.N. Svetlovskaya, M.I. Okorokova, N.G. Morozova, O.I. Nikiforova, B.G. Umnov, E.L. Goncharova, T.I. Grisik, Z.A. Gritsenko, L.M. Gurovich, N.E. Dobrynina, O.S. Zhukova, I.N. Timofeeva and others.

Consider the definition of reading interest of preschool children in the works of scientists N.N. Svetlovskaya defines the reading interest of younger schoolchildren as a personality trait, which is determined by the reader's motives that encourage him to turn to books, and a system of knowledge, skills that enable him to realize his motives with the least expenditure of time and energy in accordance with social and personal need "[3, p. 185].

In modern pedagogical science, O. V. Chindilova described the optimal level of development of the reading culture of preschoolers: the child's culture of communication with the book (the presence of ideas about the book and its purpose, value attitude to the book, the formed ability to observe, study the book, choose the book of interest); the culture of reading perception (emotional reaction to reading, including imagination in the reading process, aesthetic perception of a literary text, the ability to find value and cognitive meanings in a read); the presence of age-related theoretical and literary knowledge [5, p. 85].

Analyzing the interpretations of the concepts of "reading interest" and "reading culture of preschoolers", we proceed directly to the notion of reading the notion of reading interest in preschool children. Summarizing the foregoing, we believe that the reading interest of preschool children should be understood as the presence of external and internal motives of the child that encourage him to turn to books, the steady interest of children in the process of listening, quasi-reading, and emotionally-colored retelling of a read, and heard artistic text.

In this regard, we believe that for the effective organization of work on the formation of reader interest in preschool children, we need to understand and create psychological and pedagogical conditions that will help this process, and thereby ensure a positive experiment. We suggested that the motivation of children to read by means of socially significant partnership will be significant in the formation of the reading interest of preschool children. Let us consider this condition in more detail. One of the functions of preschool educational institutions is considered to provide a basis for the embodiment of the comprehensive development of the child. It should be emphasized that educational institutions, taking into account their material, technical, economic, staffing, are not always ready to guarantee a high-quality process of socialization of a preschool child, and cannot provide sufficient motivation for children to learn new information from different angles and forms of activity . As a result of this, it is necessary for the kindergarten to involve other auxiliary, educational resources and the necessary reserves in the upbringing process. One of these reserves is considered an event of socially significant partnership.

Having a clear idea of the nature, content and forms of motivating children to read by means of socially significant partnership requires an appeal to the definition of the concepts of "motivation" and "socially significant partnership". Having studied various approaches to the

study of the concepts of “motive” and “motivation” by domestic and foreign psychologists, we noted the most significant points that made it possible to conclude that all definitions of motivation can be reduced to two main groups:

1. The definition of motivation given by O.S. Vikhansky and A.I. Naumov, as a set of internal and external driving forces that prompt a person to activity, set the boundaries and forms of this activity and give it a focus focused on achieving certain goals [1, p. 287].
2. Also in psychology, motivation is seen as a process and a dynamic education. In the framework of this approach, the most accurate is the definition of M.Kh. Mescon, M. Albert and F. Hedouri: motivation is the process of motivating oneself and others to work to achieve personal goals and organization goals [4, p. 538].

At the same time, it is important to note that A.K. Markova (characterizing the attitude to the activity itself), external motives are called social and internal motives are cognitive (we will consider this classification in the future) [2, p. 45].

These motives, in the context of our research, deserve special attention, since they are an important basis for self-education, self-improvement of the child’s personality and will be most suitable when creating psychological and pedagogical conditions for the formation of reading interest in preschool children.

These motives express such needs as: a desire to acquire knowledge in order to be needed by society, a representation of the need to learn something new, a sense of responsibility. The arguments of the socially significant partnership are that the child wants not only to contact and interact with peers, but also tries to understand, explore the methods and forms of his own partnership and relations with the teacher, friends and other adults.

## CONCLUSIONS

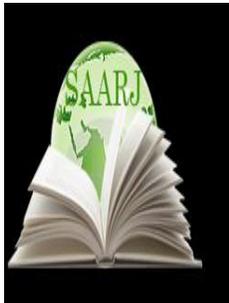
In the process of interaction with social partners who work in the library sphere, artistic creation, printing, the child develops a motivation for learning the book. Forms of socially significant partnerships may include:

1. Educational excursions to the library and printing house, mass media.
2. Educational activities in the community of parents of pupils of preschool educational institutions to familiarize the child with the book. Organization of cross-booking and exhibition of favorite books in kindergarten groups.
3. Research activities of the process of virtual excursions to the world museums of books and printing. Based on the foregoing, we conclude that it is necessary to introduce activities. Preschool educational institutions of psychological and pedagogical conditions for motivating the reading interests of preschool children by means of socially significant partnership.

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## **WAYS TO INCREASE THE EFFICIENCY OF INSURANCE COMPANIES BY EXPANDING INSURANCE SERVICES AT THE CURRENT STAGE OF ECONOMIC DEVELOPMENT**

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### **ABSTRACT**

*One of the five priorities of the Action Strategy for the Development of Uzbekistan for 2017-2021 is aimed at further development and liberalization of the economy. This article discusses ways to increase the efficiency of insurance companies by expanding insurance services at the current stage of economic development.*

**KEYWORDS:** *Strategy Of Actions, Insurance Services, Investment, Innovation, Infrastructure, Modernization.*

### **INTRODUCTION**

The large-scale reforms being carried out in our country today are being carried out on the basis of well-thought-out plans and programs. Therefore, each development program covers all important aspects of the socio-economic life of the republic in order to achieve concrete results. Most importantly, it is able to ensure the well-being of our people. The positive assessment of this prudent policy by many influential international organizations, foreign investors, major financial institutions, experts from partner countries creates the basis for the establishment of new mutually beneficial relations.

At the same time, consistent measures are being taken in our country to ensure the full implementation of the adopted programs, further clarification of strategic goals and timely resolution of problematic issues. In particular, we all know that President ShavkatMirziyoyev has adopted important decrees, decisions and instructions on the accelerated development of the country and pays great attention to its implementation.

It is known that on February 7, 2017, the Decree of the President of the Republic of Uzbekistan "On the Action Strategy for the further development of the Republic of Uzbekistan" was signed. This decree approved the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, which is dedicated to the issues of more rapid development of the country for the next five years, and today it serves as a program in all areas.

It should be noted that one of the five priorities of the Action Strategy for the Development of Uzbekistan for 2017-2021 is aimed at further development and liberalization of the economy. The goal is to continue institutional and structural reforms to strengthen macroeconomic stability and maintain high economic growth, increase the competitiveness of the national economy, accelerate the modernization and development of agriculture and reduce state participation in the economy. to stimulate the development of small business and private entrepreneurship, complex and balanced socio-economic development of regions, districts, cities, to achieve the active attraction of foreign investment in the country's economy and regions by improving the investment climate.

In modern economic conditions, when the risk of natural, man-made, economic and social risks increases, there is a growing need for an effective insurance business that protects the property interests of citizens and organizations, as well as socio-economic stability in the country.

The current stage of economic development is characterized by a number of features, the most important of which is instability. An unstable economy is a state of an existing economic system whose development is unstable and it is difficult to predict the future state of its elements. The peculiarity of this type of economy is the formation of special conditions for the operation of enterprises, the most important of which are the availability of many options for the further development of events and the chaos of processes that determine the functioning of the economic system.

There are two groups of economic instability factors that affect the competitiveness of companies: internal (unemployment, inflation, public budget deficit, development of new technologies and their introduction into the economy, etc.) and external (political events in the world, the global economic crisis, global integration processes, etc.) ).

In classical economic theory, a firm's competitiveness is understood as the real and potential opportunities available in the current environment to design, produce, and sell goods that are more attractive to the consumer in terms of price and non-price features than their competitors' goods. Leading local economists understand competitiveness as a multifaceted economic category, which should be considered in the following aspects: competitiveness of goods, enterprises, economic systems (industries, complexes, integrated structures, regions, clusters). In the context of economic instability, the basis of competitiveness is innovative competition, the main task of which is not to squeeze the opponent out of the positions he occupies, but to strive to be ahead of him in a new, more promising position. At the present stage, the company's competitive advantages include traditional economic features that reflect modern realities: technical leadership, leadership in opening new markets and changing old ones, accurately predicting the direction of changes in consumer tastes and o The desire to turn it into their own products and so on. Competitiveness is formed under the influence of factors at the macro and micro levels.

Consider the competitiveness of companies whose activities are related to the provision of insurance services. This sector with great potential is not properly developed in the domestic economy. In addition, the insurance market has its own characteristics that significantly affect the competitiveness of insurance companies. An additional factor influencing this is the ongoing process of concentration of insurance capital of insurers in Uzbekistan. One of the factors that increase the level of competition in the insurance market of Uzbekistan is the inflow of foreign investment in existing and newly established insurance companies in Uzbekistan. Factors hindering the development of insurance companies include: underdeveloped infrastructure of the insurance market; poor quality of corporate governance; underdeveloped reinsurance market; lack of highly qualified specialists, etc. The active efforts of companies in increasing the competitiveness of insurance companies in Uzbekistan play a leading role, and government support is reflected in creating conditions for their effective development.

To increase competitiveness, insurance companies need to ensure effective systematic management of competitiveness. System management involves the formation of specialized internal management structures of the type of coordination, development and implementation of long-term and medium-term strategies, programs and plans to increase competitiveness, as well as targeted use of regional opportunities and factors to increase competitiveness.

In this case, given the possibility of applying the method of similarity, we consider it appropriate to apply a systematic management of competitiveness in insurance companies. A systematic approach to managing the competitiveness of insurance companies allows us to consider the generality of all external and internal factors that affect their performance.

Another way to increase the competitiveness of insurance companies in Uzbekistan is to develop insurance programs for public-private partnerships. In modern economic conditions, it is important to establish a dialogue between business and government, for which the most effective form of interaction of these economic entities is public-private partnership.

Public-private partnership (public-private partnership) is understood as a public legal partner on the one hand, and a private partner on the other hand, based on the pooling of resources and risk sharing, which is legally formalized over a period of time and carried out under a public-private partnership agreement ... attracting private investment in the economy, ensuring the availability of goods, works and services by public authorities and improving their quality. The following risk groups of public-private partnership projects are distinguished: political risks (changes in legislation; changes in economic policy, etc.); economic risks (non-payment, increase in construction costs, increase in operating costs, credit and currency risks, etc.); innovative risks (probability of loss of resources and funds, etc.); environmental risks (negative impact on the environment; damage to human health).

Insurance is a common and most widely used method in the risk management practice of public-private partnership projects. Insurance of public-private partnership projects will bring real financial benefits to the partners, as well as affect the willingness of enterprises to invest in the modernization of infrastructure in Uzbekistan. In this, the state plays an important role, formulates certain requirements for insurance and sets a minimum risk package.

It should be noted that the use of systematic management and a systematic approach to competitiveness in the development of development strategies in insurance companies can affect their competitiveness in the market. Increasing competitiveness is also possible only through the

implementation of innovations through the development and introduction of new insurance products. An example of such an innovation is the introduction of insurance programs for public-private partnership projects.

The superior development of voluntary insurance involves activating the work of market participants to improve the relationship between consumers and providers of insurance services and achieving a high level of quality of such relations. "Interaction" is the essence of a voluntary insurance relationship. In modern conditions, the main way to increase the effectiveness of interaction between consumers and providers of insurance services is to work on the formation, maintenance and strengthening of consumer confidence in insurance and insurers. Trust, as a form of expression of interest, is the result of practical consideration of the interests of consumers and insurers in the insurance transaction. Therefore, it is necessary to influence the level of trust through professionally organized work to identify and take into account their interests in insurance relationships. To ensure strategic success in the development of domestic insurance, first of all, it is necessary to solve the problem of increasing the role of the insurance market infrastructure by changing the quality of market relations that make up its composition.

Currently, the activities of insurance intermediaries in Uzbekistan, especially insurance brokers, face serious problems. In turn, the unresolved nature of these problems remains a serious obstacle to the healthy development of domestic insurance in general.

The analysis of modern market relations has shown that insurance intermediaries, which represent only insurers in the market, and independent insurers, which have the ability to represent both insurers and insureds in insurance transactions need intermediaries.

It is necessary to take a number of legislative measures to improve taxation to stimulate the activities of insurance intermediaries, expand its reproduction base and increase its sustainability. In particular, the exclusion of the activities of insurance intermediaries to protect the interests of insurers or insureds from the scope of value added tax (VAT), taxation of insurance intermediaries on the basis of actual cash receipts for tax purposes it is necessary to give the ability to calculate.

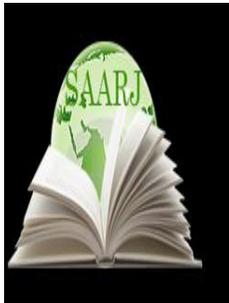
In general, the improvement of insurance and tax legislation in this area will help to activate the main productive forces of the domestic insurance market and will become an important factor in the development of real insurance in our country.

Information technology support in the promotion of insurance services. At present, information technology does not play an important role in consumer insurance services in Uzbekistan. Automation of various business processes of insurance companies to improve the quality of service, ensure "information transparency" of business and "symmetry" of information for consumers, maximize personalization of relations with insurers and purchase costs and helps attract new insurers by lowering the cost of services by reducing processing costs.

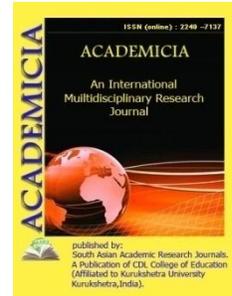
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## PECULIARITIES OF PROFESSIONAL SELF-DEVELOPMENT OF A FUTURE TEACHER IN THE CONTEXT OF PERSONALITY-ORIENTED PEDAGOGY

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### ABSTRACT

*The article discusses the features of professional self-development of a future teacher in the context of personality-oriented pedagogy. Professional self-development is a process of integration of external professional training and internal movement, personal development of a person and can act in various forms. In this process, professional space is one of the areas of personalization. The importance of subject technology in professional self-improvement of a student is shown.*

**KEYWORDS:** *Teacher Education, Professional Self-Development, Professional Self-Improvement, Primary School Teacher, Pedagogical Thinking.*

### INTRODUCTION

Improving the quality of teaching in terms of implementing anthropocentric vectorization of the educational process at a university required the development of a pedagogical strategy and tactics for translating into life a specific educational institution a theoretical model for optimizing personal development in professional self-improvement.

### MATERIAL AND METHODS

I.F. Isaev and E.N. Shiyanov, exploring the problems of teacher education, the goals of teaching activity are associated with specific motives that are adequate to the needs that are realized in it, and this explains their leading position in the hierarchy of needs that make up the important characteristics of the personality of the teacher. To these needs, scientists include: the need for self-development, self-realization, self-improvement and development of others. The dynamics of the images “I am the real”, “I am the retrospective”, “I am the ideal”, “I am the reflexive”, “I am the professional” determines the level of personal and professional development of the teacher. The high level of this development is characterized by the convergence of the parameters “I - ideal” and “I - real”, forming phenomena and norms of a humanistically oriented professional and pedagogical culture [2, P. 51].

## RESULTS AND DISCUSSION

The humanistic parameters of pedagogical activity, acting as the “eternal guiding lines of the teacher”, make it possible to fix the level of discrepancy between the existing and the proper, the reality and the ideal, stimulate creative overcoming of creative gaps, cause a desire for self-improvement and thereby determine its meaning-life self-determination.

The ability to pedagogical thinking, which is divergent in nature and content, provides the teacher with an active transformation of pedagogical information, going beyond the boundaries of the time parameters of pedagogical reality. Developed intelligence allows it to learn not individual individual facts and phenomena, but to study and comprehend pedagogical ideas, theories of teaching and upbringing. Reflexivity, humanism, future orientation and a clear understanding of the means necessary for professional self-improvement and development of the personality of the pupil are characteristic features of the teacher’s intellectual competence.

The teacher’s self-awareness not only contributes to the formation of an integrative image “I am professional,” but also to the construction of a certain theoretical model that influences the solution of individual, professional problems associated with the realization by the teacher of my creative capabilities. This implementation, in turn, brings the individual satisfaction from the activity, allows you to achieve the appropriate level of creativity in the work. Developed pedagogical thinking refracts knowledge and methods of activity through the prism of its own individual professional pedagogical experience and helps to find the personal meaning of professional activity. The latter requires the teacher a high degree of activity, the ability to manage, regulate his behavior in accordance with the arising or specially set tasks, encourages him to manifest an innovative style of pedagogical activity [2, P. 54].

In the process of such preparation, the developing learning potential is emphasized, the value of search activity and didactic goals of a high cognitive level are updated, the personal and professional readiness of the teacher for flexible, tactful interaction with students is developed, the main motive of innovative activity is formed - professional interest in combination with self-realization and development orientation children.

Professional self-development is a process of integration of external professional training and internal movement, personal development of a person and can act in various forms. In this process, professional space is one of the areas of personalization. In the research of V.A. Slastenin, D.Yu. Anufrieva, M.I. Kryakhtun is justified that professional self-development consists of two components: external conditions (which are created by certain positions) and internal abilities (they are mastered by the teacher himself), which suggest the presence of: a)

needs - in updating, in development, in self-knowledge, in understanding of one's actions ; b) goals, c) means [8, S.365-366]. Personal and professional are parts of a single process of teacher's professional self-development, including three structural components: reflective, regulatory, and a component of developing interaction. Moreover, personal space is "responsible" for a person's individuality, and professional space is responsible for involving a person in a sociocultural context.

Analyzing the features of creative self-development of the personality of students as a component of professional and pedagogical culture, I.A. Sharshov highlights his professional orientation. Professional and creative self-development of the student's personality is considered by the author as the creative self-development of his personality in the educational process of the university, providing further creative self-realization in professional activities. Moreover, the author emphasizes that self-realization, based on self-knowledge and mechanisms of self-organization, includes the processes of self-determination, self-actualization, self-improvement, self-expression, self-affirmation, etc. [4, p. 45].

For practical purposes, it is important that these processes as part of self-education are not isolated, because they have common foundations in the form of using organizational forms of professional training of a student, ensuring his systematic work on himself in the form of reliance on the internal goals and positions of the personality, its value orientations in professional activities, possession of information about the image and essence of the profession, necessary to determine the meaning and direction of professionally-creative self-realization..

The technology of personality-oriented learning, which is forming today, involves a change in the nature of management, personal positions of both the teacher and students, the formation of new meanings for the organization of the educational process, based on the principles of interaction, cooperation, help, inspiration, attention to the formation and development of the student's personality, pedagogical culture of future specialists in the education and upbringing of primary school children as the goal of professional self-improvement. In the context of its implementation, the teacher not only transmits educational information, but also organizes the dia- and polylogical development of professionally significant information by students, discussing facts, issues, problems related to the importance, organization, methodology and technique of self-improvement of their professional skills that students are interested in. Acting as a teacher-manager and director of training, the teacher offers students the minimum necessary set of teaching aids.

The effectiveness of the implementation of subject teaching technology depends not only on the identification and use of a set of rational teaching methods for orienting students towards a professional ideal and the consistent implementation of organizational and pedagogical conditions that optimally contribute to the formation of a need for professional self-improvement, but also on the means of instruction through which an operational direct and feedback between teacher and student.

Textbooks and teaching aids, providing a comprehensive educational program developed in space and time, perform the function of guiding the cognitive activity of students, implement the concept and strategic line of training, in accordance with the curriculum, determine the content of the subject and act as the foundation for building a didactic training system for this subject. The content of textbooks on pedagogy (V.A. Slastenin, I.F. Isaev, A.I. Mishchenko, E.N.

Shiyanov, P.I. Pidkasisty, I.P. Podlasov, S.A. Smirnov, A.D. Soldatenkova, I.F. Kharlamova and others) and teaching materials, we aim future elementary school teachers to improve their own professional pedagogical culture.

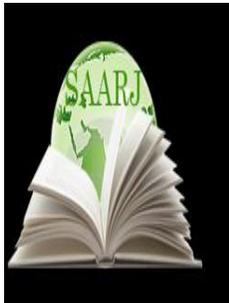
The monographs of V.I., capacious and deep in understanding the mastered psychological and pedagogical realities Andreeva is brought to a new level for Russian pedagogy, the development of the processes of progressive self-movement of the personality of the teacher and student. The author focuses the pedagogy course on the creative self-development of the student - the future teacher, included in the innovative processes of the school. Valuable, in our opinion, is the shift in emphasis in teaching the “Pedagogy” course from the subject to the anthropological aspect, aimed at self-education, self-education, self-development of a person [1, vol. 1, P.431]. The strategy of creative self-development is determined, on the one hand, by the needs for professional self-improvement, and, on the other hand, by the degree of awareness and self-knowledge of their strong and weak professional and personal qualities. The author pays special attention to the issues of self-development of the teacher’s methodological culture, which he considers as continuous work on himself.

## CONCLUSIONS

Theoretical and methodological points put forward by scientists and we use recommendations as necessary in our empirical analysis of the array. In these studies, it is important for us to search for resolution of contradictions between external structures that provide training for the future teacher and professional development of a person, which is mainly the result of his or her own internal movement, self-development, when. Professionalism becomes a value for his / her personality and requires a clear understanding of the means necessary for professional self-improvement.

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**SCIENTIFIC RESEARCH WORKS - THE MAIN CRITERION FOR  
 ASSESSING THE DEVELOPMENT OF THE MACHINE-BUILDING  
 COMPLEX**

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**ABSTRACT**

*In this article was considered the methods of scientific research which are the main criteria of development the branches of the machine-building industry. In our opinion, the research work carried out by Us is expedient to be carried out according to the subject-fundamental method that seeks to explain phenomena, facts and processes. The practical application of these studies can give, in the future, a significant economic effect. . The result of the implementation of such works is the creation or improvement of means and methods of manufacturing (consumption) products.*

**KEYWORDS:** *Scientific Research (SR), Apply Work, Fundamental Work, Applied Work.*

**INTRODUCTION**

The modern machine-building industry of the Republic is developing on a large scale. This requires a direct relationship between production and science, that is, it requires the introduction of innovative scientific achievements into industry.

We were motivated to write this article by the situation that at present many articles published in various journals are purely informational. This article written by Us on the methods of conducting research work will give an opportunity to conduct scientific research in the future, understanding and studying the scientific aspects of the problems of the machine-building industry.

The classification of scientific research carried out at machine-building enterprises is important for developing a strategy for the development of science, solving issues related to scientific assessment, promising scientific directions for planning and financing work, determining the contribution of fundamental and other research to solving production problems.

Currently, research work can be carried out in four areas:

- Research work;
- Experimental design work;
- Work on the provision of technical assistance;
- Works and services to third-party organizations and capital construction.

Considered by us, this work refers to research work. Therefore, it is being carried out and carries a search, theoretical and experimental character. Exploratory work makes it possible to identify new principles of using the laws of enterprise development for scientific and technological progress. Determination of goals and principles for the development of enterprises and the industry as a whole. Search works are of both a wide profile and a narrowly focused one for solving particular issues. The reports on search calculations should contain reviews and recommendations on the possibility of using the results obtained in a specific area of mechanical engineering.

Theoretical work is carried out in order to obtain systematized information on a specific scientific problem. Such work ends with the preparation of reports, reviews and recommendations characterizing the current state of the problem, as well as the prospects for its development.

Experimental works are carried out to check theoretical calculations and conclusions obtained in the process of performing theoretical works, and also serve to obtain experimental data for the subsequent development of prototypes or models. As you know, these works, as a rule, come to the end with the manufacture of experimental samples with carrying out all the test cycles.

By the nature of the results obtained, scientific research is divided into three groups:

1. Fundamental work.
2. Search work.
3. Applied work.

Fundamental is work, during the performance of which there is a characteristic of new phenomena and patterns of development of a production enterprise. They reveal fundamentally new ways of progress in technology, economics and organization of production. In our opinion, the research work carried out by Us is expedient to be carried out according to the subject-fundamental method that seeks to explain phenomena, facts and processes. The practical application of these studies can give, in the future, a significant economic effect.

The purpose of prospecting work is to find fundamentally new ways of research and the creation of new technology. They are based on already known theoretical developments and ideas, although in the course of searches these ideas may be revised. This group should also include works of a generalizing and informational nature, research on forecasting (direction of development) spheres of application of new regularities and phenomena of development of production, work on forecasting the directions of development of science and technology. When performing prospecting works, the obtained positive results and conclusions can be used in

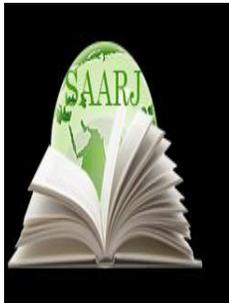
scientific research works of an applied nature. Applied work is directly aimed at creating new or improving existing means and methods of production.

The immediate results of these works are of a very specific nature and are issued in the form of reports, technical documentation of experimental and prototypes. The result of the implementation of such works is the creation or improvement of means and methods of manufacturing (consumption) products. This group should also include the preparation of instructions, technical specifications, guidelines, works that summarize informational character, the preparation of forecasts of changes in individual parameters of equipment and other means.

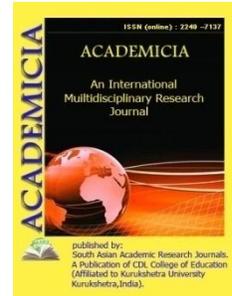
The methods of research work outlined by us in the future will serve as the main criteria for the all-sided development of the engineering industries of our Republic.

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## CALCULATION OF TECHNICAL AND ECONOMIC INDICATORS OF THE USE OF SOLAR PARABOLIC CYLINDRICAL INSTALLATION

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### ABSTRACT

*The article analyzes the methodology for calculating the technical and economic indicators of solar parabolic cylindrical hot water supply systems of industrial and municipal enterprises. Formulas are given for determining the specific annual productivity, the specific saving of the equivalent fuel, as well as the payback period for capital costs, since the economic effect of its use is determined only by the fuel economy.*

**KEYWORDS:** *Solar Parabolic-Cylindrical System, Technical And Economic Indicators, Payback Period Of Capital Costs, Thermal Performance, Fuel Economy.*

### INTRODUCTION

Currently, some progress has been made in the development and practical application of solar installations, but they are still expensive, which hinders their use on a large scale. Therefore, one of the main tasks in the development of practical developments in the use of solar energy is the creation of solar power plants with acceptable technical and economic characteristics. This requires constant improvement of existing installations, as well as the creation and careful research of more perfect options for various design schemes.

Research carried out in recent years has shown that one of the promising, potentially and economically competitive areas of solar energy utilization is the creation of solar installations based on parabolic cylindrical collectors. The energy obtained in such installations can be used in agriculture and communal services, industry and in everyday life for various purposes, including for heat supply, obtaining cold, generating electricity using a steam turbine cycle or in devices for direct energy conversion [1, 2, 4].

To determine the technical and economic indicators of a solar parabolic-cylindrical installation, it is necessary to assess the expected productivity and its change during the year.

As you know, the performance of a solar parabolic trough installation depends mainly on its operating temperature, which, in turn, is determined by the level of solar radiation. The thermal performance of the experimental module of a solar parabolic-cylindrical installation, depending on the operating temperature and on direct solar radiation, was carried out in works [1, 2, 4.5, 6 and 7].

The specific annual productivity of the installation, referred to 1 m<sup>2</sup> of the mirror surface, was estimated by the formula

$$q_{year} = q_{\tau} \cdot \tau_{year}$$

where,  $q_{\tau}$  - is the hourly specific productivity of the installation at an average flux density of direct solar radiation (we take  $E_0 = 700 \text{ Wt} / \text{m}^2$ ) and at its required operating temperature;

$\tau_{200}$  the probable number of hours of operation of the installation per year (taking into account the possibility of using the installation in the southern regions of the CIS, the measurement limit is assumed to be 1500 - 3000 h).

According to the specific annual productivity of the installation, it is possible to calculate the specific economy of the equivalent fuel from the use of the power module of the solar parabolic-cylindrical installation according to the formula:

$$m = \frac{q_{200}}{\eta_{\kappa} \cdot 7000 \cdot 10^3}$$

where, m - specific fuel economy in tons of fuel equivalent / m<sup>2</sup> per year;

$\eta_{\kappa} = 0,45$  - fuel efficiency factor in decentralized and individual boiler houses;

7000 is the heat of combustion of the equivalent fuel in kcal / kg.

The calculation results are shown in Table 1.

As you know, the economic effect of the introduction of new technology is estimated by comparing the reduced costs for the proposed and existing options.

Specific annual productivity of a solar parabolic-cylindrical installation and specific annual fuel economy [1, 5]

Installation hours per year	At an operating temperature of up to 100 ° C with a flow receiver		At an operating temperature of up to 300 ° C with a heat pipe as a receiver	
	Performance KWh / m2	Savings Fuel T eq / m <sup>2</sup>	Performance KWh / m2	Savings Fuel T eq / m2
1500	504	0,138	304,5	0,085
2000	672	0,183	406	0,111
2500	840	0,230	508	0,139
3000	1008	0,275	809	0,166

Since the possibilities of using a solar parabolic-cylindrical installation are very wide (the production of steam, combustible water, and dry air for use in industry, agriculture and utilities, etc.), the assessment of the economic effect by comparing the reduced costs is an independent problem. Therefore, the calculation of the technical and economic efficiency of using a solar parabolic-cylindrical installation was carried out by us according to the payback period, when the economic effect of its use is determined only by fuel economy.

The payback period of the installation can be determined by the formula:

$$C_o = \frac{K_{UD}}{q \cdot Z_T}$$

where,  $K_{UD}$  - specific capital costs, rubles /  $m^2$ ;

$q$  - specific fuel economy per unit area of the concentrator, t.e. /  $m^2$ ;

$Z_T$  - specific closing fuel costs.

New capital costs attributed to 1  $m^2$  of reflective surface of the solar parabolic plant (specific capital costs) are determined using the current price lists and instructions.

The results of calculating the specific capital costs for a solar parabolic-cylindrical installation are presented in

**TABLE 2..TOTAL CAPITAL EXPENDITURE REFERRED TO 1 M<sup>2</sup> OF REFLECTIVE SOLAR PARABOLIC SURFACE**

	Name of expenditures	The cost sum / $m^2$
1	Mirror aluminum	52 500
2	Steel structure: a) profile aluminum b) ferrous metals c) expenses for the manufacture of metal structures - wages of production workers and expenses for the operation of equipment according to the manufacturer's data	15 000 36 000 150 000
3	Heat receiver - heat pipe a) a pipe made of IX18H10T steel b) mesh made of IX18H9T steel c) wire made of steel 18IX20H13 d) glass pipes e) costs of manufacturing and assembly of the receiver	150 000 22 500 5 000 15 000 450 000
4	Flow-through heat receiver: a) aluminum pipe, $d_H = 100$ mm b) thermal insulation materials c) the cost of manufacturing and assembling the receiver	35 000 30 000 300 000
5	Rotation mechanism: a) worm gearbox Ch - 63 b) planetary gearbox P-01 c) disc clutch	650 000 750 000 150000

	d) electric motor RD = 10	74000
	e) building materials for the foundation	200000
6	Installation	150 000
7	Unaccounted for, 5%	550 000

Total:

a) With flow-through receiver 3588000

b) With a receiver - heat pipe 3784500

As can be seen from Table 2, the total capital costs attributed to 1 m<sup>2</sup> of the reflective surface of a solar parabolic trough installation are 3588000 sum / m<sup>2</sup> and 3784500 sum / m<sup>2</sup>, respectively, for an installation with a flow receiver and a heat pipe receiver (at prices for 2020).

If the cost characteristics of the installation are recalculated for the cost of 2020 from the sum in US dollars (at the rate of 1 \$ = 1000 sum, taking into account the annual inflation of the dollar 4%) it is \$ 3731.0 and \$ 3935.0

Assuming that in the case of mass industrial production of such installations, the value of specific capital investments can be halved, for calculating the payback period, we take the value of specific capital costs \$ 1865.5 / m<sup>2</sup> and \$ 1967.5 / m<sup>2</sup>, respectively, for an installation with a flow-through receiver and a receiver - heat pipe.

The results of calculating the timing of a solar parabolic-cylindrical installation, depending on the operating temperature and the duration of the installation are shown in Table 3.

**TABLE 3. PAYBACK PERIOD FOR SOLAR PARABOLIC PLANT**

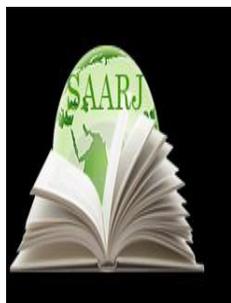
Installation hours per year	Payback period, year	
	At operating temperatures up to 100 <sup>0</sup> C with a flow-through receiver	At an operating temperature of up to 300 <sup>0</sup> C with a heat sink - a heat pipe
1500	8,25	14
2000	6,22	10,5
2500	5	8,5
5000	4,1	7

Thus, the payback period of the installation is mainly determined by the number of hours of operation of the installation (i.e., the number of sunny days per year), as well as its operating temperature and is for  $\tau_{\max} = 5000$  h,  $T = 100^{\circ}$  C and  $T = 300^{\circ}$  C about 4 and 7 years, respectively.

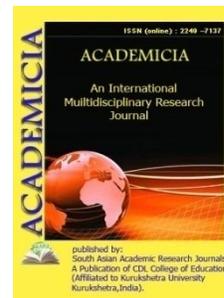
Results of studies of the dependence of the specific cost of mirror concentrating systems  $C_m$  (cost per unit of overall area, sum / m<sup>2</sup>) and the weight coefficient  $K$  (the ratio of the weight of the concentrator (without the mass of the reflecting surface) to the cube of its effective diameter, or  $K = P / D^3$  on the accuracy of the base and support for domestic foreign concentrators is most fully given in the works of Sh.I. Klychev / 7 /).

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## FEATURES OF THE EFFECT OF CORROSION ON ROD PUMPING UNITS

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### ABSTRACT

*The article describes the features of the introduction of corrosion experience on rod pumping units. In the formulation of the study, the operational demonstration of underground equipment of rod pumping units on a high-water well stock was increased. The drought of oil and gas fields is also affected by intensive corrosion of underground (pumping and compressor pipes (tubing), rods, casing strings) and ground (discharge lines, collectors) equipment and pipelines, significant well bonds, high mineralization of reservoir platoons and the presence of aggressive gases in them.*

**KEYWORDS:** *Corrosion, Rods, Pumping Units, Collector, Pipeline, Metal, Destruction, Cracks, Protection, Coatings, Steel.*

## INTRODUCTION

Development of technical and technological solutions to improve the operational performance of underground equipment for rod-type pumps installations on a high-water well stock. At present, a significant part of Uzbekistan's large fields is at a late stage of development, characterized by a high water content of well production, which is on average 77-83%.

Corrosion - spontaneous destruction of metals and alloys as a result of chemical, electrochemical or physico-chemical interaction with the environment. Destruction due to physical reasons is not corrosion, but is characterized by the concepts of "erosion", "abrasion", "wear". The cause of corrosion is the thermodynamic instability of structural materials to the effects of substances in the environment in contact with them.

Example-oxygen corrosion of iron in water:



Iron hydroxide is  $\text{Fe}(\text{OH})_3$  and is what is called rust.

In everyday life, the term "rusting" is more often used for iron alloys (steels)- corrosion of iron and its alloys with the formation of corrosion products consisting of hydrated iron residues. The definition of corrosion does not apply to non-metallic materials. When applied to polymers, there is a concept of "aging", similar to the term "corrosion" for metals. For example, the aging of rubber due to interaction with air oxygen or the destruction of some plastics under the influence of precipitation, as well as biological corrosion. The rate of corrosion, like any chemical reaction, depends very much on the temperature. Increasing the temperature by 100 degrees can increase the rate of corrosion by several orders of magnitude [1].

During the operation of rod deep pumping units, especially when the water content of well production is more than 82%, the rod column is subjected to the combined action of corrosion processes and increased alternating loads, which leads to corrosion fatigue of the metal [2].

The corrosion resistance of metal contributes to the development of intercrystalline and transcrystalline cracks (along grain boundaries), which destroy the metal from the inside [3,4]. The development of a crack goes, the main cheek, at the moment when the metal structure is under load. Since the corrosive medium has free access to the open power of the metal, it also penetrates deep into the metal, intensively destroying the surface cracks [5,6].

The description of the use of SHSN in the highly watered Fund of the Bukhara-Khiva region shows that the number of breaks in the column of rods occurs in the estuary zone. This fact is one of the reasons for the need to study electrochemical corrosion of the rod column material, where a gas-liquid mixture with a predominance of plastic water, which is a strong electrolyte, is exposed as a corrosive medium, while chemical analysis of reservoir waters in the Bukhara-Khiva region shows the predominance of ions in the composition: chlorine, calcium and carbonates. According to the available data, for a more detailed study of the problem of electrochemical corrosion of metals, the analysis of factors capable of Danish corrosion in conditions of similar applicable rod borehole pumping units is carried out [6].

As a result of research, it was found that despite the corrosion resistance of structural materials, which is one of the most important factors affecting the increase in the strength of structural

products, the problem of corrosion protection of offshore oilfield and hydraulic structures cannot be economically solved only by selecting special resistant steels.

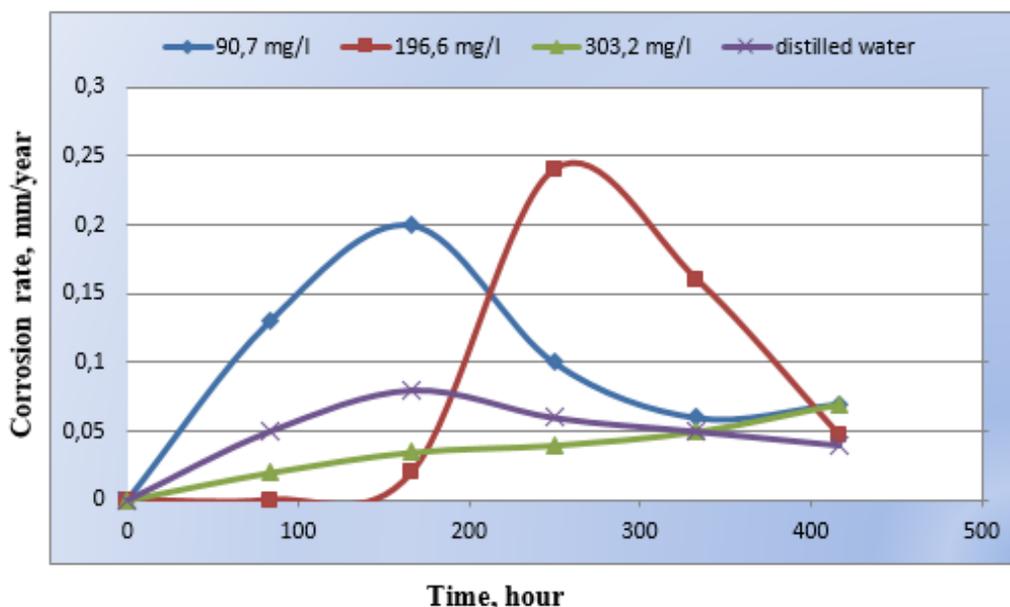
The main methods of combating corrosion include the application of metal and non-metallic protective coatings, as well as electrochemical protection of metals, while non-metallic coatings that have proven themselves in the industry have become widely used [2]. As a result of the analysis of corrosion processes occurring on offshore platforms the following facts were revealed:

- 1) the corrosion resistance of low-carbon and carbon steels is almost the same;
- 2) the corrosion resistance of some low-alloy steels in the atmospheric zone is 24-42% higher than in article 3;
- 3) the corrosion rate of tested low-alloy steels in the periodic wetting zone differs slightly from carbon steels;
- 4) in the underwater zone, non-motor low-alloy ones stop corroding twice as slowly as St. 3;
- 5) rafts X13, X17, DN-46 and DI-47 showed high corrosion resistance in the zone of the sea atmosphere, austenitic chromium-Nickel steels in the zone of periodic wetting, and chrome-Nickel steels in the underwater zone.

Counting the experience on the cathodic reaction of oxygen reduction, as the main corrosion-controlling electrode process, may increase the service life of metal structures of weapons operating under cyclic voltage [7].

However, the main ones are water solutions of mineral salts or pure brines that do not contain a solid phase. When they are used, due to a complex of reasons, the permeability of the productive reservoir decreases, and irreversible, uncontrolled colmatation of the pores of the productive reservoir by solid particles often occurs [2,7].

Sodium chloride is compatible with most of the reagents used in oil production. However, when using methanol, cationic, anionic and nonionic surfactants, polyacrylamide, and polysaccharides, there is a risk of incompatibility. For methanol, the risk of incompatibility is associated with the process of salting out, i.e. separation of the solid phase from solutions when they are mixed. Methanol is highly soluble in water, as a result of which its addition to aqueous solutions of sodium chloride leads to the "Binding" of part of the water and the release of a solid precipitate of sodium chloride from the resulting mixture. This process can also occur when mixing cationic, anionic and nonionic surfactants, if the product forms of surfactants as carrier liquids include water-soluble organic substances, lower alcohols (methanol, ethanol, propanol, etc.), ketones (acetone, etc.), etc. Mixing solutions of polyacrylamide and / or polysaccharides with sodium chloride can also lead to salting out of solutions of solid precipitation of polymers, since sodium chloride is better soluble in water than polymers. Upon contact with solutions of sodium chloride or calcium chloride corrosion inhibitors, the effect of reducing the effectiveness of inhibitors is possible, since sodium chloride dissociates in water into sodium ions and chloride ions. The latter, due to their relatively small size, can easily penetrate under the film of a metal corrosion inhibitor and cause pitting (pitting) corrosion even under the film of a corrosion inhibitor [7].



**Figure 1. Effect of the concentration of chlorine ions on the corrosion rate**

As can be seen from figure 1. at a chloride concentration of more than 200 mg/l, the corrosion rate is lower than in water with zero concentration. Since then, after 200 hours of observation, the rate of corrosion increases, while the other two curves, with a chloride concentration of more than 100 mg/l, have passed their peak and are declining [2,5]. It can be seen from the work that at high concentrations of chlorine ions and prolonged action of ions from day to day, crust concentrators appear, capable of a sharp increase in the corrosion destruction of metal.

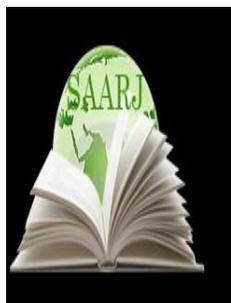
Corrosion of equipment in waterlogged wells is an electrochemical process that occurs mainly with oxygen depolarization. Well equipment is divided into 3 categories depending on the degree of wear and tear. In the case when the average annual replacement of pipes and rods is no more than 20% of the entire length of the well string, it is referred to the first category. This category includes weakly corrosive wells that have a service life of equipment corresponding to depreciation.

In wells, the corrosion rate does not exceed 0.4-0.5 mm / year. With an average annual replacement rate of pipes and rods, 25-50% of the total length of the well string belong to the second category, having a corrosion rate of about 1.0-1.2 mm / year. The third category is characterized by wells with intense corrosion and an average annual replacement rate of pipes and rods above 50%. In these wells, the rate of corrosion processes is more than 2-3 mm / year.

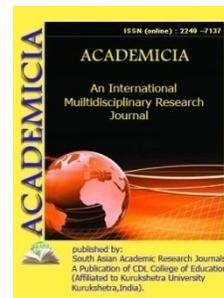
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## FACTORS INFLUENCING THE DRYING PROCESS OF FRUITS AND VEGETABLES

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### ABSTRACTS

*The article gives scientifically grounded recommendations on the preservation, processing of fruit and vegetable products. There are scientifically sound proposals and recommendations on existing problems and solutions in the system. Application of advanced technologies of cultivation, introduction of modern methods of processing and storage of products in the sustainable development of fruit and vegetable production. It had known that dried fruits and vegetables go through a series of technological processes until they reach the consumer in the form of finished products. Analysis show that the existing drying methods in the drying process of fruits and vegetables have an efficiency of 60-70% development is a topical issue in the field*

of agricultural processing. IR convective drying ensures the preservation of vitamin C and carotenoids in particular. In the study of acoustic IR - convective drying process of vegetables, parameters such as acoustic and heat flux density, radiation, wavelength and speed, product thickness affect the processing time and product quality. Based on the thermoradiotic analysis of carrots, an IR generator with a maximum wavelength of  $1.1 \mu\text{m}$  of radiation is selected because vegetables are more efficient in their permeability and absorption under the influence of a wavelength of  $1.1 \mu\text{m}$ . Previous studies show that when the thickness of the product is 3 - 4 mm, the air velocity is 4 sm. The process is slower because the air speed is small. If it is high, the dried product will fly away [1].

**KEYWORDS:** Physicochemical Properties, Storage And Processing, Dehydration, Farms, Energy Consumption

## INTRODUCTION

A comparison of ultraviolet and convective drying when the air is constantly driven to the surface of the material shows that ultraviolet drying is faster when the acoustic flow rate is consistent with the constant air flow rate because the boundary layer thickness for acoustic flows is smaller than the hydrodynamic boundary layer. In order to make the Kadini IR-convection drying process more efficient, experiments had carried out under acoustic conditions. The study is conducted in the following order:

- a) IR - convective drying method with pre-acoustic treatment in pulsed mode.
- b) IR convective drying method without acoustic treatment.

Acoustic processing is carried out at a frequency of 6000 Gts for 3 minutes, in which the pumped air velocity formula is equal to the specific load formula (Fig.1). As can be seen from the graph, the drying time of pumpkin product is 3.5 hours, and the resulting humidity is 19 - 20%. Drying time during acoustic treatment is 4.5.

When drying the squash by acoustic processing, the drying rate is  $0.37 [\% / \text{min}]$ , Wkr, meaning when the point Wpdl = 31%, at which time it is  $0.21 [\% / \text{min}]$ , as Wqol = 41%.

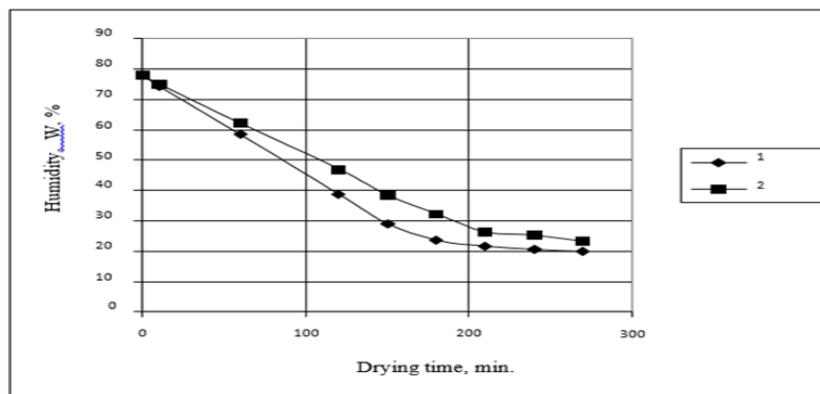


Fig.1. Use of different energy streams when drying the product:

1. at  $f = 6000$  Gts. drying of the instrument by acoustic treatment for  $t = 3$  min;
2. Drying without initial processing.

Influence of different types of energy flows on the drying process:

The basics of thermodynamics and a number of studies show that the importance of the drying process tends to equilibrium  $W_p$  at each point of the wet product. We studied how the moisture content of a melon product changes over time. The results of the experiment showed that the intensity of the process in drying the pumpkin product decreases as it approaches the resulting moisture. The equilibrium state is 0.

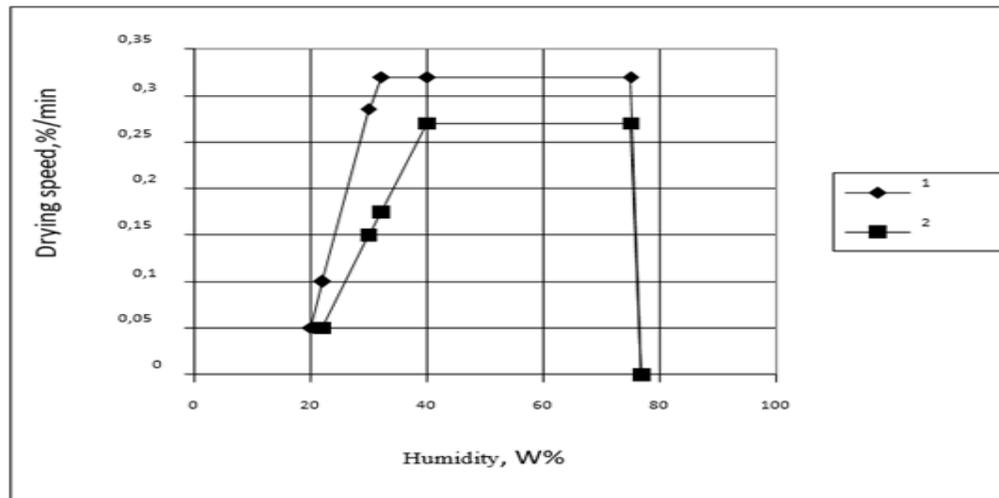


Fig.2. Use of different energy streams when drying the product:

1. at  $f = 6000$  Gts. drying of the instrument by acoustic treatment for  $t = 3$  min;
2. Drying without initial processing.

In this regard, the change in humidity of the product is in the form of a curve in Figure 1.2.

As a result of the analysis of this line, an event (point B), which means that the material heats up at the beginning of the process, i.e. when the humidity drops, plays an important role. The change in moisture content of the melon at a constant drying rate has a characteristic indication that it depends on the thickness of the layer.

For example, when the drying rate is constant, the layer thickness will be  $W = 27\%$  for 140 minutes at  $b = 4$  mm,  $W = 31\%$  for 150 minutes at  $b = 6$  mm, and residual moisture  $W = 34\%$  for 190 minutes at  $b = 8$  mm. As the layer thickness increases, the drying time increases to 30 - 50 minutes  $q = 1500$  W / m<sup>2</sup>. The temperature of the product is 65 - 720 C. The effect of product thickness on drying on its moisture content during drying:  $Q = 2,0$  kW/m<sup>2</sup>

$$1: \delta = 4 \text{ mm} \quad 2: \delta = 6 \text{ mm}, \quad 3: \delta = 8 \text{ mm}$$

In acoustically treated specimens (curve 2), the moisture content of quince fruit drops to 27% in 135 min, and in untreated specimens (curve 1) to 30% in 180 minutes. While drying, the temperature at  $q = 1.5$  kW / m<sup>2</sup> is 67 C. The effect of specific load on the drying process was also studied. An increase in specific load extends the duration of the drying process. The above

method of drying can also be used for drying pears. Drying time is 4 hours. The drying resistance of many agricultural products plays an important role in determining the initial components of the products, as well as the preservation of their structural mechanical properties [2]. The studies varied the process parameters in the following range: acoustic vibration frequency  $f = 5000$  to  $700$  Gts, loading from  $4$  to  $8$  kg / m<sup>2</sup>, air temperature from  $50$  to  $650$  C, acoustic processing duration from  $2$  to  $4$  min. until. These threshold values were selected based on the conducted experiments. Analysis of the literature shows that the main parameters of the drying process are constant speed  $N$  drying coefficient  $K$  and critical humidity  $W_{kr}$  based on experimental results developed a method of drying carrots for different values of heat flux density and loading [3].

The process was studied by a mathematical design method in order to obtain a mathematical expression representing the drying rate and the relationship of the relative humidity of the product to the factors affecting the process. The experimental plan of the factors with physical dimensions and in dimensionless views is given in the table. Based on the results of the experiment, the average value of the drying rate constant  $N$  in the first period of the process was expressed for  $N$ , the drying coefficient  $K$  in the second period of the process, and the critical humidity  $W$ . The obtained bonds fully describe the combined acoustic IR-convective drying of carrots and allowed to calculate  $W_{kr}$ ,  $N$ ,  $K$  with an error of up to 5%.

$$W_{kp} = 48,3 - 4,625 x_1 - 0,125 x_2 + 2,875 x_3 + 1,375 x_1 x_2 +$$

$$+ 1,375 x_2 x_3 - 0,125 x_1 x_3 + 0,875 x_1 x_2 x_3$$

$$N = 0,97 + 0,088 x_1 + 0,01 x_2 - 0,0362 x_3 - 0,0412 x_1 x_2 -$$

$$- 0,0287 x_2 x_3 - 0,00375 x_1 x_3 - 0,0212 x_1 x_2 x_3$$

$$K = 0,91 + 0,0925 x_1 + 0,05 x_2 + 0,0175 x_3 + 0,02 x_1 x_2 +$$

$$+ 0,015 x_2 x_3 + 0,0025 x_1 x_3 + 0,01 x_1 x_2 x_3$$

Analysis of the experimental results shows that maximizing the duration of acoustic processing, loading and the supplied air temperature will result in non-uniform drying of the product, while minimizing the value will result in complete drying of the product.

When not acoustically treated, the air temperature does not affect the drying rate  $N$ : the coefficient  $K$  increases by 6.7%, the critical humidity decreases by 1.04 times, and when the acoustic treatment in pulsed mode, the drying rate increases by 10%, the coefficient  $K$  increases by 12.7% and humidity increases by 1.2 m. An increase in the heat flux density from  $0.8$  to  $2.5$  kW / m<sup>2</sup> has very little effect on the  $W_{kr}$ ,  $N$ ,  $K$  values (table 1).

№	Indicators	$\tau$ , мин	$x_1$	$t_b$ , °C	$x_2$	$\sigma$ , кг / м <sup>2</sup>	$x_3$
1	Maximum	4	+1	65	+1	8	+1
2	Minimum	2	-1	50	-1	3	-1
3	Average	3	0	57	0	5	0

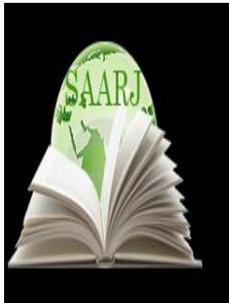
One of the main indicators of a dried product is its moisture content and it determined by the method of drying. This method is widely used and it is based on the fact that the product under test loses moisture at atmospheric pressure at a temperature close to 100 C or at a much lower temperature under vacuum. Along with water vapor, volatile substances such as alcohol, ether, ammonia, carbon monoxide are also lost during drying. When heated, volatile briquettes are formed from non-volatile substances as a result of a chemical process. Bonds that are less stable on drying oxidized by oxygen in the air. To accelerate the loss of moisture from the product, it is recommended to mix the weighed product with washed and sufficiently heated quartz sand in order to increase the evaporation surface, as well as to prevent the formation of crusts that prevent drying [4].

### **CONCLUSIONS**

The factors influencing the drying of fruits and vegetables during scientific research had aimed at continuous control of moisture during dehydration and improving the quality of the product. The process of growing and canning seasonal fruits and vegetables that are edible and beneficial to human health studied theoretically.

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## RE-THINKING ADULT BASIC EDUCATION FOR RURAL DEVELOPMENT IN NIGERIA

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### ABSTRACT

*This study critically examines adult basic education for rural development. It shows that the curricular of basic education is fraught with implementation problems. The study advocates a re-invention of the war against indiscipline (WAI) to curb cultism and its menace and promote discipline and moral rectitude in rural communities. This is seen as an essential contribution of adult basic education for rural development. This is because the war against indiscipline WAI strategy can erase from the society undesirable behaviours, such as cultism and its menace. The study concludes that education is interwoven with social policy and that adult education must be viewed in relation to social, economic, political and way of life of the society in which it is carried out.*

**KEYWORDS:** *Rural Development, Adult Basic Education, Indiscipline, Cultism And Its Menace.*

### INTRODUCTION

Among many challenges in rural development, the most dangerous is cultism and its menace. This situation is alarming in rural areas. Cultists and their activities constitute the greatest threat to life and property. Cultism and its menace is traceable to the larger society. Asuru (1997) asserts that there has been unduly militarization of the society, manifesting in armed robbery, terrorism, thuggery and assassinations. In addition, inter-cult conflict is prevalent, leading to killing of opponents and innocent citizens. Other social vices in rural areas include kidnapping, stealing, rape, forceful initiation of youths into cult, election rigging and disrespect for values and norms. Majority of cultists are young adults some are married and raising children thereby transmitting cultism to future the generations. The Nigerian society has become a decadent

society. Adult basic education can address this situation. It has the capacity to deal with and adapt to changing situations. It is the panacea to many challenges confronting rural dwellers reflecting their circumstances. Against this background this study examines adult basic education for rural development.

### **Recent Challenges in Rural Areas**

In rural areas there are slight changes in socio-economic conditions due to improvement in infrastructure such as, road networks, school and markets. In spite of these, there are new challenges. Asuru (1997) asserts that there has been unduly militarization of the society, leading to armed robbery, terrorism, thuggery and assassinations. A major consequence of these changes is cultism. There is an unprecedented rise in indiscipline. Self-discipline have eroded from the social fabrics of rural communities. Respect for other's rights and dignity is negated. Cult membership have progressively increased, between two to four cult members can be found in a household.

### **Menace of Cultism in Rural Communities**

The menace of cultism in rural communities has been a course of concern to rural inhabitants, security agents, government and society at large. Inter-cult and intra-cult attacks have led to the death of many youths and innocent citizens. This often involves the death of parents of cultists. Causality level, death toll and properties lost are alarmingly on the increase (Robert-Okah, 2003).

Menace of cultism also includes rape, armed robbery, kidnapping, stealing, and thuggery. Cultists operate with sophisticated fire arms, axe, knives and charms. During inter-cult attacks, gun shots are fired against opponents or in the air sometimes lasting for a week or month. This causes fear, and often leads to illness among rural dwellers.

Cultists operate mostly in the bush/farm lands to carry out their fetish activities in preparation for an attack. This affects normal farming activities as people are afraid to go to work. Cultists also attack people in day time in the form of killings, armed robbery, kidnapping, stealing and rapes. This affects people's day to day activities resulting in hunger, unemployment, and sometimes in a total dislocation of the social system because no real activities can be carried out in an environment in which life is insecure.

### **What is Rural Development?**

Rural development may be defined in terms of change in the economic sphere. Such definitions are too narrow, as rural developments must embrace not only the economic but also social and political dimension of the social system. Therefore, Loder milk et al (1981) cited in Akinola, Mojuyinola and Folaranmi (2002) defines rural development as a process of planned social, political and economic change in rural and urban social structure and provision of adequate incentives, and services to help rural people achieve higher level of living, knowledge and skills.

The Common Wealth Secretariat (1980) sees rural development as a comprehensive mode of social transformation which acknowledges that national development must involve all elements of the population. It seeks to introduce a more equitable distribution of resources and incomes within a society and to integrate the rural, poor and the vast majority of the population into the national economy.

Implicit in these definitions is the aspiration for a better standard of living for the masses in rural areas. This suggests improvement in their quality of life, peace and stability in the rural communities. Emphasis is on empowerment, capacity building and democratic participation of citizens. It requires not only access to both human and material resources but also, their effective utilization to improve themselves (Obasanjor&Mologunje, 1991).

### **Adult Basic Education for Rural Development**

Adult basic education for rural development is the home of literacy. It also requires acquisition of life skills, ethical and moral values as well as computational and communicative abilities. Adult basic education for rural development is designed to enable the rural population overcome the restraints of their social and physical environment.

The physical environmental challenges mostly concerns environmental degradation. Social constraints may arise from political, social, economic or cultural spheres of life such as population, explosion, hunger, health problems, illiteracy, conflicts, and indiscipline among others. Adult basic education for rural development equips its learners to resolve these problems.

This context reflects the environmental and socio-economic condition of the area concerned. It is functional and constantly adapts to changing situations, whether in the social, political, economic or cultural life of the community (Ebuara and Udida, 2006). Learning outcomes transcend economic to embrace social aspect such as behavior. Learning must not take place in well standardized classroom. Learning involves wider contexts and favours physical environment. Team/group learning method is practiced. The curriculum reflects the needs of individuals and their locales.

### **Concept of Adult Basic Education**

Adult basic education is a component of basic education concerned with the adults. Adult basic education, according to universal basic education policy (2014) could be defined as educational programmes for acquisition of functional literacy, numeracy and life skills as well as moral and ethical values for adults aged 15 years and above; special programmes for nomadic population; out-of-school, non-formal programmes for updating the knowledge and skills of drop-outs from the formal school system; and non-formal skills and apprenticeship training for adolescents and youths who have not benefited from formal education.

Adult basic education, according to UNESCO (2000:222) is seen as:

...all forms of organized education and training that meet the basic learning needs of adults, including literacy and numeracy as well as the general knowledge, skills, values, and attitudes that they require to survive, develop their capabilities, live and work in dignity, improve the quality of their lives, make informal decisions and continue learning.

### **Basic Education: Secondary School Curriculum**

The national curriculum for junior secondary school (Basic 7-9) is a list of subjects which every child and adult should offer and, which should form the basis of teaching and learning at these levels. These are as follows: English language, mathematics, integrated science, agricultural science, social studies, civic education, business studies, introductory technology, one Nigeria

language (Hausa, Yoruba, or Igbo) computer education, creative art, and fine art. This curriculum does not reflect the dynamism of the society. It is fraught with implementation problems. Hence, the curriculum is incapable of curbing cultism and its menace.

### **The Way Forward**

We can employ War Against Indiscipline (WAI) strategy to address cultism and its menace in rural communities. War Against Indiscipline is related to our everyday living which in turn requires learning. In view of the fact that the curricular of basic education does not address the prevailing situation in rural communities, we can employ the war against indiscipline (WAI) to promote adult basic education in rural areas.

The war against indiscipline popularly known as WAI is a scheme introduced in March, 1984 under the military dictatorship of General MohammaduBuhari/Brigadier TunderIdiagbon. WAI is a campaign against all acts of indiscipline the especially in public spaces. WAI seeks to instill discipline in the public and promote social order, morality, civic responsibilities nationalism. The objectives of WAI according to FRN (1984) were:

1. To maintain public orderliness, such as queuing for services;
2. To encourage women on child upbringing;
3. To promote environmental sanitation,
4. To instill the spirit of patriotism
5. To promote the culture of hard work and
6. To eradicate economic sabotage and corruption

These objectives of WAI have the potentialities to transform cultists thereby creating a peaceful and hitch free environment in rural communities. Transforming the behavior of cultists can be equated with the welfare of individuals and communities in rural areas. The war against indiscipline is responsible for the moral up rise and increased level of discipline witnessed during military regime of General Buhari/Brigadier Idiagbon.

War against indiscipline is enforced and implemented through the machinery ofWAI brigade. This is a para-military outfit. They operate in all states and local government areas in the country. They see that all criminal and indecent behaviours are tackled. They also prevent street loitering and careless abandonment of children by their parents. They ensure that peaceful atmosphere prevails.

The WAI brigade has been disbanded and re-invented as neighbourhood police and exists in some states of the nation. It is not yet in every state and local government areas. For success in curbing cultism and its menace, they should be made to operate in every community in the country. They should be considered public servants and remunerated as such. They should be trained. Logistics and other needs required for success should be considered important.

### **Importance of Literacy**

The importance of literacy can be seen against the high proportion of illiterate persons and their inability to participate effectively in the social, political, economic and cultural development off self and community in rural areas. Specifically literacy contributes to sustained agricultural growth. This is the condition for development to thrive in rural sector. This is because literacy provides farmers opportunities to acquire basic skills, including how to learn and continue

learning, which can bring improved agricultural practice, improved income as well as participation in decision-making of local level (Kazeem and Tayo, 2017).

Literacy is a liberating force. Many rural dwellers are afflicted by various social and economic forces. When these persons acquire the basic skills of reading and writing, in a functional contexts that enables them not only to read the word but also the world, they gain understanding of the social and economic relationships that hinder their personal and community development, thereby liberating themselves.

Literacy is vital to changing people's attitudes in line with the mission and goal of building a more sustainable society. Literacy helps to equip them better to participate in decision-making that adequately and successfully addresses environment and development issues (Kazeem and Tayo, 2017).

Literacy helps in mobilizing and stimulating people to engage development responses. Most rural dwellers neglect to participate in government plans and programmes for lack of understanding of their importance in their lives and community. Literacy makes them understand the benefits derivable from such plans and programmes.

According to Kazeem and Tayo (2017: 255-256) Gray (1990) six values of literacy are as follows:

1. Literacy helps to meet many of the practical needs of daily life.
2. Literacy helps in improving the standard of living by obtaining valuable printed information in relation to health, sanitation, health, selection and preparation of food, childcare and home management.
3. Literacy increases economic status through engaging in vocations, which require knowledge of reading and writing.
4. Literacy enables one to take part in many individual and group activities that involves reading and writing, which helps them to gain social prestige.
5. Literacy helps individual to learn about his community and to adjust to his environment.
6. Literacy enables individual to meet his/her civic obligations such as voting.

### **Policy Implications**

Future policy thrusts in Adult Basic Education for Rural Development (ABERD) should consider discipline and how to encourage it as an integral part of this education. It should also consider how to strengthen the link between adult basic education and rural employment because as some writers have said idle hands are the devils workshops.

There is decline in literacy training in adult basic education programmes. Therefore, literacy should be emphasized in future policy on adult basic education. Literacy apart from being a human right has been seen as "a sine qua non for social, economic and political growth among other development indices (Anyanwu 1998 cited in Sanum, 2015).

### **CONCLUSION**

The study shows that in spite of broadening of the secondary school basic education curriculum to encompass other areas of knowledge considered relevant to the needs of the Nigerian society cults and their activities continue to grow, which has affected the well being of the society. The war against indiscipline is the best strategy to address this pitfall in the society. It can therefore

be concluded that education needs to be complemented by social policy. The social fabrics of the society are interrelated and affect each other.

Adult education needs to be viewed in the light of the social, economic, political and cultural realities in society. It must be used to enable the society meet its needs in various contexts. This often demands looking beyond the classroom for solution.

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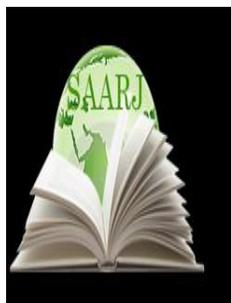
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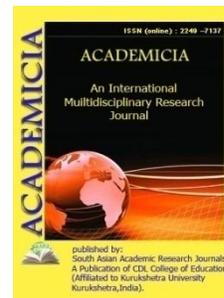
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## RESEARCH ON THE USE OF ALTERNATIVE ENERGY SOURCES IN UZBEKISTAN: PROBLEMS AND PROSPECTS

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### ABSTRACT

*In the world practice, the use of non-traditional energy sources is expanding, but in Uzbekistan this process is developing very slowly. The country's economy is built on the use of mainly hydrocarbon raw materials, which are mostly used for domestic needs. At the same time, natural gas is exported in ever-increasing volumes. At the same time, Uzbekistan has a great potential for alternative energy sources, which, according to experts, are three times higher than the resources of organic non-renewable fuel. The country has more than 300 Sunny days a year, windswept territories, and mountain rivers that can be used to generate electricity. Such a rich natural potential must be used for its intended purpose, and highly efficient renewable energy sources, whose popularity is growing all over the world, must be widely applied in practice. The article discusses the possibilities of efficient use of alternative energy in Uzbekistan.*

**KEYWORDS:** *Wind Generator, Alternative Energy, Wind Power, Solar Energy, Energy Efficiency.*

### INTRODUCTION

The use of non-traditional and renewable energy sources in the fuel and energy industry is an urgent task of the world energy industry. One of their main types, which is environmentally friendly and affordable, is the energy of solar radiation. The use of non-traditional and renewable energy sources in the fuel and energy industry is an urgent task of the world energy industry. One of their main types, which is environmentally friendly and affordable, is the energy of solar radiation. Uzbekistan has favorable climatic conditions for the use of solar energy, the energy potential of which is 98.5 percent of all renewable energy sources combined, so its use is relevant both for the purpose of ensuring energy security and improving the social and living

conditions of the population. At the same time, the possibility of preserving hydrocarbon fuel reserves for future generations and mitigating the environmental situation in the country is of no small importance.

The main components of renewable energy sources in Uzbekistan are solar, hydraulic, wind and geothermal energy, as well as biomass energy. According to the results of the conducted assessments, the technical potential of renewable energy sources in the Republic of Uzbekistan is 180 million tons of oil equivalent, which is more than three times higher than its annual demand for energy resources.

The most prepared area of large-scale use of solar energy in the country's economy, as well as in the whole world, is its conversion to low-potential heat using flat solar collectors for heating water and its use in hot water supply systems for residential, municipal and social facilities.

It should be noted that in low-rise residential buildings, which make up 76 percent of the total housing stock, out of the total natural gas consumption (15,100 million cubic meters), only about 3,000 million cubic meters are spent on hot water supply.

Analysis and generalization of world experience in this area show that the actual scale of solar energy use in hot water systems, all other things being equal, depends on the technical and economic indicators of their main element—a flat solar water heating collector, the scale of production and use of which is constantly growing worldwide.

It should be noted that considerable experience has been accumulated in the field of thermal conversion and solar energy use in Uzbekistan, and a sufficient scientific and technical reserve has been created. In particular, small – scale production of the main element of solar hot water systems—a flat solar collector—was organized; experimental individual and collective double-circuit solar hot water systems were created and their main operational characteristics were determined; solar-fuel boilers have been developed for hot water supply of a group of single- and multi-store buildings and industrial enterprises, as well as small towns and micro districts, which allow saving traditional fuel and energy resources.

## **MATERIALS AND METHODS**

The extensive use of alternative energy sources is in line with the priority objectives of each country and the tasks of energy security and is one of the rapidly developing directions of the energy sector.

Certain works are being carried out on the development of renewable energy sources in the Republic, first of all on the use of the potential of hydropower.

Energy is currently the highest priority area of engineering science, which deals with the transformation, transmission, storage and use of energy. The history of the civilization of all mankind is connected with the consumption of energy of various types. The main feature of the modern world is an increase in energy consumption in all spheres of public life.

In the field of development and use of non-traditional renewable energy sources in Uzbekistan, the decree of the First President of the Republic of Uzbekistan "on measures for the further development of alternative energy sources" dated March 1, 2013, which became a program document in the planning and implementation of fundamental and applied research aimed at expanding the use of alternative energy sources, primarily solar.

In accordance with the Program of measures to reduce energy intensity and introduce energy-saving technologies in the economy and social sectors for 2015-2019, approved by the decree of the President of the Republic of Uzbekistan dated May 5, 2015, our country is implementing a wide range of measures to ensure energy conservation in the economy and social sectors. Construction of residential and social facilities using solar and energy-saving technologies continues.

In this work a powerful impetus was given the decree of the President of our country Shavkat Mirziyoyev, "About the program of development of heat supply system for the period 2018-2022 years," April 20, 2017, to speed up measures to increase quality and ensure uninterrupted supply of thermal energy to consumers, updating and modernization of fixed assets of heat supply systems through the introduction of modern efficient and energy saving technologies, effective and rational use of energy resources.

In the roadmap "development of solar energy use in the Republic of Uzbekistan" for the period 2014-2031, it is noted that the share of solar energy use in the total energy balance of the country by 2030 should be 6 percent.

In 2016-2017, solar heating systems using solar water heating collectors were installed on a number of multi-store buildings in Tashkent. For example, a residential building on Navoi street has a hot water supply system with an area of 159.72 square meters of high-efficiency flat solar water heating collectors, and a residential building on Oybek street in Mirabad district has 40 vacuum-tube collectors for hot water supply with a total volume of 8 tons.

Over the next half century, an increasing number of environmental risks on the planet have been causing serious concern to scientists. The increasing use of energy for economic development purposes is recognized as the main cause of the problem. The environment is polluted because of the harmful gases coming out of the power and heat stations and internal combustion engines that use organic types of fuel. Over the years, it has been undermining the ozone layer as a result of the massive release of the remains of harmful substances into the atmosphere, while on earth there is a global energy deficit. As a result, the change in the world's climate, the decrease in energy resources are closely connected with the problem of food scarcity, which puts enormous problems before humanity.

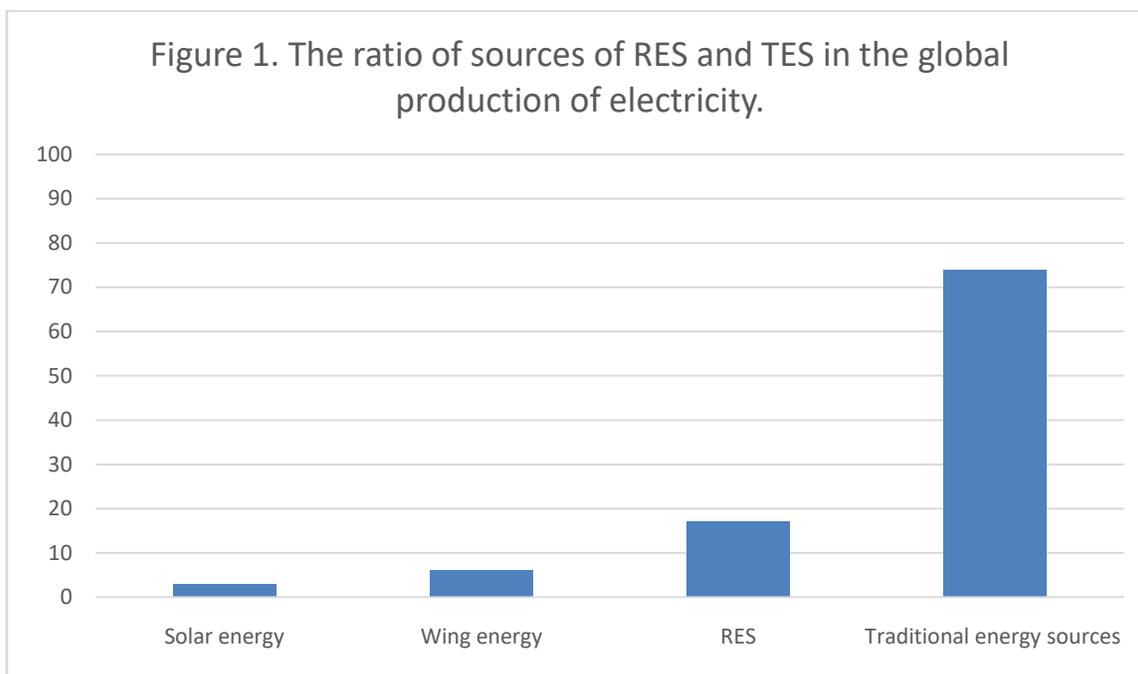
Production of electric energy using traditional energy sources in the form of minerals (coal, gas, oil) leads to environmental pollution due to carbon dioxide emissions into the atmosphere. An increase in the concentration of CO<sub>2</sub> in the atmosphere leads to global climate change and the formation of a greenhouse effect, and as a result, to possible environmental disasters.

In this regard, the use of environmentally friendly renewable energy sources in the energy sector is an urgent and priority task. Renewable energy sources are solar, wind, hydro, biogas, geothermal, wave and current energy of the seas and oceans. Most types of renewable energy sources (RES) are derived from solar exposure. Such as the appearance of winds due to changes in temperature and atmospheric pressure, the formation of water resources due to evaporation from the seas and oceans.

As the above analysis shows, the production of electricity using traditional energy sources has a significant impact on the environment. All this in General creates the necessary prerequisites for the introduction of energy-saving and efficient technologies, the development of environmentally

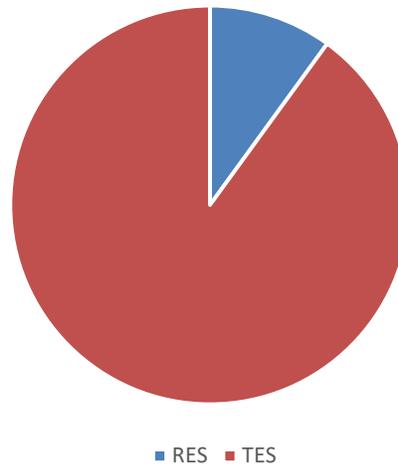
friendly and harmless types of energy. In this regard, the current urgent task of energy is to switch and increase the share of renewable energy sources that are environmentally friendly and harmless to the environment.

According to world energy data, the ratio of energy sources in global electricity production in 2018 was as follows: renewable energy sources (RES) 26%, including the share of solar energy 3%, the share of wind energy 6%, other types of RES 17%, traditional energy sources (TES) – 74% (Figure 1).



Consumption and demand for electricity both around the world and in the Republic of Uzbekistan is growing every year. The reason for this is the intensive development of industry, manufacturing, construction and other sectors of the country, the growth of settlements and infrastructure facilities that consume electricity. The specific share of renewable energy sources (RES) in the total volume of electricity generation in Uzbekistan is currently 10% [13]. The remaining 90% of electricity comes from traditional energy sources (TES) (Figure 2).

Figure 2. The ratio of RES and TES in electricity production in Uzbekistan



In this regard, the development and widespread use of solar energy in Uzbekistan are more relevant and promising. There are various technological methods for using and converting solar energy, the use of which can produce a sufficiently large amount of heat and electricity.

The use of solar energy can be carried out by the following main installations and methods:

- Solar water heating installations (collectors) in which the heat carrier, water, air is heated. Such installations are widely used for heating and hot water supply.
- Solar power plants, in which solar energy is sent by various types of concentrators to the receiving surface to form steam, which rotates turbines that generate electricity.
- Direct conversion of solar radiation into electricity by means of photovoltaic converters (PVS) built on the basis of semiconductor materials.

All these technologies, power plants for the use and conversion of solar energy can be successfully applied in the climatic conditions of Uzbekistan.

## CONCLUSIONS

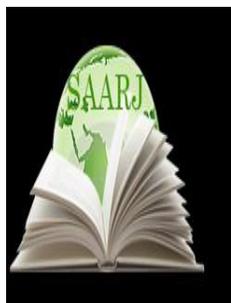
For the large-scale implementation of solar-based technologies, it is advisable to develop a regulatory framework, as well as state standards and all necessary documentation in the field of renewable energy sources, widely promote the experience of using solar-based technologies in the media, use economic mechanisms to encourage solar energy producers and consumers, select the most promising investment projects and technologies for generating and using renewable energy sources, expand the production of equipment, components and materials used in technologies related to the use of alternative energy sources in the country.

In addition, it is necessary to organize experimental and applied research related to the use of alternative energy sources at the International Institute of solar energy and other scientific institutions of Uzbekistan on the basis of the existing scientific potential of the country and in cooperation with foreign research centers.

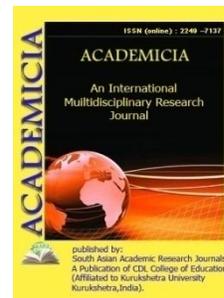
In General, as the First President of the Republic of Uzbekistan Islam Karimov noted at the 6th Asian solar energy forum, we have every reason to say that the problem of using solar energy at the present stage of development is steadily moving from the field of scientific research and experimental development to the field of practical application, and solar energy, like other types of renewable energy, is becoming competitive, one of the cleanest ways to generate energy.

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## RENEWABLE ENERGY SOURCES IN UZBEKISTAN

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### ABSTRACT

*Traditional (alternative or renewable) fuel and energy resources (TER) are the energy resources of rivers, reservoirs, and industrial drains, wind, solar, biomass, wastewater, and solid waste. The use of renewable energy sources in the Republic of Uzbekistan is relevant both for ensuring energy security and for improving the social and living conditions of the population. The main components of renewable energy in the country are solar energy, hydraulic, wind and geothermal energy, as well as biomass energy. The total technical potential of renewable energy in the Republic is 179.4 million tons of oil equivalent, which is more than three times the annual demand for energy resources. Unconventional (alternative or renewable) fuel and energy resources (FER) are understood as energy resources of rivers, reservoirs and industrial drains, wind, solar, biomass, wastewater and municipal solid waste. The use of renewable energy sources in the Republic of Uzbekistan is relevant both to provide energy safety, and to improve the social and living conditions of the population. The main components of renewable energy in the country are solar energy, hydraulic, wind and geothermal energy, and biomass energy. The total technical potential of renewable energy in the republic is 179.4 million tons of oil equivalent, which is more than three times higher than the annual demand for energy resources.*

**KEYWORDS:** *Renewable Energy Sources, Solar Energy, Wind Energy*

### INTRODUCTION

All energy sources can be divided into two classes.1. Renewable energy sources are sources based on continuously existing or periodically occurring energy flows in the environment. Renewable energy is present in the environment in the form of energy that is not the result of purposeful human activity, and this is its distinctive feature.2. Non-Renewable energy sources are natural reserves of substances and materials that can be used by humans for energy

production. The energy of non-renewable sources is in a bound state in nature and is released as a result of purposeful human actions. The main sources of energy on Earth are:

- \* Solar radiation falling on the Earth;
- \* Movement and attraction of the Sun, moon, and Earth;
- \* Thermal energy of the Earth's core, as well as chemical reactions and radioactive decay;
- \* External energy of some bodies on Earth (air and water flows) that have a reserve of mechanical energy;
- \* Substances that carry highly concentrated internal energy that can be released in chemical and nuclear reactions.

## RESULTS AND DISCUSSION

The territory of the Republic of Uzbekistan (447.4 thousand square kilometers, of which 70% is desert) is located in relatively favorable climatic conditions (between 37° and 45° North latitude and between 56° and 73° East longitude) for the Southeast. use, the energy potential of which is 98.5% of the total renewable energy [1], and therefore is considered the main determining factor in planning the share of renewable energy use in the total energy balance of the Republic.

From the analysis of the state of work in the field of solar energy use in the Republic and their comparison with foreign levels in this area, it follows that in order to expand the scale and reduce the time for the introduction of solar energy, it is necessary to: accelerate the development of competitive, environmentally friendly and modern technologies adapted to the operating conditions, create a market for energy equipment used by SE, and eliminate financial and legal barriers to its widespread use. The roadmap "Republic of Uzbekistan: development of solar energy" was prepared to identify problems and obstacles to creating favorable conditions and develop mechanisms, actions, programs and specific implementation projects in which the development of solar energy use will be implemented for sustainable and environmentally safe, socio-economic development of Uzbekistan in accordance with its national interests and state program , phased implementation in the period up to 2030. Since Uzbekistan has a fairly high technical potential for renewable energy sources, namely, energy production from solar generation can range from 525 to 760 billion kWh, wind generation-more than 1 billion kWh, and biomass energy-up to 6 billion m<sup>3</sup> of bio methane per year [2].

If appropriate actions are taken, in 2030 it will be appropriate to supply 6% of all electricity produced in Uzbekistan using solar technologies, less than 0.1% of its territory (88 km<sup>2</sup>) will be required [3,4].

The energy of solar radiation coming to the earth's surface is almost 40 times higher than all the energy consumed by mankind. The sun gives the Earth 80 thousand billion kW every second, which is several thousand times more than all the power plants in the world. . On our planet, due to natural processes and human production and economic activities, solar energy is converted into other types. The General scheme of these processes is shown in Fig. 1.



Fig.1. The conversion of solar energy.

Methods of solar energy utilization can be divided into three large groups:

- 1) Direct conversion of solar energy into heat and electricity;
- 2) Indirect conversion — use of wind energy, sea waves, ocean currents, ocean temperature difference, etc.;
- 3) Biological conversion — burning of biomass, gasification of urban and agricultural waste.

The attractiveness of solar energy is due to its inexhaustibility, availability in every point of our planet, and environmental cleanliness, but solar radiation is not constant during the day and depends on weather conditions. Because of this, each installation must have either an energy storage device or a duplicate installation with a different energy source. The potential resources of Solar energy in Russia are estimated at 2,300 billion tons per year. but at the same time, a negligible share of solar energy coming to Earth is used ~ about 0.0003%.

The market for renewable energy services remains extremely limited to address the issue of radically changing the structure of the fuel and energy balance through the introduction of renewable energy sources. No more than 1 MW of solar energy is involved in the industrial use of solar energy, and there is practically no industrial use of wind energy (table-1) [5]

**TABLE 1 INTENSITY OF SOLAR RADIATION ON THE TERRITORY OF UZBEKISTAN**

№	Regions	$\sum q_1$ , kW, h/m <sup>2</sup> .	n, hour
1	North of the Republic (Republic of Karakalpakstan, Khorezm region and North of Navoi region)	1900-2100	2900- 3000
2	South of the Republic (Kashkadarya and Surkhandarya regions)	1900-1960	2950- 3050
3	Ferghana valley (Ferghana, Andijan and Namangan regions)	1500-1550	2650- 2700
4	Zeravshan valley (Samarkand, Jizzakh, Bukhara regions and South of Navoi region)	1910-1980	2930- 3000
5	Tashkent	1943	2852

It is not worth anything that Uzbek scientists also participate in the creation and development of alternative energy sources. In particular, the first experiments in the field of alternative energy were studied since the 1950s. Engineers developed a system for heating homes and supplying water, and several homes were built and tested.

However, it is clear that Uzbekistan is currently not developing enough innovative research and development in the field of alternative energy, and as a result, the use of these energy sources is declining. The country uses traditional methods of energy production.

If you look at the situation with electricity generation in Uzbekistan, you will see a 20% increase in electricity generation in 2018 compared to 2010.

In this regard, it is necessary to study the experience of using alternative energy sources in developed countries in order to introduce new technologies and technologies that are important for obtaining additional energy as an energy source. The growing demand for electricity in Uzbekistan requires the use of alternative energy sources. We need more sources of heat, wind and biogas installed in the country, and we need more electricity. When developing alternative energy sources, it is advisable to study climate data and regional indicators and develop them in relation to the types of alternative energy sources [7]. When using alternative energy sources, first of all, we get natural energy without harming the environment and without passing on our fossils to future generations. In turn, the population will be fully provided with electricity. The company creates opportunities for production, service, export and import. As a result, new businesses will be opened, new jobs will be created, and the welfare of the population will grow. Wind power has become one of the most rapidly developing areas of scientific and technological progress in the energy sector in recent years. Wind power in many countries is a priority for energy conservation and the use of environmentally friendly renewable energy. The installed capacity of wind farms in the world over the past 10 years has increased 10 times.

In [6], the power of a low-power wind power plant is calculated. The reasons that generate air currents are uneven heating of certain areas of the Earth. When the Sun heats some part of the Earth's surface more intensely than the surrounding ones, the air tends to move. In this case, the warm layers rise up, and their place is taken by colder ones. The different rate of heating and cooling of land and sea generates a breeze—a wind that blows from the sea during the day, and at night – from the shore. Larger-scale air circulation is caused by periodic changes in temperature in the coastal regions of the oceans. These winds are called monsoons. Thus, the wind is the

result of converting the thermal energy coming from the Sun into the kinetic energy of movement in the atmosphere of air masses. Moving air masses, air currents – have huge reserves of mechanical energy, about 100 times more than the energy of rivers. Wind power was used for a long time in navigation, as well as for driving mill wheels. Recently, it has been used for generating electricity. If you look at the situation with electricity generation in Uzbekistan, you will see a 20% increase in electricity generation in 2018 compared to 2010.

In this regard, it is necessary to study the experience of using alternative energy sources in developed countries in order to introduce new technologies and technologies that are important for obtaining additional energy as an energy source. The growing demand for electricity in Uzbekistan requires the use of alternative energy sources. We need more sources of heat, wind and biogas installed in the country, and we need more electricity. When developing alternative energy sources, it is advisable to study climate data and regional indicators and develop them in relation to the types of alternative energy sources [7]. When using alternative energy sources, first of all, we get natural energy without harming the environment and without passing on our fossils to future generations. In turn, the population will be fully provided with electricity. The company creates opportunities for production, service, export and import. As a result, new businesses will be opened, new jobs will be created, and the welfare of the population will grow. Wind power has become one of the most rapidly developing areas of scientific and technological progress in the energy sector in recent years. Wind power in many countries is a priority for energy conservation and the use of environmentally friendly renewable energy. The installed capacity of wind farms in the world over the past 10 years has increased 10 times. It is worth nothing that Uzbek scientists are also involved in the creation and development of alternative energy sources. In particular, the first experiments in alternative energy have been studied since the 1950s. Engineers developed a home heating and water supply system, and several homes were built and tested.

However, it is obvious that innovative research and development in the field of alternative energy is not being developed enough in Uzbekistan at present, and as a result, the use of these energy sources is decreasing. The country uses traditional methods of energy production. A wind power plant (wind turbine) is designed to convert the kinetic energy of the wind into the energy of rotation of the rotor of a generator that generates electricity. The output power of the installation is proportional to the area swept by the wind rotor blades and the wind speed in the cube. Therefore, high-power wind turbines (of the order of MW) should be very large in size, since the average wind speed is not very high.

The disadvantages of wind as an energy carrier are: constantly changing wind speed; electricity generation only at intervals when the wind blows, and not when it is needed, which leads to the need for energy storage; high cost of electricity received.

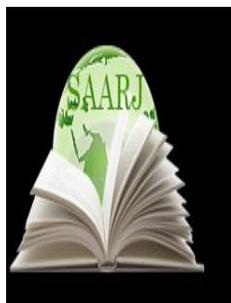
## CONCLUSION

The described methods of energy conversion and calculated ratios for determining the main energy characteristics of converters are designed to broaden the horizons of specialists in electrical engineering.

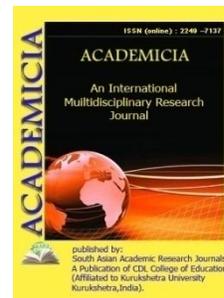
The given characteristics of the main types of energy, their sources, methods of accumulation, storage, transportation and interaction of various types of energy carriers allow us to identify the General principles of building energy converters.

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**LINGUISTIC VIEWS ON FRENCH LEXICAL AND PHRASEOLOGICAL  
 ANTONYMS LINGUISTIC DESCRIPTION OF THE PHENOMENON OF  
 ANTONYMY**

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 UZBEKISTAN

**ABSTRACT**

*This article describes the linguistic views on French lexical and phrase logical antonymy, the specific lexical-semantic, grammatical and stylistic features of antonymous phraseological units, and the linguistic description of the phenomenon of antonymy.*

**KEYWORDS:** *Antonym, Lexical Antonym, Phrase logical Antonym, Feature, Phraseology, Linguistic, Grammatical, Stylistic, Practical Interpretation, Phenomenon, Theoretical, Lexical, Lexical-Semantic, Speech, Relationship, Paradigmatic Relation, Symmetrical Antonym, Asymmetrical Antonym.*

**INTRODUCTION**

Problems of French phraseology in linguistics have been extensively studied, first of all, by A.G Nazaryan. In particular, the specific lexical-semantic, grammatical and stylistic features of antonym phrase logical units were developed in detail by A.I Alyokhina. However, it is distinguished by the generalization of information in this regard, its simple examples and explanations, as well as the practical interpretation of the features of antonymous phrase logical units by analyzing them in terms of their Uzbek interpretation. The analysis of the phenomenon of antonymy in phraseology is based on the contrast of the meanings of phrase logical units with logically contradictory concepts. Accordingly, the content of any linguistic unit implies a binding relationship between its internal logical content. Contradictory concepts form the logical basis of antonymic phrase logical units, which reflect general categorical concepts such as human characteristics. Thus, the phenomenon of antonymy requires a logical contradiction of concepts and follows the semantic contradictions of language units in language [1].

Problems of phraseology in linguistics, first of all, A.V.Kunin, Amosova N.N. extensively studied by In particular, the specific lexical-semantic, grammatical and stylistic features of

antonym phraseological units were developed in detail by AI Alyokhina. However, it is distinguished by the generalization of information in this regard, simple examples and explanations, as well as the practical interpretation of the features of antonymous phraseological units by analyzing them in terms of their Uzbek interpretation. Theoretical views of such linguists as N.N Amosova, A.V. Kunin, D. Barskaya and A.M. In phraseology, the analysis of the phenomenon of antonymy is based on the contrast of the meanings of phraseological units with logically contradictory concepts. Accordingly, the content of any linguistic unit implies a binding relationship between its internal logical content. [2]

It allows to determine the semantic, structural, functional laws of formation of phrase logical units in the system interpretation of phraseology. In particular, system indicators in the development of internal features specific to the forms of antonym phrase logical units are described, the specific diversity of French antonym phrase logical units is shown. Much of the research devoted to the study of phrase logical antonyms shows that a relatively new front has emerged in the field of linguistics in comparison with lexical antonyms. Lexical and phrase logical antonyms in a number of other languages have never been comparatively studied, while in modern French. However, the study of content-specific aspects of the units under study, defined by their ability to express existential phenomena, requires the establishment of systematic connections in language, as well as the study of the reasons for the need to process the language nomenclature problem. [3]

The category of opposition is expressed in language by various linguistic and phraseological antonyms, both in terms of content and in terms of the form of thinking. This category of contradictions in language, that is, the phenomenon of antonymy, is one of the most common types of relations in the description of the system of linguistic content. In the phraseological system of a language, as in the lexical system, there are paradigmatic relations of synonyms, polysemy, and antonyms, which are the main "core" that unites the vocabulary of a language into a single system.

Antonyms are units of opposite meaning in a language. W. Humboldt was a famous scholar who tried to define the problem, the subject, and the boundaries of the science of linguistics. W. Humboldt tried to include linguistics in the list of historical, philosophical and ethnographic disciplines studied by man.

According to W. Humboldt, language is a complex phenomenon that combines qualities and features that contradict each other, so the use of the method of antonymy in the scientific study of language, in understanding its true nature expedient. The main antonyms inherent in the nature of language are:

The first antonym is the inseparable unity and inner contradiction of thinking with language. Thinking with language is an inseparable phenomenon that requires each other. Language cannot be separated from thinking.

The second antonym: language is a dynamic phenomenon that is constantly evolving. On the one hand, language is an activity, on the other hand, it is a product of activity. Everyone who speaks a language contributes to the development of the language in the process of speaking. At the same time, language is a concrete historical norm that embodies all the historical riches created

in the course of the historical development of human society and is passed down from generation to generation.

It is clear from this antonym that W. Humboldt put forward the problem of distinguishing between language and speech as objects of linguistic science. So the second antonym is the question of the relationship between language and speech.

## **MATERIALS AND METHODS**

The third antonym; is an antonym of speech and comprehension. According to W. Humboldt, speech and speech comprehension are two aspects of human speech activity.

The fourth antonym; includes objective and subjective features of language. According to W. Humboldt, every individual uses a language created by a collective of humanity and follows the rules of that language. As a subjective phenomenon, each speaker contributes to the development of language in the course of his speech activity.

The fifth antonym; are collective and individual features of language. It is well known that speech is the product of individuals, but individuals are the product of the collective created by their predecessors.

Phraseological antonymy is studied as a specific part of the problem specific to general antonyms. Therefore, it is natural to have a problem with the properties of relationships that fall into this semantic category.

The hypotheses that allow to determine the semantic, structural, functional laws of the formation of phrase logical units in the system interpretation of phraseology are generalized. In particular, the systemic indicators of the development of internal features of the forms of antonym phrase logical units are described; the peculiar diversity of the French antonym phrase logical units is shown. Many studies devoted to the study of phrase logical antonyms show that a relatively new object of study in the field of linguistics has emerged in comparison with lexical antonyms. Lexical and phrase logical antonyms in a number of other languages have never been comparatively studied, while in modern French.

However, the study of content-specific aspects of the units under study, defined by their ability to express existential phenomena, requires the establishment of systematic connections in language, as well as the study of the reasons for the need to process the language nomenclature problem. The category of opposition is expressed in language by various linguistic and phrase logical antonyms, both in terms of content and in terms of the form of thinking. Since this category of contradictions in language, that is, the phenomenon of antonymy, is one of the most common types of relations in the description of the system of language vocabulary, the phrase logical system of language, like the lexical system, has paradigmatic relations of synonyms, polysemies and antonyms. is the main tool that unites into a single system. In French phraseology, the phenomenon of antonymy is the phenomenon of antonyms that express people's feelings and inner experiences. The phenomenon of French phraseological antonymy is that the inner experiences of similar people between compounds can be combined with words specific to a group of verbs to form many phraseological units. For example:

*être content-to be happy*

*Etremécontent -to be upset*

Phraseological units that are symmetrical, that is, antonyms that are compatible with each other, are phraseological units. Exactly symmetrical antonyms are antonyms that are both semantically and semantically compatible. Here are some examples of symmetric antonyms.

For example:

*Etre fort de* - to be strong

*Etre faible de* - to be weak

*Avoir la main heureuse-* Have a happy hand

*Avoir la main* - To be always ready to help

*Avoir peur de* - Be afraid of

*Avoir du courage* - To have courage

*Avoir l'air malade-* Look sick

*Avoir une bonne* – Have a maid

Exactly asymmetric antonym, that is, in terms of content includes some different antonyms. For example:

*Arriver à bon port* - to live a peaceful life

*avoir des paroles ensemble avec qn-* quarrel with someone

*avoir le coeuroye-* drink a lot of water

*avoir le gosier sec* - fell dry

*faire la quete-* do the quest

*faire les largesses-* to give tip

*vivre en seigneur* - to live as a lord

*être dans le lac-* be in the lake

Exactly symmetrical antonym phraseological units and asymmetrical antonym phraseological units are predominant in French phraseology. Exactly asymmetrical antonyms are antonyms that differ in content and do not have the same meaning. They are widely used in language and are the flower of speech, as well as the beautiful flower of our language. In addition, when the phenomenon of antonymy is observed in phraseological units, it is obvious that their special dictionaries are not formed, and they should be selected in opposite meanings, distinguishing each of them according to its separate linguistic meanings. Therefore, there are several ways to analyze the phenomenon of antonymy between phraseological units of the French language and their interpretation into Uzbek, including phraseological units expressed by the French "comme" analogy and their interpretation into Uzbek. we want to think about ways to do that.

Phrase logical units with the French "comme" component are one of the most effective means of creating antonyms. There are many examples of such phraseological units in French phraseology. For example: fort comme un boeuf; rondcommeune boule; fleurercommebaume; write as an ange; froidcomme (du, le, un) marbre; mine as an elephant; paresseux as a loir; sobre as a chameau; doux as aagneau; moucomme du cotton; savant as a livre; muetcommeune carpe. In French, such phraseological units with the component "comme" are mainly qualitative and verb phraseological units. It is well known that the formation of antonymous meanings is also very common in morphology, mainly between adjectives and verbs. However, when interpreting them in Uzbek, it is necessary to be more careful about their similarity components.

## CONCLUSION

The simulation tools available in the language are mainly aimed at expressing that a particular object is similar in nature to another object. However, when interpreting French phraseological units with a “comme” component into Uzbek, the required meaning may not be obtained if the identification objects on both sides of them are translated exactly. For example, let’s take the phrase *comme un escargot*. When this phrase is translated into Uzbek, it is not advisable to interpret it through translation. Because if we translate it literally into Uzbek, it will be translated as *slow as a shell*. However, in the Uzbek language, it has become a tradition to express the image of a tortoise rather than a shell, rather than a very slow movement, ie the phrase “*lent comme un escargot*” is interpreted in Uzbek as *slow as a tortoise*.

The antonym of this phraseological unit, *rapidecommel’éclair*, which is considered to be the opposite of this meaning, is interpreted in Uzbek as *fast as lightning*. Because in Uzbek there is a phrase “*lightning speed*”. Based on this, the phrase *rapidecommel’éclair* can be interpreted as *lightning fast*. The French word *l’éclair* means *light or oil*. However, this does not mean that lightning is a natural phenomenon.

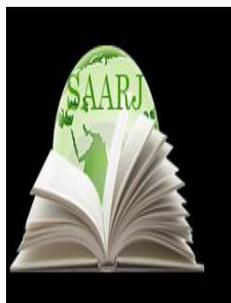
Such phrases are common in French. In the process of translating them into Uzbek or interpreting their meaning, the objects of comparison are the most important. If the same images are used to translate them into Uzbek, as well as in French, the full meaning of the phrase may not come out. In such cases, it is appropriate to interpret this phrase in Uzbek versions. For example, the phrase *laborieuxcommeuneabeille* should be translated into Uzbek not as *industrious as bees*, but as *industrious as ants*. There are also phrases in French that can be translated into Uzbek without analogy. For example, the phrase *paresseuxcomme un loir* can be translated into Uzbek as *lazy or overly lazy*, without any comparisons to make it understandable. However, among the phraseological units with the French *comme* component, there are those that correspond exactly to the Uzbek forms with the comparative components. For example, the phrase *leger comme un oiseau* means *light as a bird* when interpreted in Uzbek. It is observed that the feature of relief is compared with the same image in both languages, that is, the image of a bird.

It is obvious that in the interpretation of phraseological units with French antonyms with *comme* component in the Uzbek language, the objects of comparison in the French language may not correspond to the Uzbek language at all. In such cases, it is advisable to interpret them in a way that preserves the general semantic meaning, based on the culture and customs of the speakers of the language.

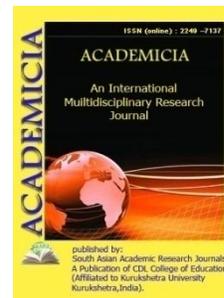
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**CHEMICAL METALS AND THEIR WORKING**  
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**ABSTRACT**

*This article basically shows the process of working with chemicals and solutions. Tin has metal (Z-Sn) and semi-conductor (a-Sn) modifications. Germany, Silicon, phosphorus and some under high pressure M. as determined by the presence of conductive modifications. In addition, all substances under high pressure can also exhibit metallic properties. The dissolved substance can be separated from the Solvent by a physical way. With these properties, the solution is similar to a mechanical mixture. In Steam, it is an atom. oxides in combination with water often turn into hydroxides (bases). M. the electronic structure has its own characteristics, which are mentioned above in the true-file. M. atoms easily give external (valence) electrons.*

**KEYWORDS:** *Their Composition Is Changeable, Mechanical Mixture*

**INTRODUCTION**

The homogeny system, consisting of two or more components and their interaction products, is called a solution. Solutions are important in the life of living organisms. For example, blood, lymph, and saliva fluids are solutions. Solutions occupy an intermediate position between chemical compounds and simple mechanical compounds. Solutions are homogeneous, that is, homogeny, similar to chemical compounds. The melting process occurs with the absorption or release of heat, similar to a chemical reaction. Solutions differ from chemical compounds in that their composition is changeable, showing both the properties of the solvent and the dissolved substance. The dissolved substance can be separated from the Solvent by a physical way. With these properties, the solution is similar to a mechanical mixture.

In the process of preparation of the solution, the aggregate state is a variable component solvent. In solutions, one component in the other, so as to form a homogeneous environment in the state of molecules, ions, or atoms spread. Solutions three in gas, liquid and solid state.

## METHODS OF EXPRESSING THE CONCENTRATION OF SOLUTIONS

The amount of substance dissolved in a unit of volume or mass of a solution or solvent is called concentration. Such a solution is a concentrated, slightly diluted solution, if there is a lot of dissolved substance in the solution. There are several ways of expressing concentration. 1. The ratio of the mass of the dissolved substance to the total mass of the solution indicates the mass fraction of the dissolved substance:

Metals (Yun. *metalleuo* — I dig, I dig from the ground) - simple substances that have such distinctive properties as high electrical conductivity, hot conductivity, electrical conductivity, good return of electric magnetic waves, plasticity, under normal conditions. M. in the solid state, the crystal is in the structure. In Steam, it is an atom. oxides in combination with water often turn into hydroxides (bases). M. the electronic structure has its own characteristics, which are mentioned above in the true-file. M. atoms easily give external (valence) electrons. The crystal lattice, not all electrons will be combined with their atoms. Some of them move.

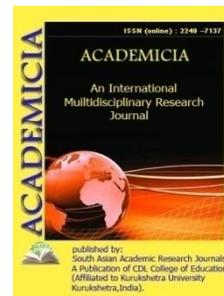
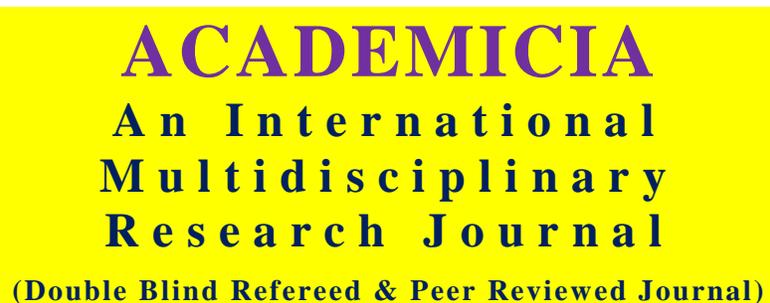
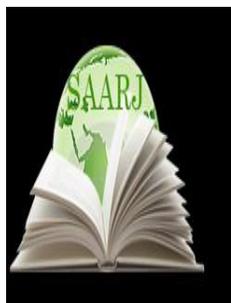
Chemical properties. D. I. 109 of the 87 chemical elements in Mendeleev's process system M., 22 of them are metallic. All M.ni it forms "ordinary metals", "intermediate metals", "lantanoids and actinoids". Process in the system, metals in the main groups are called ordinary metals (s - and r-elements), metals in the additional Group — Intermediate metals or (D - and f - elements). Simple substances are conditionally divided into two groups as metals and. Mas, Ge and SB do not have a single opinion about which category. But since Germany has semiconductor properties, it is not, although is a semi-metal according to its physical properties, M. it is more correct to count as. Tin has metal (Z-Sn) and semi-conductor (a-Sn) modifications. Germany, Silicon, phosphorus and some under high pressure M. as determined by the presence of conductive modifications. In addition, all substances under high pressure can also exhibit metallic properties. Therefore, it is necessary to use this or that element M.ga or when determining whether it is resistant to, it is necessary to take into account not only its physical properties, but also its chemical properties. M. it enters chemical reactions as an electron donor, forming positively charged ions in compounds or solutions. M.on electromagnetism is lower than the electromagnetism. Many M. it reacts actively with hydrogen, halogen. Alkaline and alkaline earth metals at normal temperatures with water, m as zinc and iron. reacts with water vapor at high temperatures. Series M with nitrogen., mas, lithium reacts at room temperature, magnesium, zirconium, gaily, titanium when heated. The metal itself compresses the original metal from that metal solution.

Density is smaller than 5 M. light, older than 5 years-heavy M. it is called. Iron and its alloys are black M., the rest is colored M. refers to as. The Original M. he does not look at it. Rare M. in the sentence vanadium, molybdenum, beryllium, indium, zirconium, lanthanum, niobium, tantalum, renium, German, galley, thallium and others are included. "Rare M.the phrase " quot; is a conditional phrase, depends on how much the methods of separating pure metal are improved; titanium, which was once considered "rare", now does not refer to the sentence" rare " (M.on the chemical and physical properties of metals, see articles on metal elements). M.in some compounds (even in alloys), metal bonding (bonding between particles that form the metal) is preserved. In the case of free and chemical compounds in nature. The Original M. (gold, platinum, silver), sometimes copper, tin and Mercury are found in pure form.

Ores M.ni the work of obtaining in pure form is carried out in various branches of metallurgy (drilling, hydrometallurgy and electric metallurgy) as a result of the processes of return, thermal decomposition, exchange in the technique. Very pure M. to obtain substances, the method of driving in a vacuum is also used. In subsequent years, the method of liquefaction along the zones is often used. On the basis of this method, niobium, tantalum, tungsten and other M. the yacht is cleaned of substances. M. in pure form, it is rarely used. Most often, it is used in the case of an alloy. Mas, cast iron, steel, brass, bronze, Constantine, milkier, Nixon and other atmospheric conditions M. edible (corrosion). It is of paramount importance to store metal objects from decay. The finding of a method of preparation of special stainless steels will help to solve this issue. M. it is used in marriage, construction, Cosmonautics, Shipbuilding, Mechanical Engineering, aircraft building and many other fields (neither q nor Q. Working metals).

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## TEACHING MATHEMATICS TO PRIMARY SCHOOL STUDENTS THROUGH MENTAL ARITHMETIC

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### ABSTRACT

*The teaching of mathematics in the primary grades should address the educational, pedagogical and practical qualities of teaching any other subject. The success of the formation of mathematical thinking in primary school students depends on the profession of educator, his professional training.*

**KEYWORDS:** *Mathematics, Mathematical Operations, Pedagogical Practice, Teaching Mathematics In Secondary Schools*

### INTRODUCTION

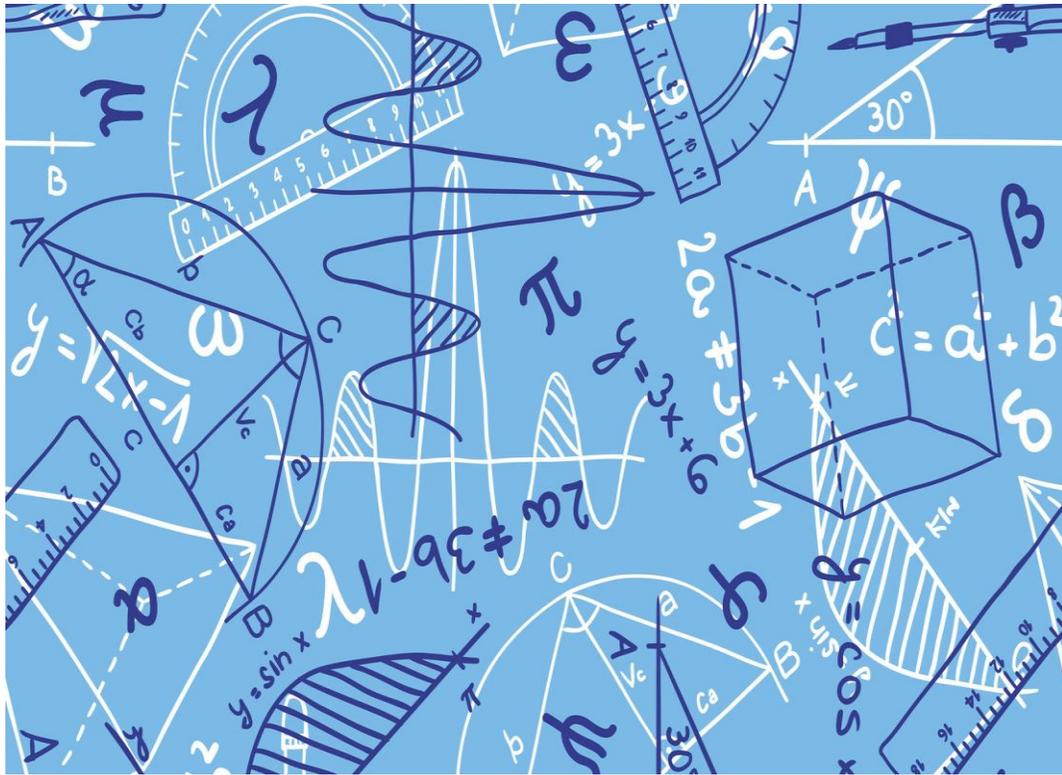
Teaching math in the elementary grades is generally seen as the first step in mastering a school math course. It is therefore important to take into account the general issues involved in teaching mathematics in secondary schools when working in the primary grades and to properly assess the importance of primary education in addressing these issues. Many of the issues related to the secondary mathematics curriculum need to be mastered to such an extent in the elementary grades that they remain in the minds of students for a lifetime, while other issues are discussed in detail in later grades in the early stages of teaching, is included only in preparation for the exit; or to be able to increase the level of thinking ability in the process of forming a skill or ability. The above considerations should be taken into account when it comes to the fact that children in the primary grades of the school consciously and firmly acquire a certain amount of knowledge, skills and abilities provided in the program in the field of mathematics. The mathematics course involves students to generalize the learning materials to the best of their ability, to explain the general principles and laws underlying the mathematical facts being studied, and to explain the connections that exist between the events under consideration. This mainly applies to the study of the properties of actions, the existing connections underlying them, and the mathematical

relationships and connections that form the basis of practical learning and skills that are formed in children. Teaching students to apply the knowledge, learning, and skills they have acquired in a variety of contexts can be seen as a special matter for students. At the same time, the application of knowledge is one of the important tools to increase the effectiveness of children's learning. Psychologists have proved that the full acquisition of knowledge and learning skills can be achieved only through their independent application in changing conditions. To a large extent, this can be overcome on the basis of the transition of children from primary school to the next grade in school, and vice versa, if the teacher does not pay special attention to all-round knowledge and instructs children to the same type of questions, assignments, expressions, this further increases the complexity of the transition to science teaching in 5th grade. This issue is inextricably linked to the more general issue of children's cognitive development. Much work has to be done since elementary school to observe and compare, to identify similarities and differences in the events being compared, to analyze, synthesize and generalize, to abstract, to identify. The problem of developing students' ability to think mathematically is inextricably linked with the problem of developing accurate, clear, concise mathematical speech. One of the main tasks of teaching mathematics is to create a clear system of calculation, measurement and graphic skills for students, in other words, this system consists of performing the simplest operations, which are brought to automation through repetition. . Inadequate assessment of this task leads to a decrease in the quality of children's knowledge in practice. However, at present, the study of elementary mathematics cannot be replaced by the development of skills and the acquisition of the same facts. Students should learn to make generalizations to the best of their ability to discover laws and relationships as independently as possible, as well as to draw oral and written conclusions.

The elementary mathematics curriculum focuses on the same, in which the increase in the level of theory in teaching is clearly expressed, and it is felt that the theory is inextricably linked with practice and practice. Here is an example to illustrate what it means to increase theoretical thinking in the teaching of mathematics. In Grade 1, the first decimal numbers are studied sequentially according to a previously used program. When looking at each number, for example, it is explained that 1 must be added to 1 to form the number 2. All of these facts are considered in different lessons when they are not related to each other. Such an approach did not create the conditions for children to generalize what they had learned in previous lessons. At the same time, this approach does little to help them acquire new knowledge in the next lessons on numbers 5 and 6.

## **MATERIALS AND METHODS**

According to the National Association for the Education of Young Children, children's knowledge of math skills at the primary level "predicts their math achievement for later years." Using different activities that allow children to use and develop math skills develops strong logic and reasoning skills in children. Teaching math skills to primary level students should be done using multiple teaching strategies to optimize student learning.



**Fig\_1 Theoretical and mathematical diagrams**

Engage the students in math activities such as sorting, organizing, and patterning, mapping and making pictures or drawing to find the answers to math problems.

Provide materials to enhance math discoveries. Math manipulates, number lines, the hundreds chart and play money give students tangible items they can use to make connections to their math skills.

Introduce one math concept in several different ways, demonstrate it to the class, allow the children to work in pairs on problems, and have them engage in math games or activities related to the concept.

Ask children to explain their thinking process. Have them explain in their own words how they came to the answer, or they can show you using manipulates or drawings.

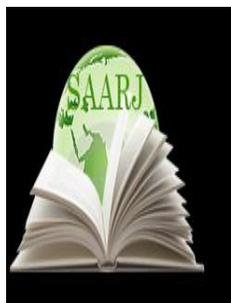
Encourage children to make connections between math they know and new concepts. Ask questions guiding children to make their discoveries about mathematical concepts. Have the children predicted the answer based on what they know, then have them work out the problem to find out if they were right. For example, in a subtraction problem, they can predict the answer will be lower than the top number.

Support the students in building math skills by encouraging them to ask questions and use reasoning skills.

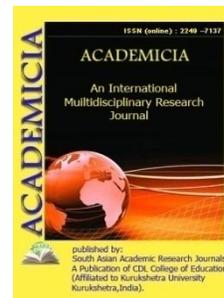
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**IMPROVING THE METHODOLOGY OF TEACHING CHEMICAL  
 TECHNOLOGY IN THE INTEGRATION OF INFORMATION AND  
 COMMUNICATION TECHNOLOGIES AND PEDAGOGY**

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**ABSTRACT**

*This article presents a view of using and incorporating information and communication technologies (ICT) into the teaching and learning of chemistry. Studies that investigate students' ICT skills in chemistry in particular and in science in general establish that ICT-based learning environments play a significant role in education. While this seems to be true as an overall assessment, the future is affected by innovations, fast-moving, and in many ways unpredictable*

**KEYWORDS:** *Science Education Audience Response System, Informal Learning Environment Multiple Literacy, Microcomputer Base Laboratory*

**INTRODUCTION**

There are several topics in chemistry which required computational technique to learn and use of ICT enhance learning capacity of learner as well as facilitator. The present article deals with the use of ICT in some of the topic of chemistry All though chalk and talk method has gain attention of the students but it has been found that using ICT to teach such topic of chemistry helps teacher to overcome from class room difficulty like presenting 3 D structure of molecule with model. The objective is to reveal teachers' ICT experiences and views on ICT integration into teaching-learning process as well as uncover the perceived obstacles to the integration process. The main difference between ICT and more traditional techniques for representing knowledge, such as textbook, is based on the nonlinear representation of information (Jacobson & Archodidou, 2000). In hypermedia, nodes of symbols are linked together in a flexible manner that make it powerful but which increases the difficulty (e.g. for teachers) to enter the product to appropriate its potentialities.

Information and Communications Technology (ICT) is an umbrella term that includes all technologies for the manipulation and communication of information. The term is sometimes used in preference to Information Technology (IT). A large number of commercial software packages offer teachers exciting and visually appealing approaches to teaching. These often drive the pedagogy and to a certain extent might restrict flexibility in teaching. In addition, some teachers resist the opportunity of teaching someone else's lesson and report that commercial software packages might not be available to pupils outside school. Experienced ICT practitioners can produce very effective lesson material using Microsoft® applications which can be uploaded to a school's intranet and internet and in a number of other ways can be made available for pupils to use outside school. Sharing lesson material is helpful for colleagues who can customize files to suit their own approach. Teachers require continuous support and training to effectively integrate technology initiatives. Successful technology integration involves the allocation of time for teachers to experiment with new technologies, collaborate with peers, and the provision of professional development opportunities. As teachers collaborate and plan lessons that integrate technology, they reframe their perceptions towards innovative technology implementation and, ultimately, student achievement.

## MATERIALS AND METHODS

Many researchers have been devoted to ICT to understand the factors that can influence learning such as the multimedia effect – in which students learn more deeply from words and pictures than from words alone, the coherence effect – in which students learn more deeply when extraneous material is excluded rather than included, the spatial contiguity effect – in which students learn more deeply when printed words are placed near rather than far from corresponding pictures and the personalization effect – in which students learn more deeply when words are presented in conversational rather than formal style (Mayer, 2003)

ICT increases teacher efficiency and can reduce teachers' time spent performing administrative tasks (Koszalka & Wang, 2002; et al.). It is important for both students and teachers to use ICT regularly in their courses (Fig, 2000 et al.). Student's higher-order thinking skills are enhanced in learning environments where ICT is used (Allegra, Chicory, & Octavian, 2001 et al.).

To be able to use ICT in the courses effectively, teachers should;

- be aware of its potential,
- select tools and methods which are appropriate with the needs of students,
- design their teaching methods effectively,
- develop new teaching strategies,
- Know and apply classroom management rules in order to cope with problems encountered in technology-aided learning environments (Becker, 2001 et al.).

## Stereochemistry

An important branch of stereochemistry is the study of chiral molecules. (March, 1985) Stereochemistry is also known as 3D chemistry because the prefix "stereo-" means "three dimensionality". Stereochemistry with chalk and talk method is always a tedious job for teacher because it requires a lot of 3D structure of molecule and drawing 3D object on black board is not possible. There is several drawing tools available free on internet in which 3D object can easily draw and several other information viz. Bond angle, angle strain, chiral carbon etc. can easily calculate.

Software's for drawing and visualizing 3D chemistry structure, predicting NMR, IR and other spectroscopic techniques, periodic table and organic chemistry other topics. It is very unfortunate that in our country more focus on theoretical knowledge rather than experimental work and ICT can play very important role in this concern. Technology initiatives can only be successful if they are compatible with the conditions of teaching. The initiative to incorporate technology effectively into classroom instruction must begin with the curriculum objectives. This ensures a consistent goal. A mismatch between values of the teacher and the technology initiative will cause an incorporation failure. If inadequate computer access or if there is a high pupil/computer ratio, teachers will be reluctant to employ technology as an instructional tool. The technology that is available must be reliable. Computers that are outdated or frequently requiring repair will cause frustration rather than a strong commitment to change. The training of a teacher as a technical specialist is instrumental to successful integration. As the specialist provides suggestions for integration technology into the curriculum and instructional activities, teachers understand how technology can be used as an instructional tool across all disciplines. The ultimate success of ICTs for learning will be attained when we stop marveling about the ICTs and apply our minds and emotions to the wonders of learning."

Here iPod activities were demonstrated in a classroom setting. The overall objective was to use ICT procedures, including iPod apps and the use of Pasco® probe ware to collect laboratory data to further develop new personalized activities for future use of the iPod.

Global Learning Objectives:

- a) Use ICT to promote and conduct laboratory investigations on a variety of topics appropriate for introductory-level chemistry.
- b) Use ICT to collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as data-collecting sensors (probes).
- c) Use ICT to identify and explain the process of naming and writing ionic compounds containing main group or transition metals, covalent compounds, acids, and bases, using IUPAC nomenclature rules.
- d) Modify classroom modules for demonstration purposes.
- e) Develop classroom ready modules to be shared with workshop participants. LIMITATIONS

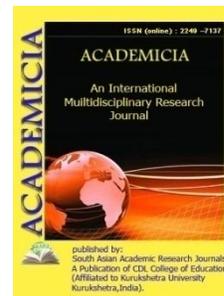
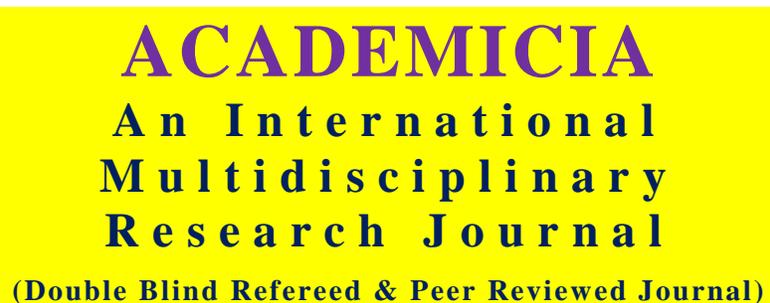
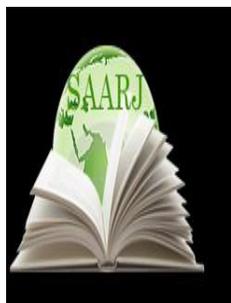
## DISCUSSION AND RESULTS

ICT tools are becoming more assessable and less expensive as supply and demand benefits increased classroom use. As compared to the updating of a static textbook, apps appropriate for teaching concepts and laboratory probe ware of sensors for collecting data have several advantages beyond cost. Yes, iPods do become outdated but even older versions can be passed down to either the lower levels or to classrooms that lack in ICT tools. Internet access with appropriate bandwidth is always problematic, but as long as the faculty is committed and willing to accept change, issues can be overcome and a positive experience provided to your students.

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## LINGUOPRAGMATIC FEATURES OF SPEECH ACTS "EXPRESSION OF REFUSALS" IN ENGLISH AND RUSSIAN LANGUAGES

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### ABSTRACT

*Scientific research in a branch of linguistics called pragmatics is plenty. This research helps them better understand the ways languages are used. It also deals with the extent to which sentences in lexical, morphological and syntactic terms are correct, but under what circumstances, in what communicative situations, with what prerequisites and intentions are these invocations pronounced and whether they will be able to meet their communication goals.*

**KEYWORDS:** *Pragmatism, Expression, Refusal, Dialect, Vernacular, Literary Language*

### INTRODUCTION

In any work of art, the author's speech (speech sphere author) takes up much more volume than the character's speech and relies on linguistic and stylistic means of the literary language (normative speech). A literary language is "an exemplary normalized language whose norms opposed to dialects and vernacular. In literary text and the author's speech and the character's speech have their own distinctive linguistic features and design features that are expressed in intonation, the relationship between word order, the nature of vocabulary and syntactic structures. " The author's speech in its varieties and the character's speech can be characterized from the point of view of communication, i.e. in the aspect of human activity, since language is not only a system of signs, but also a specific human activities. The spoken form of dialogue speech in a work of art dictates features of syntactic and lexical (linguo-stylistic) construction and the functioning of this form of speech. Oral-spoken conversational speech is built taking into account that it is understandable (publicly available) and adequately perceived. In the dialogue, strict economy of lexical and syntactic means - within the framework of dialogical speech function elliptical, unfinished, one-word, etc. sentences and very limited phrases. Despite the fact

that dialogue is inherent many (if not all) of the characteristic features of oral speech, however less dialogue in a work of fiction has its own specifics, distinguishing it from the actual oral form of spoken dialogue. Dialogue in the artistic text directly and indirectly depends on the nature and characteristics a work of art serving as aesthetically an organized complex verbal whole. Dialogue in fictional text subject to the rules of time, rhythm and tempo, outside of which does not exist artistic text. Pragmatism means “one of the plans or aspects of the study of language in their relation to that person or persons. To what extent sentences in lexical, morphological and syntactic terms are correct, but under what circumstances, in what communicative situations, with what prerequisites and intentions are these invocations pronounced and do they achieve their communication goals.

Scholars around the world have devoted their research on different areas of pragmatics with the main goal of better understanding how languages are used. We meet different forms of social behavior in different cultures around the globe that individuals categorize as mutually shared appreciation and consideration for others. Researchers in the field of Intercultural Pragmatics and Intercultural Communication have collected considerable data that illustrate how communicative behavior varies across cultures. They suggest that across societies and communities, people speak differently, and these differences in ways of speaking are profound and systematic, they reflect different cultural values, or at least different hierarchies of values. As a result, people often use different language tools and strategies, guided by their values, when performing the same speech act in a similar situation. The problem of intercultural communication is that one does not only have to understand the sentence in its semantic meaning but also have communicative competence in order to comprehend what the speaker meant; in other words to have pragmatic competence to understand and perform different speech acts in intercultural contexts. ‘Speaking a language means more than uttering a number of grammatically decent sentences’ [Ghazanfari et al 2013:], one must be aware of the pragmatic meaning of the interlocutors’ utterances. People speak different languages and therefore use them in a different way.

Refusal is a speech act that exists in all languages and is used in everyday life. It occurs as a negative response to other acts such as requests, invitations, offers, and suggestions. Searle and Vander ken (1985) define the speechact of refusal as follows: ‘The negative counterparts to acceptances and consents are rejections and refusals. Just as one can accept offers, applications, and invitations, so each of these can be refused or rejected’. The speech act of refusing is a non-preferred response and consequently it is a face-threatening act both to the Speaker and to the Hearer. In order not to risk threatening the face, speakers use various strategies to avoid offending the interlocutor but do it in a different way and with varying degrees of effort. As with other speech acts, refusal is culture-specific due to differences in such categories as face, threat, imposition, politeness and impoliteness.

The analyses show that when refusing Russian speakers, on the whole, are much more laconic and direct in comparison to English speakers. They can say a straight ‘No’ followed by gratitude or explanation and don’t often mitigate their refusal as the British do. The most typical Russian refusal consists of 2—3 moves while English speakers can go through 3—4 and sometimes even 5—6 moves.

Situation 1 (refusal to the offer to carry a heavy bag):

Russian: Нет, спасибо (No, thank you).

English: Thank you, but it's ok, don't worry. I don't have far to go.

Situation 2 (refusal to the offer to water flowers):

Russian: Не надо. Спасибо / Нет необходимости. Спасибо. (No need, thank you).

English: That's a kind offer, thank you, but I don't think they'll need watering. / Thank you, but it's all right. I'm not going to be away long.

Situation 3 (refusal to the request):

I'm really sorry, but I do not think I will have time to do it, as I have plans, is there someone else you can ask? (APOLOGY + INDIRECT REFUSAL + EXPLANATION + ALTERNATIVE).

The longest English refusal was given to an invitation :

That would be lovely, thank you, but I'm afraid I can't Saturday. My husband and I have made plans to go away. I hope you have a lovely evening though, and congratulations (POSITIVE EVALUATION + GRATITUDE + REGRET + NEGATIVE ABILITY+ EXPLANATION + WELL-WISHING + CONGRATULATIN).

As we can see the refusal here is a complex of positive politeness strategies aimed by the refuser at the inviter's positive face. Russian informants in this situation limited their refusal to 2, maximum 3 moves. They expressed gratitude and softened their refusal with a positive attitude and/or explanation:

Спасибо. Не получится / Я бы с удовольствием. Но мы с семьей уезжаем за го- род / Я бы с удовольствием. Но я уезжаюнавыходные.Спасибо.

As it has been already mentioned Russian speakers while refusing feel quite free to say a straight explicit NO. English speakers demonstrate a clear tendency to avoid it:

Situation 1 (offering help to carry a heavy bag)

Russian: Нет, спасибо (No, thank you).

English: Thank you. I'm fine.

Situation 5 (Your secretary is offering to help you)

Russian: Нет. Спасибо. Я справлюсь. (No. Thank you. I can do it myself)

English: I'm fine. Thanks. I can do it myself. It is interesting to note that in those cases, when the British informants used negative sentences, their No was focused on the refuser:

...I don't think they need watering

...I wouldn't want my colleagues to think I am getting special treatment...

...I'm not sure I'll be able to make Saturday

3. Though both Russian and British speakers while refusing expressed gratitude (for an offer or an invitation) and apology, the British performed it with more regularity and quite frequently emphasized their apology (in situations of request and invitations):

I'm really sorry, but I do not think I will have time to do it... (situation 8)

I'm so sorry, but I cannot right now... (situation 8)

I'm terribly sorry, but I'm not sure I'll be able to make Saturday... (situation 12)

Apology was sometimes expressed more than once as in the following example (refusal to a request):

I'm really sorry but I am already running late and need to hurry, so sorry (EMPHASISED APOLOGY + EXPLANATION +APOLOGY).

Giving an explanation for a refusal is also more conventional in the English context while Russian speakers find this act less necessary. In refusing an invitation some of our Russian informants softened their refusal with an expression of gratitude or an apology:

Спасибо. Не получится. / Спасибо, но не смогу / Простите, но прийти я не смогу, while the English speakers gave some specific reasons:

...I have a previous engagement for this weekend and I cannot change my plans...

...My husband and I have made plans to go away...

... I have made plans 2 weeks ago and I cannot change them...

...We are having a family reunion in NY...

...I'm meeting a client out of town...

... I'll be visiting my parents out of town...

Concerning the language differences our data have shown that the English informants use various means of modality to mitigate refusal and to make it more indirect:

I am not sure... / I don't think.../ perhaps / maybe / could etc.

Perhaps I could take it another time... (situation 4)

I'm afraid I can't make Saturday (situation 13)

Another interesting characteristic of English refusal concerns the use of positive politeness strategies. The data has shown that despite being indirect which is one of the main negative politeness strategies the British informants demonstrate, the tendency to use positive politeness strategies quite regularly:

– give communicative gifts to the hearer expressing positive emotion, evaluation and attitude: This is a kind offer... / That's very nice of you... / That's kind of you... (refusing an offer); I'd love to... / That would be great... (refusing an invitation);

– attend to the hearer and his interests: Is there someone else you can ask? / I'll ask the person next to me to help you (refusing a request); I hope you have a lovely evening though / I hope you have a nice time (refusing an invitation);

– say thank you and sorry regularly;

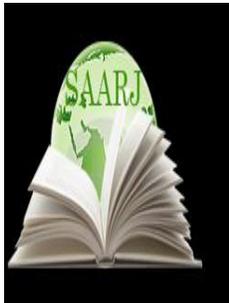
– use in-group identity markers (mate, buddy);

– are voluble.

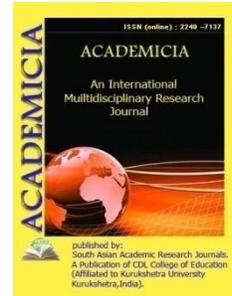
In Russian refusals positive politeness strategies are quite rare. They are limited to the use of gratitude, apology and regret.

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## IMPROVING THE TECHNICAL SKILLS OF MODERN TEACHERS AND INCREASE THEIR PREPAREDNESS FOR TEACHING

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### ABSTRACT

*Increasing the professionalism and competence was recognized as the main driving force of progress and activities leading to the goals of sustainable development. The modern education system involves the further improvement of the mechanisms for raising the competence of future specialists on the basis of a creative approach and an innovative system for putting them into practice. In order to increase the quality of current education system teachers should be armed with innovative methods and master the technical skills. The article looks into the requirements for the competent teaching staff.*

**KEYWORDS:** *Competence, Lifelong Learning, Technical Skill, Spiritual And Moral Competence.*

### INTRODUCTION

During the last decades, we in education have moved at light speed in the area of educational technology. Whether you are involved in higher ed, secondary ed, elementary, or special, all of us find it difficult to catch up, keep up, and put up with fast-moving computer-based technology. Not since the introduction of the blackboard have we seen a piece of equipment make such a difference in how we teach.

In the twenty-first century, significant changes are occurring related to new scientific discoveries, informatization, globalization, the development of astronautics, robotics, and artificial intelligence. This century is called the age of digital technologies and knowledge. Considering all the changes taking place, the question is whether the teaching staff will be able to adapt them. The theory of education, figuratively speaking, has two levels. At the macro-

level, in the “education-society” relationship, decentralization and diversification, internationalization of education, and the introduction of digital technologies occur. At the micro-level in the “teacher-learner” relationship, there is an active mix of traditional and innovative methods, combination of an activity approach with an energy-informational environment approach, cognition with constructivism and connectives.

## **MATERIALS AND METHODS**

For the formation of the readiness of future teachers of technology and entrepreneurship for the development of moral consciousness among schoolchildren, the following conditions are required: information and technological support for the stable interest of students in a new aspect of their professional training; inclusion of knowledge about morality in the content of educational disciplines of a technological profile on a successive basis; teaching students the ability to guide schoolchildren to find the moral meaning of various types of work; application of individual and collective forms of teaching students to the elements of organizing entrepreneurial activity during the period of pedagogical practices of students.

A modern day teacher is expected to approach innovatively to the teaching process. First of all, we should define the term "innovative teaching" .

Innovative Teaching Methods is a new way of teaching which includes creativity, interactive & technology in teaching. Renewing traditional teaching to provide a new method of teaching to make learning better. Innovative teaching engages the student in the classroom & develop an interest to learn.

The criteria and indicators of the readiness of the future teacher of technology and entrepreneurship for the development of moral consciousness in schoolchildren are:

- value-oriented (orientation to the moral and semantic essence of labor and its entrepreneurial version, its production in future pedagogical activity; the need to acquire moral knowledge; internal motivation of readiness for the purposeful development of the moral consciousness of schoolchildren);
- Information and competence (knowledge of the morally developing capabilities of the academic subject, the moral and semantic resources of information technologies, the methodological foundations of the pedagogically directed process of developing the moral consciousness of schoolchildren);
- activity-competence (the ability to direct schoolchildren to search for the moral meaning of various types of activity; organize training for schoolchildren in the elements of entrepreneurial activity; prepare them for moral choice in problematic situations of work, including entrepreneurial).

With that in mind, here is a comprehensive listing of the technology skills that every educator should have. Because as computer and associated technologies continue to change and evolve, educators must continue to strive for excellence in their work. Today that includes continued time and effort to maintain and improve their technology skills (as much as some educators do not want to admit).

Here are 20 basic technology skills that all educators should now have:

Word Processing Skills

Spreadsheets Skills

Database Skills  
Electronic Presentation Skills  
Web Navigation Skills  
Web Site Design Skills  
E-Mail Management Skills  
Digital Cameras  
Computer Network Knowledge Applicable to your School System  
File Management & Windows Explorer Skills  
Downloading Software From the Web (Knowledge including eBooks)  
Installing Computer Software onto a Computer System  
WebCT or Blackboard Teaching Skills  
Videoconferencing skills  
Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)  
Scanner Knowledge  
Knowledge of PDAs  
Deep Web Knowledge  
Educational Copyright Knowledge  
Computer Security Knowledge

In order to be a great teacher, you must display enthusiasm, leadership, commitment, and compassion. By exhibiting these key factors, you will appeal to the schools at which you are applying as someone who will work to better the lives of their students in a variety of ways. Helping others succeed is a central component to teaching, thus trust, knowledge, and commitment are invaluable traits. Teachers must also maintain current professional development standards by taking regular refresher courses and test.

Technical Skills

## **RESULTS AND CONCLUSION**

Teachers must, of course, understand the material they teach. Naturally, different positions require different types and levels of skill, but even teachers of very young children need significant expertise. It is not enough for a first-grade math teacher to know how to perform basic arithmetic, for example. He or she must have a deep understanding of numbers and numeric relationships in order to be able to explain the material in a thorough and responsive way.

Teachers must be able to perform the core responsibilities involved in the role, from comfortably using Microsoft Office to create materials to being comfortable providing disciplinary action as necessary.

Teaching in our modern world is quite demanding and requires the educators to perform successfully in several positions.

Common ground across different cultures on the nature of teaching, teacher learning and teachers' competences can be outlined in six broad paradigms, which should be seen as integrated, complementary aspects of the profession (Paquay & Wagner, 2001):

- The teacher as a reflective agent
- The teacher as a knowledgeable expert

- The teacher as a skilful expert
- The teacher as a classroom actor
- The teacher as a social agent
- The teacher as a lifelong learner.

Such a broad frame of reference can be a useful tool for analysis and dialogue, according to a systemic view of the teacher's professional development, in its tensions between person and institution, product and process, and what is desirable or possible.

In order to meet the demands of modern classrooms a teacher should always be on the way of self development. Stimulating teachers' engagement in professional learning and competence development

It is possible to stimulate teachers to engage positively in developing their competences through a competence development plan that might:

- be based upon a clear model of teacher competence with sound theoretical underpinnings, on which there can be consensus;
- promote teachers' self-reflection;
- respect individual teachers' different starting points and levels of interest by offering a mix of options, incentives and requirements; and
- leave room for school autonomy in implementing continuous professional development plans.

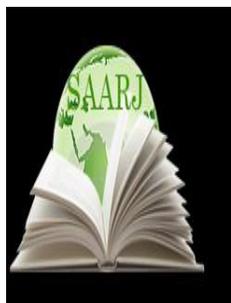
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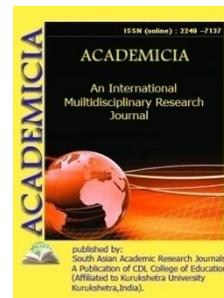
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## INHERITANCE, VARIABILITY, AND TRANSFERENCE FROM GENERATION

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### ABSTRACT

*Of particular importance in the article is the research conducted in the genetic collection of cotton of the National University of Uzbekistan. Experiments have shown that in the hybrids of isogenic and introgressive lines of the genetic collection of cotton of the National University of Uzbekistan, the correlation of value-economic traits, including the positive inheritance of the fiber index.*

**KEYWORDS:** *Genetic Collection, Line, Isogenic, Introgressive, Fiber Index, Combination*

### INTRODUCTION

Cotton is one of the world's leading agricultural crops. More than 80 countries of the world are engaged in cotton growing. Of these, the 10 largest countries account for 90-95% of the world's fiber production. It is gratifying that the Republic of Uzbekistan is among these countries.

The degree to which the problem has been studied. One of the factors influencing fiber yield is the fiber index (weight of 100 seed fibers). The primary parent lines of this combination differ sharply from each other in terms of fiber index

According to the experiments of many scientists in the genetic collection of cotton, Musaev DA, Musaev DA, Zakirov SA, Kh.

a) The "high fiber index" sign completely dominates the "low fiber index" sign.

b) Lines with a "high fiber index" that have relatively similar values tend to increase in F1 relative to the parent values when mixed. [1-3].

Conditions and methods of research The experiments were conducted in the experimental field of the National University of Uzbekistan named after Mirzo Ulugbek, "Scientific Research Laboratory of Cotton Genetics" in the "Botanical Garden".

The numerical data obtained as a result of the research were statistically processed by the method of B.A. Dospekhov (1985). Classical methods of cotton genetics and selection, inter-line hybridization, field experiments, methods of genetic-selection statistical analysis were used.

The degree of dominance in G<sub>1</sub> hybrids was determined according to the formulas of Y.M.Beil, R.E.Atkins, A.Allard. The results of the applied research were statistically processed by the method of B.A. Dospekhov. In this case, the parameters obtained for each criterion were analyzed by variance, ie the reliability of the differences between the hybrids was determined by the Fisher criterion (F), the total error of the experiment S, the error of the mean differences Sd and the smallest difference (EKF) 95%. The data were analyzed statistically using the modern variance (ANOVA) program.

Research results. One of the factors influencing the percentage of fiber yield in the inheritance of the fiber index trait, as I mentioned above, is the fiber index (fiber weight per 1000 seeds). According to the statistical analysis of the results of the inheritance of the fiber parent primary line, the L-489 line reached the highest value ( $8.8 \pm 0.1$  g), and the L-4112 and L-620 lines showed the lowest value ( $6.5 \pm 0.1$  g) and  $6.7 \pm 0.1$  g), while L-39 and L-608 have average values, with a fiber index of  $7.20 \pm 0.01$  g and  $7.30 \pm 0.1$  g, respectively. did.

In the F<sub>1</sub>L-489xL-4112 and F<sub>1</sub>L-489xL-620 combinations obtained with the high-performance L-489 line and the low-performance L-4112 and L-620 lines on this mark, the mean was  $8.90 \pm 0.88$  g and 9, respectively.  $00 \pm 0.06$  g, and heterosis (hp = 1.1; hp = 1.3) was noted in the character inheritance in both combinations.

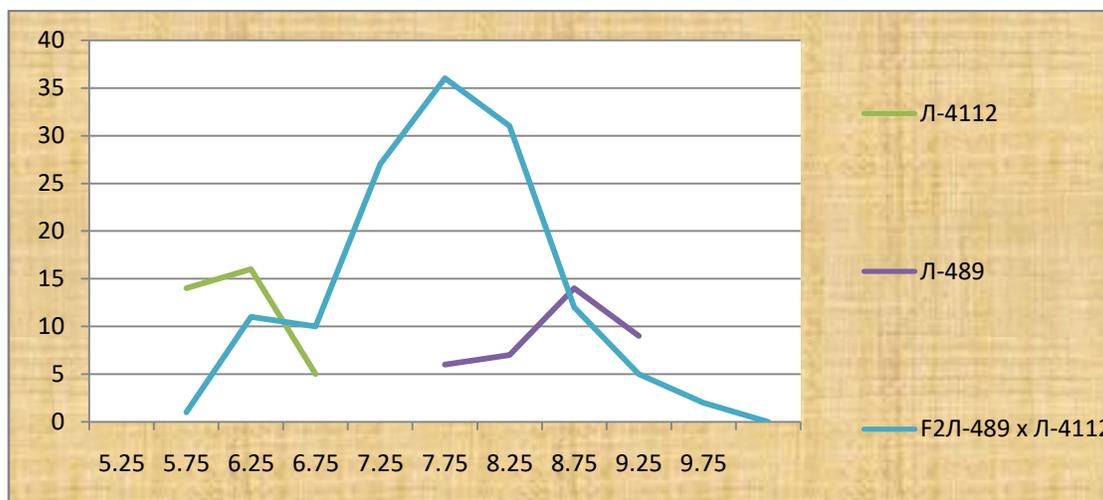
In combinations F<sub>1</sub>L-489xL-39 and F<sub>1</sub>L-489xL-608 obtained by mixing L-39 and L-608 lines with high fiber index L-489 and relatively average fiber index, the average fiber index was  $8.16 \pm 0.05$  g and respectively. At  $8.39 \pm 0.11$ g, it was observed that the trait was inherited in the intermediate state (hp = 0.2; hp = 0.5). (Table 1)

**TABLE 1 INHERITANCE OF FIBER INDEX MARK IN SIMPLE G<sub>1</sub> HYBRIDS OF COTTON GENETIC COLLECTION LINES**

№	Lines and G <sub>1</sub> hybrids	Тота индекси, г.	S	V	hp
1	Л-489	$8,79 \pm 0.11$	0,64	7,25	-
2	Л-608	$7,22 \pm 0.07$	0,41	5,62	-
3	Л-620	$6,68 \pm 0.05$	0,33	4,9	-
4	Л-4112	$6,52 \pm 0.06$	0,35	5,37	-
5	Л-39	$7,44 \pm 0.07$	0,40	5,48	-
	F <sub>1</sub> Л-489 x Л-4112	$8,86 \pm 0,88$	0,43	4,93	1,1
	F <sub>1</sub> Л-489 x Л-620	$9,00 \pm 0,06$	0,46	5,10	1,3
6	F <sub>1</sub> Л-489 x Л-39	$8,16 \pm 0,05$	0,41	5,00	0,2
7	F <sub>1</sub> Л-489 x Л-608	$8,39 \pm 0.11$	0,63	7,58	0,5

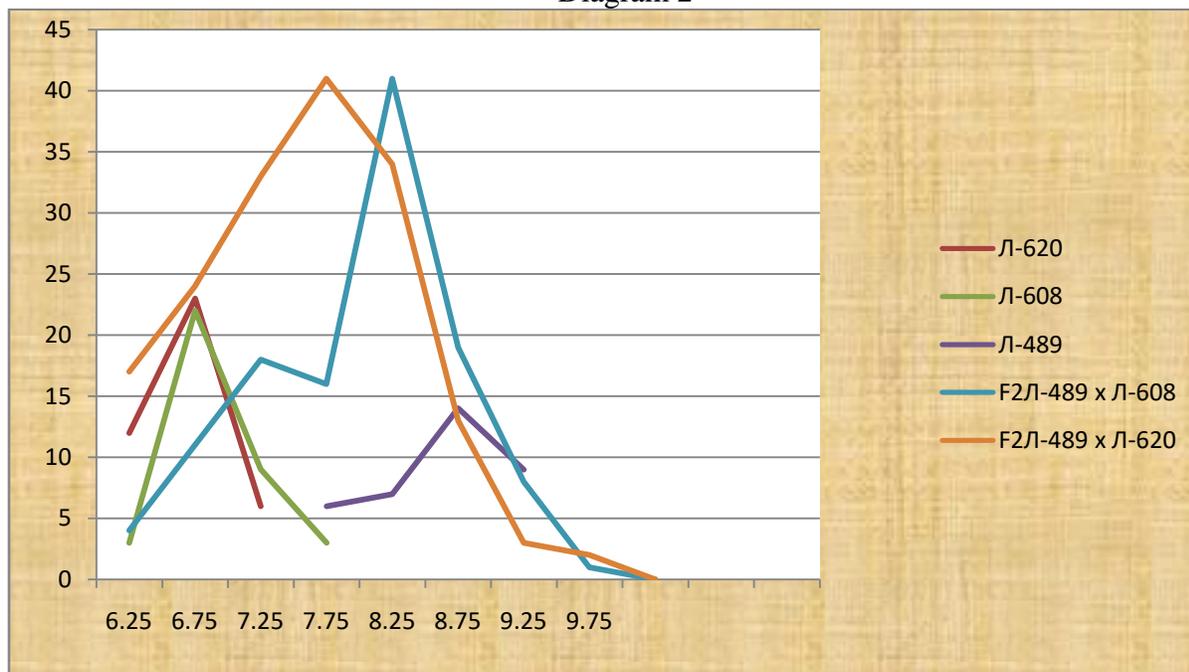
In second-generation hybrids, the variability scale of the fiber index mark was 6-9 classes depending on the combinations. Plants of the L-620, L-4112, and L-39 lines were included in 3 classes of the variability series, and 4 classes in the L-489 and L-608 lines.

Diagram1



The G'2L-489xL-4112 combination plants yielded 5.75 g of the variability range. and 10.24 g. took place in 9 classes. Most (36) plants weigh 7.75–8.24 g. placed in the indicator modal class. In this combination, right-sided transgression was observed, with plants with a high fiber index accounting for 0.74% of the total plants. Also in this combination, the fiber index variability scale plot (Table 2, Diagram 1) also had a peak appearance.

Diagram 2



### Variability of fiber index sign in G'2 hybrids of cotton genetic collection lines

TABLE 2

Lines and G'2 hybrids	n	Синфлар,г.										$\bar{x} \pm S_x$	s	v	h
		5.25-5,74	5.75-6,24	6.25-6,74	6.75-7,24	7.25-7,74	7.75-8,24	8.25-8,74	8.75-9,24	9.25-9,74	9.75-10,24				
Л-608	37			3	2	9	3					7,22 ± 0,07	0,41	5,62	-
Л-620	31			12	2	6						6,68 ± 0,05	0,33	4,91	-
Л-4112	35		1	16	5							6,52 ± 0,06	0,35	5,37	-
Л-39	32				2	2	2					7,31 ± 0,07	0,40	5,48	-
Л-489	36						6	7	14	9		8,79 ± 0,11	0,64	7,25	-
F <sub>2</sub> Л-489 x Л-4112	135		1	11	1	2	36	31	12	5	2	7,74 ± 0,06	0,79	10,33	0,40
F <sub>2</sub> Л-489 x Л-620	167			17	2	3	38	36	13	3	2	7,63 ± 0,06	0,79	10,39	0,29
F <sub>2</sub> Л-489 x Л-39	157			14	2	3	39	27	7	3	1	7,52 ± 0,06	0,73	9,73	0,34
F <sub>2</sub> Л-489 x Л-608	118			4	1	1	16	41	19	8	1	8,01 ± 0,07	0,77	9,63	0,27

In the combinations G'2L-489xL-608 and G'2L-489xL-620, the fiber index values are 6.25 g. and 10.24 g. placed in 8 classes. In this case, the maximum number of plants (41 and 38, respectively) is 8.25 g. and 8.74 g. and 7.25 g. and 8.24 g. placed in modal classes with indicators up to. In these combinations, a class shift to the right was observed, and plants with higher scores were separated from the parent forms.

Their amounts were 0.85% and 1.20% of the total vegetation. The variable scale diagram (Table 2, Diagram 2) had a peak view.

G'2L-489xL-39 plants 6.25 g. and 10.24 g. placed in 8 classes. Most (39) plants weigh 7.75–8.24 g. placed in the indicator modal class. In this combination, a shift from left to right was detected in 1 class. The proportion of low-yielding plants was 8.9% and that of high-yielding plants was 0.6%.

Conclusion: The evidence presented suggests that the additional gene is in the opinion of our scientists above

a) The “high fiber index” sign completely dominates the “low fiber index” sign.

b) Evidence has shown in our experiment that lines with a “high fiber index” with relatively similar values tend to increase in F1 relative to the parent values when mixed.

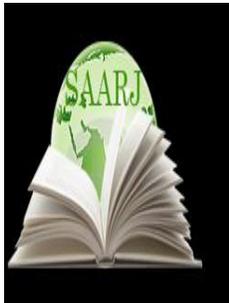
According to the evidence in the table, G'1 hybrids occupy an intermediate position relative to both parent indicators in terms of fiber index. According to the analysis of the series of variations on the fiber index, the fiber index of the G'1 hybrids showed that they form a single peak curve.

The variational curve created on the basis of the variation series formed on the fiber index is characterized by its one and two peaks. While the first peak on the left was a strong show, the 2 peaks on the right were not as strong. The many peaks of the variational curve indicate complex management of the character.

Thus, the inheritance of the fiber index is the same as in the inheritance of the fiber output.

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## EXPRESSION OF LOVE FOR THE MOTHERLAND AND NATIONALISM IN THE WORKS OF ABDULLAH SHERA

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### ABSTRACT

*The article examines the work of Abdullah Shera and expresses his love for the Motherland, the national spirit of our people. His works are distinguished mainly by the fact that they are written in a modern spirit. In them, the spiritual world, thoughts, aspirations of the Uzbek people are expressed through their own poetic images. He finds such new means of expression in his poems and pays special attention to enriching the lines of the poem with intellectual, emotional images.*

**KEYWORDS:** *Nature Landscapes, Poetic Skill, Love For The Motherland, Nationality, Diligence, Sincerity.*

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### INTRODUCTION

If we look at the work of Abdullah Sher, we can see that the Uzbek spirit and elegance, the spiritual perfection of the Uzbeks are in him.

His work is full of deep thoughts and philosophical observations. In his poems, he was able to capture the subtle discourses of life with deep insights and to shape man's philosophical attitude toward life.

The poet spent more than forty years of his life in productive creativity. He is one of the creators known for his poems, epics, dramatic and prose works, high artistic translations. His works are distinguished mainly by the fact that they are written in a modern spirit. In them, the spiritual world, thoughts, aspirations of the Uzbek people are expressed through their own poetic images.

The artist is one of the artists who, through his works, managed to bring to our literature the brightness, sincerity, psyche and originality of the country where he was born and grew up. In these passionate verses of his, his fervent love for the Motherland, his love, his heartbreak are lyrically expressed.

I burn: neither wild nor friendly

My darkened horizon is on the ground.  
I am the fire: I have blocked the darkness,  
I was born in the poem!

The writer expressed his love for the Motherland by singing about the nature and beautiful landscapes of our country. The heart of the reader who reads these verses is filled with some incomprehensible sweet feelings, and he imagines himself directly in the bosom of these beautiful landscapes.

In the verses skillfully described, the unique nature of our Motherland, its colorful appearance, majestic mountains and vast fields are reflected before our eyes.

Surmarang on the shores  
The sun goes down, the dawn breaks,  
The colors lie flat  
Surmarang on the shores

In the poems of the poet, the nature of our Motherland is reflected with poetic skill and colorful edges. The image of nature in the poems is in harmony with the love for the motherland, the hymn of our country.

He bowed his head and waited for the harvest.  
Dark, yellow grain in the stalks.  
Touching the horizon in the afternoon,  
Cancer comes back again.

The poet's simple but impeccable feelings were also reflected in the depiction of the image of our simple, kind people. In the poems, the virtues of innocence, diligence, humanity, which are characteristic of our people, are described in bright verses. One of the tasks set by the artist is not to lose the deep thinking in poetry, to sing the feelings of contemporaries, the feelings of the heart, the love for the Motherland.

Expressing the feelings of the poet, the expressions of his heart, we can see that in his poems, along with love for the Motherland, the Uzbek national spirit is in harmony. These verses from his poem "Ornamental Trees" are a clear proof of this:

The love of ivy is alien to them for a lifetime,  
A strange cocaine that does not grow around.  
The waters are not turbid, and a seed-free belt -  
Unbreakable mint along the concrete ditch.

In addition to delicately depicting natural landscapes, the artist has instilled in him the national spirit of our people. The main theme of the writer's poems is the nature of our Motherland, its hymns, our simple, hardworking, pure-hearted people. In his works, he approaches the spiritual world of man, the events related to life in it, with high intellectual potential and philosophical observation.

From the light of the heavens,  
It's like the snow I miss.  
From the net of the heart to the magical world  
The spring in the heart that is slowly coming down.

The writer is constantly searching for the realities of life and new layers of the hearts of his heroes, and of course, comes out on top of that. He finds such new means of expression in his poems and pays special attention to enriching the lines of the poem with intellectual, emotional images. That is why the combination of his deep experiences and dark thoughts deepens the feelings in the heart of the reader, his thoughts.

Mankind's behavior is interesting:

He lives like a gash from something.

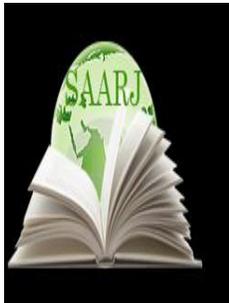
Living in one line,

He starts drawing something else.

The poems of the poet always fascinate the heart of the reader, give him aesthetic pleasure and serve to further increase the love for the Motherland in his heart.

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**LEGAL BASIS OF MEDIA ACTIVITY**

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**ABSTRACT**

*The legal basis for the development of the information industry, raising it to the level of world requirements is the primary concept. This article analyses the system of international and national law, normative documents that play an important role in ensuring the activities of the media in our country. The country has enshrined in its laws the guarantee of freedom of citizens to seek, collect and disseminate information as a constitutional principle. Today, the majority of the population uses the Internet. It is worth noting that the adoption of the European Convention for the Protection of Individuals in the Automated Processing of Personal Data in 1981 paved the way for all this.*

**KEYWORDS:** *Media Activity, Legal Democratic Basis, Communication, International Law.*

**INTRODUCTION**

It is known that in the Republic of Uzbekistan, special attention is paid to strengthening the principle of transparency in the activities of government agencies and public associations. Provision of information in the form of annual appeals and reports in the media on the information to be provided to citizens, procedures for their submission, the activities of the subjects, executive and representative bodies, the rules for providing information on the request (procedure and timing of the request, request form) , conditions of providing information, the grounds for refusal to provide information and the procedure for appealing against unreasonable refusal to provide information are clearly defined in our legal documents. As a result, a unified system of regulation of relations in the field of transparency of public administration has been formed.[1]

In this regard, special attention should be paid to the protection of personal data in a transparent manner of government agencies and public associations. The Law "On transparency of public administration" does not apply to the procedure for ensuring access to personal data of

individuals. It is clear that the protection of personal data of citizens is regulated by other laws, such as the Civil Code, network legislation.

Significant work has been done in our country to develop the information sphere, to raise it to the level of world standards. Further democratization and liberalization of the media, increasing their activity in ensuring the openness and transparency of the on-going socio-political and socio-economic reforms, the direct introduction of advanced information and communication technologies in the media space:

- “On mass media”;
- "On the principles and guarantees of freedom of information";
- "On the protection of journalistic activities";
- “On publishing activities”, “On telecommunications”;
- Laws on Informatization and more than 20 other information laws, more than 50 Decrees and Resolutions of the President of the Republic of Uzbekistan, Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan and more than 300 departmental legal acts were adopted.

Regardless of the nature of such social relations, or whether they arise between subjects, such as husband and wife, employer and employee, citizen and state, doctor and patient, etc. they form their own views on each other based on the data set, its content and essence, or determine their subsequent relations and views. In general, at first glance, the fact that information about individuals and personal data are in civil circulation seems to be the norm. However, it must be acknowledged that in recent years, as a result of the rapid development of science and technology, a unique system of information technology, information exchange has emerged. Consequently, this situation has accelerated the process of entering information and data about this or that individual into a commercial transaction as a commodity. Given the fact that information about individuals and personal data is greatly expanded and at the same time their content is enriched, the process of developing, systematizing, collecting, processing and disseminating such information and personal information about a person, as well as their use is specific. It is not difficult to understand that legal regulation is becoming a necessity.

This need was first recognized in Germany, and in 1977 the Law on the Protection of Citizens from Other Citizens was adopted. By 1983, as a result of the improvement of such relations, the Law "On Disposal of Personal Information" was adopted. It should be noted that in 1995 the European Community adopted the Data Protection Directive, and in 1999 the Committee of Ministers of the Council of Europe adopted the "Recommendations on the Protection of Privacy on the Internet". It is worth noting that the adoption of the European Convention for the Protection of Individuals in the Automated Processing of Personal Data in 1981 paved the way for all this.[2]

To date, laws protecting personal data have been enacted in more than 20 European countries and have also been enacted in Independent Representations for the Protection of Personal Data. In addition, the introduction of a single, unified system of personal data protection in all EU countries since October 21, 1998, which simultaneously covers the telecommunications sector, testifies to the need for legal protection in this area.[3]

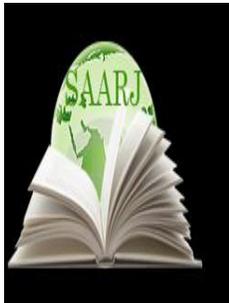
Many countries around the world, such as Estonia and Latvia, have adopted special laws to protect personal data. At the same time, the fact that the Russian Federation passed such a law in the first reading in the Parliament on July 27, 2006 shows that measures are being taken in the countries of the world community to protect personal information and data, which is becoming a powerful object of social relations.

Well, the question arises as to whether there is a certain need for the adoption of a similar law in the Republic of Uzbekistan, what is the content of such information and personal data. We will try to answer this question as follows.

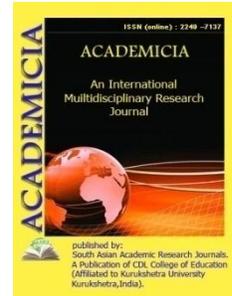
It is known that Uzbekistan has a place in the world community in terms of social, economic, scientific and technological weight. The country has enshrined in its laws the guarantee of freedom of citizens to seek, collect and disseminate information as a constitutional principle. Today, the majority of the population uses the Internet. Day by day, information and personal data are expanding their position as an object in the media and the Internet. In addition, various business entities, including financial institutions, government agencies, non-governmental non-profit organizations, are engaged in the collection and processing of various information and data in their activities, or such a task is becoming a specific way of doing business. Furthermore, it is currently not possible to keep information or personal information in a particular system or administrative-territorial framework, let alone in a particular state. In this sense, it is inevitable that the legal protection of information and personal data in the country is of particular importance.

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## HUMANITY REPRESENTING ETIQUETTE WORDS OF KARAKALPAK LANGUAGE

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### ABSTRACT

*This article deals with interesting aspects of linguistics such as syntax, pragmatics, and speech culture. It is well known that language develops and in the process of language development, language norms gradually change. However, it is no less well known that the norms of the formal language are conservative in nature. If everything new that appears in speech were recognized as normative urgently and recklessly, we would not have a literary language at all, since a literary language is the result of a careful and lengthy selection of linguistic means. The language ideal, as A.M. Peshkovsky is the only one of all ideals that lies behind, that is, mastering the literary language, we strive to speak as the best writers, our teachers, parents, in a word, representatives of the older generation spoke. Moreover, the given article describes etiquette words of Karakalpak language which represents the concept "humanity". Author tries to describe peculiarities of the Karakalpak culture in greeting process; moreover all analyse materials based on Karakalpak Literature which take place as an empirical evidence of the research. It is said that all cultural dimensions represent nation's peculiarities and author focuses reader's attention on historical, religious, cultural background of greeting process and tools. These means of communications are "assalawma aleykum (formal greeting)", "salem berdik (informal)", "salem (informal)", "salam aleykum (informal)", "salawma aleykum (informal)".*

**KEYWORDS:** *Communication, Humanity, Etiquette, Gesture, Means Of Communication, Sphere*

## INTRODUCTION

Greeting is a sign of recognition of the value and dignity of a person. The variety of forms of greetings in various etiquettes is difficult to describe comprehensively and classify: nodding head, bowing, shaking hands, kiss, and also simple “good morning/afternoon”, “hello”, etc. All of them determine by a number of objective and subjective factors of ethnographic and sociocultural nature of the ethnic group.

Karakalpak Etiquette words have special ways of usage and spheres as in other languages. They can be practiced, experienced, and developed in life-long duration of the human-being, in some cases they are changed due to some factors. Nevertheless etiquette words show us the level of mannerliness in human-being, they also represent the level of intelligence as each person should know where to use, what to use and how to use them. Thus, etiquette words are the main tool of measuring morality level.

## MATERIALS AND METHODS

Analysis of the litereray texts show us that Karakalpak etiquette words are divided into two forms: verbal and non-verbal. The given types were proven from the written and oral analysis of the text; some of them were formal, semi-formal, and informal types of the text.

Greeting etiquette, welcoming, are the words that can be seen in greeting actions. Each nation has its own greetings and blessings. In Karakalpak nation greeting is similar to other nations such as in the form of shaking hands, greeting, hugging and by other verbal actions. The greetings are closely connected to the psychology of the people.

## LITERATURE REVIEW

N.I.Formanovskaya holds that etiquette words are used in “addressing and attacting”, “farewelling”, “pardoning”, “requesting”, “advising”, “congratulating”, “inviting” situations, moreover these words as the means of communication structure action etiquette words and they develop one of variants of the microsystems of the communicating etiquette group.

Pragma discourse of the literary text can be followed by etiquette action, and at the same time they fulfill each other [1, 10].

M.Saidkhanov justified in his research: “According to the history, greeting etiquette is parallel to the particular actions that is accepted by the society.” In greeting the word “Assalauma aleikum” is used by putting the right hand on the left chest and slightly turning the head down. In such cases even the word is omitted by the communicators the greeting is meant by non-verbal actions. These non-verbal expressions show nominative differences and shown through the combination of actions “putting the hand on the chest”, “nodding the head”. Non-verbal actions in the greeting can be through the process of speech [2, 37].

The greeting among people not only strengthens their relationship, but also not welcoming the greeting represents the lack of humanity in behavior. Likewise, these kinds of relationships show the lack of greeting etiquette. In some cases in which there is not opportunity for greeting or need to greet with familiar people, raising one hand, raising the chin, nodding the head are acceptable. T. Kordabaev emphasized that “The only common part of the semiotics is the gesture, the signal through the various movements of the body, the message actions” [3, 149].

## Results

Greeting is the symbol of universal humanity and most important peculiarity in verbal and non-verbal cases according to the linguistics. In accordance with the long-held traditions of the Muslim, it is pleasant when the young people greet with the old people even he or she is stranger for them.

We live in the era of large and, most importantly, rapid changes in language and speech. Changes in vocabulary are mostly noticeable: numerous borrowings, the penetration of jargonisms into our speech, etc. This is what linguists primarily describe, this is what native speakers themselves notice. Oddly enough, less noticeable are the changes in speech etiquette. There are practically no new words in this area. Apparently, the older generation considers changes in speech etiquette as a simple and random violation of it, and the younger - as the norm. Actually, the process of change remains unnoticed. However, changes in speech etiquette occur.

It is well known that language develops, and in the process of language development, language norms gradually change. However, it is no less well known that the norms of the literary language are conservative in nature. If everything new that appears in speech were recognized as normative, urgently and recklessly, we would not have a literary language at all, since a literary language is the result of a careful and lengthy selection of linguistic means. The language ideal, as A.M. Peshkovsky aptly puts it, is the only one of all ideals that lies behind, that is, mastering the literary language, we strive to speak as the best writers, our teachers, parents, in a word, representatives of the older generations

## DISCUSSIONS

As in other Turkic languages in the modern Karakalpak language it is possible to greet through various phrases and text. The most commonly used phrases are: “Assalawma aleykum/Good morning, How do you do?”, “Salem berdik, Salem/Hello”, which are frequently used. Except for these, there are the words in the style of the press, radio, television which are different from the usual greetings in everyday life of common people.

In addition to these mentioned words, shaking hands, hugging of women with each other, relatives are kept as a tradition of Karakalpak nation. Particularly, these non-verbal actions are used as the symbol of respect. One of the cases that is included in the greeting etiquette in recent time is the occurrence of the non-verbal actions: kissing, hugging among women, men and young people. According to the thoughts of people in our society the latest appeared new forms of greeting are not appropriate in social places.

In current time “Assalauma aleikum” is commonly used by both men and women. But according to the tradition of our nation men greet women as “Salem berdik” and at the same time women greet men “Salem berdik”, because the greeting between men and women should be different from the usual greeting. This tradition is changed to the modern type as both men and women use the same greeting words and non-verbal actions as shaking hands, hugging and kissing. Mainly, as in other Turkic language the forms of greeting are different according to the age, sex, social status (teacher-learner, professor-student, and employer-employee), the part of the day, formal and informal cases and up to these peculiarities the greeting words are used in an appropriate way. Probably, most of our youth do not take into account these facts that many people seem to be using the same type of greeting to all people.

One of the more unique forms of interaction between communicants is greeting from distance. It is similar to the "chesting" of military men and can be applied to all kinds of situations (as far as possible or as far away as possible, from the side of the biannuals).

Based on the literary works, we can see several variants of greeting etiquette in Karakalpak language.

1. – Aradan waqti o'tpesten-aq u'stine qasqir terisinen kelte ishik, basina g'awdiyg'an tulki malaqay kiygen aq saqalli bir g'arri kirip keldi.

- *Assalawma-a'leykum!* – H'amme og'an sa'lem brip orninan turdi...

- G'arri, qalaysan'? U'y ishin', mal-janin' amanba?

- Qoydi soyip berin', – dedi g'arri. Qonaqlar h'ayran bolip bir-birine qarasti.

- Qulagi esitpeydi, TAS geren' bolip qalg'an, – dedi kelinshek.

1. – *After a short period an old man wearing a hat and shapan came in.*

- *Assalauma aleikum!* – *Everybody in the room stood up and greeted...*

- *How are you old man?*

- *Prepare the meal, – said the old man. The guests surprisingly looked at the old man.*

- *He can not hear, he is deaf, – said the daughter-in-law.*

2. «- *Assalawma-a'leykum, bay ata!*

- *Waleykum assalam!* (K.Mombetov, «Posqan el...»).

2. «-*Assalauma aleikum, rich man!*

- *Waleykum assalam!* (K.Mambetov, «Poskan el...»).

3. «-*Assalawma-aleykum, h'urmetli Nurjan ag'a!* – dedi onin' ko'zi ku'limlewi menen ... – Jatip qaldin'iz ba? – dedi Zavmag jaqinlap kelip.

- *Kesheden berli onsha ma'nisim joq – dedi g'arri.* (T.Kaipbergenov «Ko'zdin qarashig'i»).

3. «-*Assalauma aleikum, dear Nurjan aga!* – *said with a smile...*

– *How are you? – said coming nearer to him.*

- *I have not been feeling good since yesterday– said the old man.* (T.Kaipbergenov «Ko'zdin qarashigi»).

In all three examples, the so-called “Assalauma aleikum” form which is commonly used between common people. But the peculiarity of their relation between them is visible in the second example with the help of the word “bay ata/ rich man” and “dear Nurjan aga” in the third example. Obviously, there is a significant difference in the expressiveness of the addressing words and the content of labelling. Indeed, in this context, the importance of the context, in the third textual context, is also strong. Calling their name strengthens the expressiveness and meaning of the greeting, and the third example is more expressive than the second because of the word “dear”. Moreover the description of the author “said with a smile” depicts the state

expressively. Expressiveness also provides a compelling, insightful, commentary to the actions of the characters in the literary character.

In addition to the common forms of the greeting etiquette, their determinant-epithetical conjugation is used in certain situations, in the context of communication, psychology and purposes of the language.

1. – Astraxannan kiyatirman. Atlarimiz sharshap boldirdi. Rasin aytsam, ra'smiy jumisim joq. Sizin' menen birge sa'lemlesip, pikirlesip keteyin dep edim, – dedi.

- Xosh kelipsiz, qa'dirli qonag'im, – dedi Ismayil. Bunnan keyin birden ekew'i apaq-shapaq bolip sa'lemlesti.

2. – Uyde xabarlasqanday kim bar?

Jekennen islengen jabiq birden jalt etip ashildi... Sari sinli kisinin' shoq saqali da bar eken. Saqalin taramlap uslap turip so'yledi:

- Biz bar, shiraqlarim!

- Atin' kim?

- Qobag'ash...

3. Dosim Tag'aymuratin' qupiya bir bilezik sog'ip atirg'an wag'inda keldi...

- Harma, usta!

- Bar bol, kel, dostim!

- Ne islep atirsan'?

- A'y, anaw'-minaw'... (K.Mambetov..).

1. – “I am coming from Astrakhan. Horses are tired. Honesly, I don't have any official job. I want to greet, talk with you”, he said.

"Welcome, dear guest," said Ismayil. After that, they became very close with each other.

2. – Is there anybody at home?

It was opened covered curtain from jeken (cattail)

"We're here, dears!"

- Who are you?

- Qobag'ash

3. My friend Tagaymurat came when we made of bracelet...

- "How are you doing, master!"

- "Come, come, my friend!"

- “What are you doing?”

- “Oh, just nonsense” (K.Mambetov).

So here, "xosh kelipsiz aziz qnag'im/welcome, dear guest!", question form in the second and third are the extracts of the analysed text, as well as the words on the third example can be added to the words of the "greetings". The following types of marking labels are also available in our language: Also, in our language, some of the most common forms of etiquette words are used in the form of traditional dimension labels that give the national coloring. For example:

1. – Bul gu'lla'n Qipshaqtin' qa'dirdani Shalkiyiz, biy – dedi Xalqnazar jayg'asip otirip atirip.- Yelmurat sheshen usi w'aqitta g'ana yesin jiynadi.

- Shirlap ushqan shimshiq bar, qirdan ushqan qirg'iy bar, biyiklep ushqan bu'rkit bar. Ba'ri de qus. Biraq ba'ri de bu'rkittin' bir pa'rine kelmeydi. Burqirap aqqan bulaq bar, dao'rig'ip aqqan da'r'ya bar, ten'selip aqqan ten'iz bar. Ba'ri de suw'. Biraq ten'iz benen ba'sekilese almaydi.

Barmisan' ten'selip aqqan ten'izim! Biyikke ushqan bu'rkitim! Assalawma aleykum! – dep qos qolin alip juwirdi.

Shalkiyiz Yelmurat sheshennin' sa'lemin a'lik alip soradi.

- Qay balasan', qarag'im!

- Qaraqalpaqpan.

- Qaraqalpag'in' kim?

- Nog'ayli g'oy.

- Onda tu'sinikli. O'zimiz yekense? ...

2. Qoshshaq ha'r ku'ni o'z pikirin So'yinbiykege bayan yetpekshi bolar. Biraq hesh bir ju'rek yete almastan keyinge qaytar yedi. Bu'gin qalay bolmasin og'an o'z pikirin bayan yetpekshi boldi.

Ayaqlari talip baratirg'an adamday altin taxt aldina kelip toqtadi.

- Ma'rteben'iz bunnan da ba'lent bolg'ay, ma'liykam!.

- Raxmet! «Wa'zir bunday da'bdebeli sa'zlerdi aytpaytug'in edi. Qanday jumisi bar eken?» – dep oylanip qaldi Su'yinbiyke... (K.Ma'mbetov).

1. "This is our dear Shalkiyiz for all Kipshaks, biy" said sitting comfortably Halknazar. Elmurat could just at that moment regain consciousness.

- There is a cobblestone, a crunchy bar, and a high-pitched. Anyway, all of them are birds. But none of them can be compared with eagle. There is strongly flowing streams, thunderly flowing rivers, calmly flowing seas. All of them water. But with the sea, they can't contest. Are you here calmly flowing my sea, are you here hingly flying my eagle! Good morning!" - Running to them with risen hands to greet.

Shalkiyiz greeted Elmurat Shechen and asked.

"How are you, my dear?"

- Karakalpak.

- Who is he Karakalpak?

"We are Nogay"

- So now it's clear. You are close to us...

2. Everyday Qoshshaq intended to tell his opinion to Suyinbiyke. But he couldn't have done it. However, today he is going to express his opinion surely. Just like a tired man who can't walk on his feet, he came to the golden throne and stopped in front of it.

- "Glorify, my Queen!"

- Thank you! "But, it never used to say such a luxurious word. What does he want?" - Suyinbiyke said thoughtfully... (K. Mambetov).

Greeting in these examples can be seen as the sign of respect, the sign of formality, and as the sign of addressing. In the first example, the steamy majority of the steam consciousness also described with the help of some of these expressions, and it is well-known among Nogay people, as the Shesenic style. Finally, there are some of the most remarkable examples of present-day greeting, including one of the traditional features based on national identities.

This means that the logic and functional features of the sentences are different from each other; moreover grammatical forms are not mutually exclusive and may not coincide. These language phenomena may be darker, though less sparse, and from our point of view it relates to the stylistic colors of the language.

Also, the interconnectedness of communicants are sometimes used in the form of genitive case in the context of reciprocal colorization of greeting etiquette.

- Ha, Joldas Da'wletov, men Serjanovpan! Sizdi sirqatlanip qaldi dep yesittim, hal-jag'daylarin'izdi bilw ushin zvonit etip atirman. Tezirek sawaliwin'iz ushin qanday ja'rdem kerek bolsa, aytin'iz...

- Menin' denim saw, hesh na'rse kerek emes...! (T.Qayipbergenov).

- Sha'riypa! – dep qaytaladi ol bul ushirasiwg'a tan'lang'an ha'm quwanishin ishinde bu'klep tura almay Sha'riypa basin ko'terdi. Ol tanig'an edi. Sonda-da o'zin tutip bir qaradi da:

Sultan birden tilge kirdi.

- Voevoda Mixail Petrovich! ... (K.Ma'mbetov)

- *Oh, comrade Dauletov, I am Serzhanov! I have heard you are ill, phoned you to know how you are feeling. Would you want anything?*

- *I am feling well. I do not need...! (T.Kaipbergenov).*

- *Sharipa! – he repeated. She recognized him and looked at him:*

*Sultan spontaneously spoke.*

- *Mikhail Petrovich! ... (K.Mambetov)*

Contextually, the words also mean the greeting among the characters. From our viewpoint, such kind of greeting words mean the communicants' arrogance who feels himself in upper level than others. For instance, Erjan Serzhanov represented his arrogance through his words and attitude in the work "Ko'zdin' qarashig'i".

In modern Karakalpak language the following kind of questionable greeting words can be used...

- Palwan Mamutovich, amanliq pa?
- So'ylesiwiwimiz kerek, joldas direktor! Qistawli ga'p bar... (T.Qayipbergenov...).
- O, Saltan, jag'daylar qalay?
- Jaman emes.
- Men senin alip barg'an sawashin'di a'dewir diqqat penen gu'zettim. A'neyi emessen', qilishlasiw o'nerin' mag'an unadi.
- O, Ismayil! Barmisan', dostim?! –ekewi birden qushaqlasip apaq- shapaq bolip ketti... (K.M?mbetov).
- *Palvon Mamutovich Is everything Ok?*
- *We need to talk, dear director! There is urgent... (T.Kaipbergenov...).*
- *Oh, Saltan, How are you?*
- *Not so bad.*
- *I have observed you attentively. I liked your method.*
- *Oh, Ismail! I have not seen you for ages, myfriend?! – Both of them hugged each other and began... (K.Mambetov).*

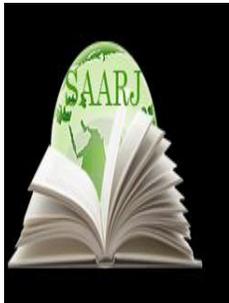
The grammatical forms, meaning and function are not the same. In practical language case is rarely appeared and it is connected to the style of the language.

## CONCLUSIONS

In particular, greeting one person to another, greeting the young to the old, minority to majority of people, woman to man in formal, literary, and publicistic style, in radio, television and press are different from one another. We consider this greeting to be the key element of ethical etiquette and need to be investigated from scientific and linguistic view.

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## SPATIAL ANALYSIS OF IRRIGATION IN KARNATAKA: A GEOGRAPHICAL ANALYSIS

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### ABSTRACT

*An attempt is made in this paper to analyse the spatial analysis of irrigation in the state of Karnataka. The State of Karnataka with its territorial content as it exists now was formed on 1<sup>st</sup> Nov 1956 under the States' Reorganization Act. However, it was known as Mysore State until 1<sup>st</sup> Nov, 1973. It is located in the western part of the Deccan Peninsular region of India and lies between 11° 35' North Latitudes to 18° 30' North latitudes and 74° 5' East longitudes to 78° 35' East longitudes. The state is bounded by Maharashtra State and the Goa State in the North and North-West respectively, by Kerala and Tamil Nadu States in the South and by the State of Andhra Pradesh in the East, while Arabian Sea in the West. The total geographical area of Karnataka is 1,91,773 squares kilometers, which shares 5.83% of the total area of India. The major finding of the study is the ultimate potential for irrigation in the Karnataka state is estimated to be 55 lakh hectares which includes 35 lakh hectares from major and medium river projects, 10 lakh hectares from minor surface projects and another 10 lakh hectares from underground water*

**KEYWORDS:** *Irrigation, Spatial Analysis and Development.*

### INTRODUCTION

The geographical area of Karnataka is 1,91,791 Sq. Km., accounting for 5.83% of the total area of the country. The cultivable command area of the State is 1,40,598 sq. Km. The net sown area is 1,07,000 sq. Km. The ultimate Irrigation Potential under Major and Medium Irrigation Projects has been estimated as 35,000 sq. Km or 35.00 Lakh Ha. For administrative purpose the state is divided into 30 districts consisting of 176 talukas, 496 towns and 29483 inhabited

villages. The state is divided into 4 divisions. Bangalore is the capital of the state. Bangalore division consists of 51 talukas followed by Belgaum with 49, Mysore 44 and Gulbarga division 31 talukas. Physiographically Karnataka State forms part of two well defined macro regions of Indian Union: the Deccan Plateau and the Coastal Plains and Islands. On the considerations of regional physiographic characteristics the State can be divided into following four regions: (1) North Maidan, (2) South Maidan, (3) Malnad, (4) Coastal region.

### Objectives of the Study

- To study the percentage wise special analysis of irrigation data by identifying ranges like very high irrigated to very low irrigated.
- To identify ranges of intensity of irrigation and make special analysis.

### Data Base

The paper is based on secondary data of the year 2003 and 2004 collected from the Director of Economics and Statistics, Bangalore. Information base is obtained through discussions made with agricultural science scientists, besides referring to books, journals and periodicals of geography.

### METHODOLOGY

Intensity of irrigation is work done by using the formula percentage data analysis through 5 class interval of mean and SD method. The spatial analysis of taluka wise percentage area under irrigation (2003-04) shows 8 taluks under very high range of irrigation i.e. more than 72%. Out of these 8 taluks 3 taluks viz., Raybag (93.69%), Gokak (86.64%) and Bilagi (74.80%) belong to Krishna river basin. Out of these 3 taluks Raybag and Bilagi taluks get irrigation water from Krishna river basin through lift water system of pumpsets, apart from Ghataprabha river canal water brought from Hidakal dam. In case of Gokak taluk the water brought from Ghataprabha river (Hidakal dam) canal is only available. Three taluks in Cauvery river basin viz., Yalandur (78.16%), K.R.Nagar (77.98%) and Mandya (75.15%) receive irrigation water from K.R.S. project as well as Kabini and Harangi river projects. The Harihar taluk (87.81%) receives irrigation water from Tunga river project while Bhadravati taluk receives water from Bhadra river project. In all these 8 taluks of very high range of irrigation, water from borewells and from small streams is also made available by the farmers and consequently these 8 taluks have made much headway in irrigation extent.

**High Range of Irrigation :** In this category 21 taluks are observed, where irrigation is available in the range of 49.8% to 71%. Three taluks i.e. Jamakhandi (69.98%), Mudhol (68.05%) and Athani (57.85%) get water from Ghataprabha project while Sorapur taluk (of Gulbarga district) gets Krishna water from Narayanapur dam. Gangavati taluk (69.27%), Bellary taluk (67.61%), Hospet taluk (62.51%) and Sindhanur taluk get water from Tungabhadra river project. Five taluks of Dakshina Kannada district i.e. Bantwal (61.05%), Puttur (53.78%), Belthangadi (53.15%), Mangalore (52.69%) and Sulya (51.55%) get irrigation water lifted from perennial streams as well as bore wells. Another 3 taluks of western ghat region i.e. Sagar (55.66%), Tirthalli (49.24%) and Honnavar (54.70%) receive irrigation water from Tunga project, Bhadra project and perennial streams respectively. Davangere taluk (55.65%) located in central part of Karnataka gets water from Tunga project for irrigation. The four taluks of Cauvery river basin

i.e. T.Narasipur (70.85%), Kollegal (63.55%), Malavalli (52.16%) and Maddur (51.89%) get water for irrigation from Cauvery river dam and its tributary dams.

**Medium Range :** In this group 44 taluks are observed. The extent of irrigation in these taluks is from 28.4% to 49.7%. These taluks are found in bunches spread in south east, south, west, central east and north west of Karnataka. These taluks belong to river systems of Krishna, Tungabhadra and Cauvery. Some taluks of the medium range irrigation also belong to high rainfall zone of Karnataka i.e. Kodagu taluk, Mulabagil taluk of Kolar district has as low as 28.08% while maximum irrigation is observed in Nargund taluk with 49.24%.

**The low range of irrigation** is observed in 87 taluks which are well distributed in most of the part of Karnataka while among 87 taluks it is found in only 4 taluks of western ghats. The maximum percentage of irrigation is found in Bangalore east taluk with 28.94% area under irrigation. Out of 87 taluks more than 70 taluks appear in the dry zone i.e. in rain shadow region of Karnataka. The lowest irrigated area being 7.11% is observed in Aland taluk of Bidar district, where due to less rainfall not only the surface water is less but also the underground water. Therefore all these 87 taluks need watershed management programmes so as to increase / recharge underground water system. **Very low range of irrigation:** In this category 15 taluks are observed where the percentage of irrigated land is below 7%. These taluks are found in Gulbarga district, Bidar district, Dharwad district, Gadag district, Haveri district, Chikkamangalore district and Kodagu district.

**Intensity of Irrigation:** The intensity of irrigation\* is work done by using the formula:

$$\frac{\text{Gross irrigated area}}{\text{Net irrigated area}} \times 100$$

Where

Gross irrigated area = Net area irrigated + area irrigated more than once since data on “area irrigated more than once is not available and therefore it is assured that area sown more than once is because of irrigation made on such land and hence in place of “area irrigated more than once” “**area sown more than once**” is taken into account.

Area sown more than once + net irrigated area = gross irrigated area.

A taluk having even less than one percentage of sown area under irrigation can appear as “very high intensity” taluk under the study of “intensity of irrigation”, mainly because of considering the “area sown more than once” as a part of irrigated area as per formula used. In such situation the annual rainfall has favoured the farmers to cultivate more than one crop and consequently as per the formula adopted, such taluks (low area under irrigation) appears as “very high under intensity of irrigation” (examples like Kundagol 0.57%, Hubli 4.12%, Dharwad 7.76%, Savanur 8.02% and Shiggaon 4.29%), contrary to this situation the taluks having very highly irrigated or more irrigated appear as “low intensity” mainly because of cropping pattern where single crop like Sugarcane/plantation agriculture crops occupy as one crop under ‘area sown more than once’. Hence such taluks do not show more area as “sown area more than once” and thus more

irrigated/high irrigated taluks/moderately irrigated taluks appear as “low intensity of irrigation medium intensity of irrigation”.

### **Development of Irrigation**

At present (during 2003-04), the Karnataka state has nearly 24.94 lakh hectares of land under irrigation. The progress could not be viewed satisfactory as: (i) it so far covers only about a fifth of the cropped area, and (ii) nearly two-thirds of the available resource potential remains undeveloped. For want of irrigation, droughts continue to take a heavy toll on crops in 80 per cent of the cropped area and a second or a third crop cannot be raised during the year in 87 per cent of it. Paucity of irrigation is mainly responsible for the low performance of the new technology in 80 per cent of the cropped area. Irrigation is essential for a successful harvest in view of the low (below 75 cm) and highly erratic rainfall in the eastern two-thirds of the Karnataka state and almost no rainfall in three-fourths of the year (from October to May) over the whole state.

### **Irrigation Potential**

The ultimate potential for **irrigation in the state is estimated at 55 lakh hectares including 35 lakh hectares from major and medium projects and 10 lakh hectares each from minor surface schemes and groundwater.** The state so far has a developed provision of only 25 lakh hectares, i.e., about 45 per cent of the total available potential. The state hopes to develop this remaining potential fully by the year 2010 A.D. of course, these estimates are based on the prevailing requirement of about 0.8 hectare-metre per hectare, which includes significant conveyance losses and excessive use, which are likely to decline in the coming years with improvement in conveyance channels and irrigation techniques. The state's irrigation resources can be significantly augmented by inter-basin transfer of water from water-surplus basins, specially from the west-flowing rivers in which water (58 per cent of the total) now simply flows as waste.

#### **1) North Maidan**

This region comprises of the districts of Belgaum, Bidar, Bagalkot, Bijapur and Gulbarga and it is largely composed of Deccan Trap. It represents a monotonous extensive plateau landscape with a general elevation of 300 to 600 meters from the mean sea level. However, the river plains of the Krishna, the Bhima, the Ghataprabha and the Malaprabha rivers with the intervening water sheds, the step like landscapes, lateritic escarpments, residual hills and ridges break the monotony of this extensive plateau. Its general slope is toward East. The region is largely covered with rich black cotton soils which are known to be retentive of moisture. Central part of Karnataka covers the districts of Bellary, Chikmangalur, Chitradurga, Dharwad, Gadag, Haveri, Raichur and Shimoga. It represents the transitional surface between the Northern Karnataka Plateau of Deccan Trap and the Southern Karnataka Plateau with relatively higher surface. By and large, this region represents the area of Tungabhadra basin. The general elevation varies between 450 and 700 meters. However, this transitional ground is broken by several sets of parallel ridges mainly made up of Dharwad system of rocks. The height of such residual hills is about 900 meters. The general slope of the region is towards East.

## 2) South Maidan

The Southern Karnataka Plateau covers the districts of Bangalore, Hassan, Kodagu, Kolar, Mandya, Mysore and Tumakur and largely represents the core of old Mysore State. Physiographically it largely covers the area of Cauvery river basin lying in Karnataka. It is bounded by 600 meters contour and is characterized by a higher degree of slope. In the West and South it is enclosed by the ranges of Western Ghat and the Northern part is an interrupted but clearly identifiable high plateau which, by and large forms the water shed between Cauvery and Tungabhadra river systems. In the East the valleys of Cauvery and its tributaries open out to form undulating plains. The general elevation of the region ranges from 600 to 900 meters. However, residual heights of 1500-1700 meters are found in Biligirirangan range of Kollegal and Brahmagiri Ghats of Kodagu.

## 3) Maland

The region covers the districts of Shimoga, Chikmangalore, Hassan, Kodagu, Uttar Kannada, and small parts of Belgaum, Dharwad, Mysore, and Dakshin Kannada districts. Its width varies from 50 to 65km. Except for the isolated ridges, the Malnad surface is not raised above the plateau level north of a line from Birur to Bhatkal. Here the Sahyadri is simply a more dissected edge of the Deccan plateau and the altitude along the crest rarely rises to over 600 m above mean sea level. South of this line, the surface has a substantial relative relief as it is highly dissected by the head-water of the Tungabhadra and Cauvery. Cauvery rise to over 900 m above mean sea-level with several peaks exceeding 1300 m (Koadachadri 1343 m, Pushpagiri 1713 m, Kudremukh 1892 m). The highest altitude in the region is attained in the west-facing crescent-shaped Bababudan hills (Mulangiri 1913 m), which lie to the east of the Sahyadris in Chikmagalur district.

## 4) Coastal Region

The Karnataka Coastal Region, which extends between the Western Ghats edge of the Karnataka Plateau in the East and the Arabian Sea in the West, covers the Dakshin Kannada, Udupi and Uttar Kannada districts of the state. This region of Western Coast is traversed by several ridges and spurs of Western Ghats. It has difficult terrain full of rivers, creeks, peaks and ranges of hills. The coastal region consists of two broad physical units, the plains and the Western Ghats. The coastal plains represent a narrow stretch of estuarine and marine plains rarely exceeding 30 Kilometers in width and at certain places the crests of adjoining Western Ghats reach the sea as close as 13 Kilometers near Karwar in Uttar Kannada. However, in South the low-land is somewhat wider with maximum width of 70 kms near Mangalore in Netravati Valley. The average height is generally 75 meters from the mean sea level. To the East of Coastal Plains the general elevation increases abruptly and this abrupt rise at the Eastern Flanks forms the Western Ghats. The Northern parts of the Ghats, which lie in Uttar Kannada district are of lower elevation (450-600 meters) as compared to Southern parts (900-1500 meters) spread over Dakshin Kannada district.

Irrigation is the key infrastructure for the agricultural development of Karnataka. Three fourth of the cultivable area in the state is dry land.

Monsoons being uncertain, the agricultural production in the rain shadow areas of the state is subject to considerable instability, which affects the economic position of the farmers. There has

been a considerable slow down in the growth of the agricultural sector in the eighties and nineties leading to stagnation in agricultural output. Recognising the situation, irrigation has been considered as one of the major inputs essential to step up the productivity. **Therefore, there is an urgent need to increase the percentage of cultivated area under irrigation by judicious tapping of available irrigation potential in the state.**

The beginning of the planning era has accorded high priority for the development of irrigation in the state. Public investment in major and medium irrigation projects and private investments in tube well irrigation have increased phenomenally in the recent years. The share of the irrigation in the total plan outlay has increased from 19.4 per cent in the eighth plan to 26.4 per cent in the Ninth plan. Though a high priority has been accorded for the development of irrigation in the state, **the irrigation potential created till the end of the 1995-96 was 23.02 lakh hectares out of which 8 lakh hectares is from well irrigation which is far below the national average of 38 lakh hectares.**

The composition of net area irrigated by different sources has undergone considerable change during the last four decades. Canal irrigation, which accounted for 27 per cent of the net area irrigated during 1960s, has registered a four-fold increase in the area during the last three decades, irrigating 41 per cent of the net area during the year 1995-96. Tank irrigation was the major source of irrigation during 1960s. It accounted for nearly 40 percent of the area under irrigation. During 1995-96 the area irrigated by tanks hardly accounted for 12 per cent of net irrigated area. The area under well irrigation, which was 15 per cent during 1960s, has increased to 26 per cent during 1990s. Thereafter, there has been a decline in area under well irrigation, irrigating only 4.27 lakh hectares, which accounted for 18 per cent of the net area irrigated during 1995-96. The decline in well irrigation is due to a phenomenal growth in tube well irrigation in the state in the recent years. Tube well irrigation, which accounted for 8 per cent of the net area, irrigated during 1990s has jumped to 16 per cent of the area irrigated during 1995-96. The net area irrigated by other sources has also declined over the years.

**TABLE: NET AREA IRRIGATED BY DIFFERENT SOURCES IN KARNATAKA**

Year	Canals	Tanks	Wells	Tube wells	Other sources	Total
1960-61	2.36 (27.51)	3.43 (39.98)	1.33 (15.50)	NA	1.46 (17.02)	8.58 (100.00)
1970-71	3.97 (34.76)	3.72 (32.57)	2.60 (22.77)	NA	1.13 (9.89)	11.42 (100.00)
1980-81	5.46 (40.12)	3.04 (22.34)	3.63 (26.67)	NA	1.48 (10.87)	13.61 (100.00)
1990-91	8.02 (39.08)	2.39 (11.65)	5.40 (26.32)	1.73 (8.43)	2.98 (14.52)	20.52 (100.00)
1993-94	9.35 (40.22)	2.72 (11.70)	4.87 (20.95)	2.90 (12.47)	3.40 (14.61)	23.25 (100.00)
1997-98	9.50 (41.26)	2.30 (10.00)	4.27 (18.55)	3.72 16.16()	3.23 (14.03)	23.02 (100.00)

Note: NA - Not Available

### Findings and Suggestions

The ultimate potential for irrigation in the Karnataka state is estimated to be 55 lakh hectares which includes 35 lakh hectares from major and medium river projects, 10 lakh hectares from minor surface projects and another 10 lakh hectares from underground water. The Karnataka state so far has developed only 25 lakh hectares of area under irrigation which is only 45% of the total available potential. The deficiency of water for the irrigation in the eastern and central parts of Karnataka can be solved through transfer of water from other surplus areas. In this regard the diversion of water from the west flowing rivers of Karnataka can be of best use. The methods like rain harvesting, watershed management, soil bunding and adoption of scientific methods in irrigation management can improve the status of irrigation in the North and South Maidan region of Karnataka, where nearly 102 taluks at present are showing only 1% to 28% area under irrigation. As a result of which the intensity of cropping, high yields of crops, quality of crops and need based agricultural production can be possible in Karnataka and thereby green revolution in Karnataka to a maximum possible extent can be achieved.

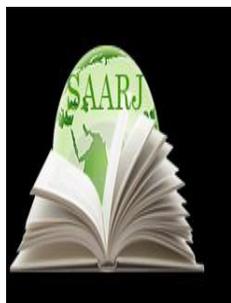
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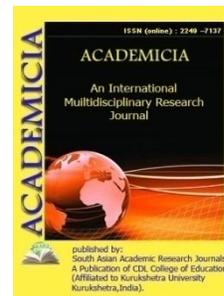
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## MUNJIK'S LEGACY AND ITS LITERAL FEATURES

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### ABSTRACT

*The article examines and evaluates the artistic position of Munjik Tirmizi in the literary sphere of Chaghaniyon, the content and artistic features of his works. The research and discussion was carried out on the basis of information from exegesis, jungles, adult books, cultures, ancient and modern sources, and on the basis of the remaining quantities of the poet's works, the theme and content of the poet's poetry were identified.*

**KEYWORDS:** *Legacy, Qasida, Ghazal, Muqaot, Single Beyts, Wided Beyts, Praise, Comedy, Praise Of Love, Nature, Storm, Horse, Biography, Category, Literal, Poet, Poem Of Migrate, Soft Sound, Meaningful, Tazkira, Funs, Dictionary.*

### INTRODUCTION

On the basis of specific examinations was determined that the remaining poems of the poet consist of poems, ghazals, muqattas, single verses and scattered beyts, in total 436 bytes, of which 20 bytes belong to Munjik. In this way, the author identifies the features of hymns, hymns, satire, and in praise of love, wine and nature, and clarifies the social and moral aspects of such poems of Munjik. By means of comparative analysis it has been proved that the poet's hymns were formed under the influence of the ideological approach of the family of Oli Muhtoj and have a deep social and moral aspect. In his poems, Munjik praised the noble qualities of the Chaghan emirs, and thus conveyed his dreams and those of his contemporaries to the emirs. In the background, Munjik's poem "Lomia" is analyzed in detail and its essence is assessed.

The author of the article explains humor as the main component of the poet's work and by analyzing some examples reveals the social and moral essence of such poems of Munjik. From comparative analysis, the author concludes that in comedy, Munjik discovers good and dead meanings, subtle and pure meaning, and the influence of imagination plays an important role in the formation of his artistic thought.

At the end, the author discusses the artistic features of Munjik's poetry and clarifies the artistic position of the poet by comparison. In this approach, the use of metaphors, allegories, allusions, especially the use of detailed metaphors and emotional images, the author interprets as a factor of the poet's style and considers the influence of material elements in the formation of the poet's style. Also in the article the author describes the use of quality instead of the author as one of the refinements of the poet in the image and clarifies his skill in the use of imagery and image.

## RESULTS OF RESEARCH AND DISCUSSION

MunjikTirmizi is one of the greatest poets of the X century, who had lived and written his legacy during the Chaghaniyans' period – in kings' palace of AbuyahyoTakhir ibn FazlChaghoni. The first book, which Munjik had used was “Lubab-ul-albob” of Muhammad Avfi. The author did not mention the size of poet's legacy, but “his poems are words of sincerity”, which says: “Munjik is number of poets, whose poems full of great words of high meaning” (4, 252) and also ZabehullaSafo added to this point that “and this soft word of Avfi are the light of Munjik's legacy” (3, 101). By this improvement Munjik's poetries were popular among eleventh and twelfth century's Persian people and were used in literature and sciences of that period of his life. The selected descriptions and points which the authors of tazkirs and jungs written about him were also the proof of his powerful and famous poet. Unfortunately, the complete divan of this poet “the poetry and high writing were the best meaning of virginity” are not all reached the full form till present time.

The Iranian scholar Ehsan ShavaribiMuqaddam has collected and published Munjik's poems from tazkirah, jungs and dictionary books, which consist of 436 bytes, which 20 bytes of them belong to Munjik and more than 110 bytes published by Mahmud Mudabbiri. (5, 217). On the basis of other poet's works might be concluded that Munjik was skillfully recited poetry in various genres of Tajik-Persian poetry, including *qasida*, *ghazal*, *muqataat* and other separated verses. Among the rest poet's works were scattered verses in the form of two verses, some of which have a couplet rhyme, some may be from *masnavi*, some do not have a couplet rhyme, and may be remnants of *qit'a*, *ghazal* or *qasida*.

Munjik's poems, which have come to us, cover a wide range of topics, including praise, humiliation, humor, praise of love, wine, nature and etc. ZabihullahSafa noted that “Munjik, in addition to his power in praising and composing great hymns and rhythms, was also considered to be the forerunner of the poets of his covenant in satire, and according to Hidayat “nobody was shot by his arrows and nobody was ridiculed. “(3,101). The following verse by SuzaniSamarkandi also refers to her sense of humor:

I am the only One, who was written the jokes,  
Thousands Munjikscan not follow me by steps. (2, 216).

When we look at the rest of Munjik Tirmizi's poems in general, we see that the poet has been thinking about moral, spiritual, intellectual and passionate images. To this tendency of his thoughts in his poems are directly and strongly connected with the social issues of his life. Kh. Sharipov mentioned that “arises from the reality of human relations, reflects the conflict of desires and aspirations with the interests of individuals and members of society has a social meaning” (6,145). For this reason, the increasing of praise in Munjik's poetry and many other poets should not be attributed solely to the concentration of literary forces in the kingdoms'

court. The independence of the Chaghani dynasty required the strengthening of unity, and the use of intellectual forces was an influential tool in this process. The growth of praise during this period was one of the influential factors in maintaining a healthy social environment.

In his other remaining poems Munjik, firstly speaks about the goals and qualities of the Chaghani's Emirs, and in this way conveyed the dreams and aspirations of the people. In this context, his high-pitched poem named "Lomiya", consisting of 44 beyts, were praised Abulmuzaffar Ahmad Chaghani, and by Mahmud Mudabbiri's words: "one of the great Persian poets, who has been widely imitated by poets after him"(2, 218). This poem is not only meaningful in terms of content, but also in terms of structure.

In the poem "Lomiya" Munjik, first of all, praises his wisdom, trust, pure morals and benevolence, and then describes his qualities of war, courage, justice, justice, generosity and goodness. In its remaining form, this poem is an expression of the poet's social aspirations in recognizing "Abulmuzaffar the king of the world". Munjik's social aspirations faced emir who is – "Beloved, aimed and happy, No one as real person as him" (7, 433). Despite of the completed version of this poem, it is easy to see that Munjik, as Rudaki did in his poem "Modari Mai" ("Mother of Paradise"), did not engage in depictions of realities, including Majlisi Malik as the royal court and stage performances. These points existed in the realities of his life and were the focus of his attention and communication. In other words, in this and many other fragments of his poetry, the elements of imagination are terrestrial and often have nothing to do with the life of the aristocracy and the royal environment, but the poet is interested in things that are common both in aristocratic life and in the lives of the masses. In such poems we do not see the scenes of the royal feast, but the image of the "prosperous lights" changes with the "transfer of the sun", which has no aristocratic color, but is simple and earthy. The poet also draws the nature in such descriptive poems and examines the "mental products of praise" "with nature and the elements of nature" (8, 322), which is unique experience. There are a few verses from the poem:

Худойгоно, фархунда меҳргон омад,  
 Зи боғ гашт ба таҳвили офтоб аҳвол.  
 Саройпардаи суҳбат кашид себу турунч,  
 Ба табли рехлат барзад гулу бунафша давол.  
 Ба сони моҳии заррин кунун фуру резад  
 Зи бед барг ба як зилзила бар оби зулол... (7, 434).

*Oh God, the prosperous, the loving,  
 Under the garden became the delivery of the sun.  
 The veil of conversation drew apples and oranges,  
 Purple flowers are treated to a comfortable table.  
 The leaves fall to an earthquake on the clean water ...  
 (7, 434).*

In fact, nature is a mirror of the poet's image and reflects the past, present and future. *Mehrgan* is described in a very elegant and poetic way, and the poet says that just as the elements of nature preserve the glory of *Mehrgan*, people also need "Abulmuzaffar, the king of the world", who "... cut off the throat of question" (7, 433). ). In this poem, the sharp curse of freedom is one of the most important pillars of Munjik's social and political thought, and few poets have achieved it.

From Munjik, in addition to what has been said, there are ten imperfect verses “of which there are two twelve-beyt, one of which is in praise of Abdullah; two eleven-beyt, one of which is in praise of Abulmuzaffar Ahmad; is a nine-beyt in praise of Tohir Chaghani; three eight-byte, one of which is in praise of Abu Muhammad Abbas and we do not know him, the other is in praise of Tohir Chaghani, and the third is only a degradation; finally one deviation from one verse in seven beyts”(5, 217). It is difficult to make a general conclusion on the whole topic and issues of the poet’s flawed verses. However, one point can be made in conclusion that Munjik's articles are based on reality and free from many exaggerations, flattery and lies, and the praise in them has more real, ideal and social aspects.

Another aspect of Munjik's artistic individuality is characterized by his humorous works, which, unfortunately, have survived to a small extent. These few fragments of the poet's humorous poems testify to the fact that Munjik was one of the greatest comedians of the Tajik-Persian literature of the fourth and fifth centuries. In his chapter on comedy, Rizoqulikhon Hidayat wrote: “He was a man of eloquence, humor, eloquence, eloquence, eloquence, and eloquence. you are joking ”(9, 51). As mentioned, Suzani Samarkandi also compared herself to him in telling jokes.

From Munjik's statement that he sang a lot of humorous poems. In particular the following plot says:

Аз одам андарун зи таборат касе намонд,  
К-ӯро ҳичо накардаст Мунҷик ном ном (10, 26).

*There was no one left in the great tribe,  
Have not sould his name Munjik.*

However, from the poet’s abundant humor to the present day a few scattered verses remain. The examples of this verse also testify to his unique style of comedy. For example, in the following passage, he makes the master look like a dog and makes fun of him in a strange and artful way:

Эй хоҷа, мар маро ба ҳичо қасди ту набувад,  
Ҷуз табъи хешро ба ту бар кардам озмун.  
Ҷун теғи нек, к-аш ба саге озмун кунанд,  
В-он саг бувад ба қимати он теғ раҳнамун (7, 441).

*My lord, the serpent did not intend for you to go anywhere.  
I have put upon you no choice but to please myself.  
Like a good knife, they compete with the dog,  
The dog was a guide to the value of the tag.*

M. Mulloakhmadov and N. Nisari by this poem:  
Eyes like a house of thorns take water all year round,  
Mouth as the boots of Khoja Hasan Isi

quoted and then concluded: “Munjik's scattered satirical poems, who have a personal aspect and condemn the outward appearance and personal qualities of individuals. For example, in the following verse (the verse quoted - our commentary) a person's eyes and lips are ridiculed ”(9, 52).

Unfortunately, this idea is not correct and the poet’s humor is not taken seriously. As Zarrinkub points that, *taniz* does not have a non-serious meaning, and sometimes a serious meaning is

expressed in the color of tanz(11, 139). An example of such a comedy is Munjik's poem, including the above verse, which depicts a full face, a shameless eye, the back of an idiot's head, an eye like a dove's house, three rulers here like a thief, all thieves, etc. There is a deep social and moral aspect realizing the essence of his actions, Munjik explained in one passage:

Қалами ман-т ҳичо карду ман огоҳ наям,  
 Зи даҳан берун кардам ба сари корд забон-ш.  
 Банд бар пой ниҳодам-шу сияҳ кардам рӯй  
 В-аз дарозо бикафонида ҳама пушту миён-ш (7, 429).

*My pen is ticked and I don't know,  
 I took a knife out of my mouth.  
 I put the band on my feet and turned black  
 From long stretched all back and its middle.*

Although a small number and incomplete fragments of the poet's humorous poems remain on this basis and his comedy can be fully appreciated. In conclusion, it can be said that Munjik is undoubtedly a discoverer of good and bad meanings, subtle and pure meaning, and the power of imagination, which is a testimony to his art, is special and obvious in the rest of his comic works. Although in such works he did not refrain from insults and obscenities, but such jokes are not common among his poems and do not define his artistic face. He, like Anwari, has never threatened anyone with satire, which is one of the hallmarks of his artistic personality.

Other features of Munjik's work are the reflection of moral issues, human praise, praise of love, praise of wine, nature, sword, horse, love, fortune-telling, etc., which requires a separate consideration. At the end of this article, we will summarize a few points about the artistic features of Munjik's poetry, which are important in understanding the essence of his work and his poetic art.

Shafi'i Kadkani considers Munjik to be "an evolutionary figure in Persian poetry" (8, 434), and then adds: was his speech. Without hesitation, we should consider him the leader of the style that Abu al-Faraj Rooney and, to some extent, Mas'ud Sa'd did, and Anwari saw the same way of serving the meaning and style of allegory in Abulfaraj's divan, which ... in Anwar's century the same aspect that began in the fourth century with Munjik "(8, 435).

In fact, Munjik was a great face of poetry in his period, and Muhammad Awfi called him "one of the magicians of poets." In this assessment, first of all, the strangeness of the poem, the goodness of the language, the virginity, the eloquence and the unique metaphor of Munjik's poetry were of interest to Amnesty. Awfi also defined Munjik's style of poetry with the terms "strange poem" and "rare myth".

From a literary point of view, Munjik's poetry is very strong in terms of metaphors, especially detailed metaphors, and his emotional images and direct poetic experiences have perfected his style. The original allusions of the poet's poetry are the result of the poet's attention and attention to nature and objects, and the conscious and artistic use of metaphors has also improved the artistic aspect of his poetry. Munjik is a poet who has worked the art industry at a moderate pace and has mostly used the verbal arts industry. He had little interest in the spiritual arts industry, such as the type of ihâm or the art of analysis or execution. In Munjik's poetry, Shafi'i Kadkani

often observes the metaphors of the "sun of sleep" falling from the eyes of a lover, the "stars of imagination" and the "cup of weeping" from "friend's wine" "Such metaphors have a great deal of purity, both in terms of shortening the form of the image and in terms of placing the elements of anticipation and isolation on the material and emotional side of things," he said. and as we see in all of them, one side of the image is an expectation "(8, 436). The relationship that the poet maintained between the elements of such images has a strong artistic and aesthetic aspect and has since become the least poetic. In Munjik's imagination, the artist cuts the "flower of question" with his "curse of freedom" and when his "cloud of courage" blows, his "flower of action blossoms". In these metaphors, the poet also uses the analysis of objects, which is evidence of his master pieces.

In his research, the Iranian scholar Ehsan Shawaribi Muqaddam used examples of Munjik's art industry in his poetry, including cowardice, cowardice and tajnis, taqtazib (desire), mutazod, allegory, tasbeh, husni takhallus (adjective), which he gives an example for each of them, but does not say anything about the poet's application of the above-mentioned art industry.

Munjik uses a lot of detailed metaphors in his poems and also skillfully uses material elements in the design of the image of the imagination, the following is an example:

Неку гули дурангро ниғах кун,  
Дурр аст ба зер ақиқи сода.  
Ё ошику маъшуқ рӯзи хилват  
Рухсора ба рухсора барниҳода (7, 443).

*Look at the beautiful double flower,  
Spiritual as softly as simple.  
Or a lover on a lonely day  
Putting face to face*

Another of Munjik's innovations in the application of the art industry is his use of adjectives instead of adjectives, which not every poet has mastered. Sometimes this style of writing is combined with the most satirical satire, perfecting his humorous poetry. An example of such a poetic experience is the following passage:

Гӯгирди сурх хост зи ман сабзи ман паре,  
В-имрӯз агар наёфтаме, рӯйзардаме.  
Гуфтам, ки нек буд, ки гӯгирди сурх хост,  
Гар нони хоҷа хостӣ аз ман, чӣ кардаме? (7, 446).

*The red match asked me to green my wings,  
Today if we don't find it, let's face it.  
I said it was nice to have a red match,  
What will you do, if you ask me for bread?*

In the context of the above example, we can talk about another aspect of Munjik's art. Munjik is one of the poets who is more sensitive to the issue of color and has purposefully used the element of color in his paintings. In the first stanza of the mentioned passage the poet's attention to the color green is very precise. The poet describes and expresses his thoughts in a unique way, thus restoring his connection to reality and its outcome. In this style, the bright shadows of the images are dominated by color, in the example above, the quality of "green" instead of the beloved, and

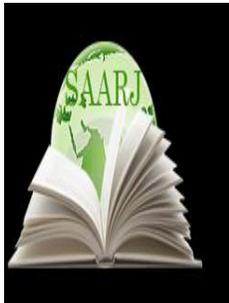
the other colors - red and yellow - in the development of the poet's idea, which is the result of morality and aesthetics.

Munjik Tirmidhi, with his new style of painting, including the choice of a metaphor instead of a metaphor, shortened the meaning of the poem and became known as a style leader who was followed by loyal followers such as Abulfaraj Rooney and Masoud Saad. The style of depiction, especially the use of metaphors in his poetic practice, is very pure and has attracted the attention of poets in the following centuries.

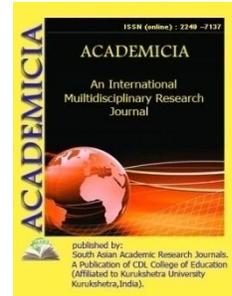
From a general review of Munjik's work and its artistic features, it can be concluded that the poet's poems that have survived to the present day consist of poems, ghazals, muqataats, single verses and scattered verses. nature, sword, horse, love, admonition, fortune-telling and other social issues. Using Munjik's verbal arts, cinema, other industries, and sensitivity to color to reinforce emotional imagery, it can be concluded that his poetry is the best example of the fourth century in terms of imagery and imagery, especially in the context of realistic imagery.

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### ABSTRACT

*This article states that the study of Alisher Navoi's works and the creation of dictionaries dates back to the time of Navoi, and the perfect dictionary is the work of Mirza Muhammad Mahdikhan "Sanglokh". This work is the result of a study of more than twenty works by Navoi. In this article, Alisher Navoi states that in his work "Khamasa" he used the word "butmoq" in five senses. Based on the bytes taken from Hamsa, it is stated that the verb "butmaq" was used in its own and figurative senses. Sanglokh gives examples of the skillful use of words in Alisher Navoi's works in various senses.*

**KEYWORDS:** *Sanglokh, Alishernavoi, Hamsa, Finish, Grow, Grow Up, Heal, Built, Realized, Believe, Iyhom.*

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### INTRODUCTION

The study of Alisher Navoi's works and the creation of dictionaries began in Navoi's time. Badoyiul-lug'at, compiled by the decree of Hussein Boykaro, is the first dictionary based on the works of Alisher Navoi. Iranian and Turkish philologists and lexicographers compiled dictionaries of various sizes from the time of A. Navoi to the end of the XIX century. It has become a tradition to study the works of A. Navoi and compile a dictionary explaining the words belonging to the Arabic, Persian and Turkish languages. Some of these structured dictionaries have been published.

For example, the abbreviated version of "Abushka" was first published by A. Vamberi in 1862, then in full by VV Velyaminov, Zernov in 1868, Fazlullah's Chigatoy-Persian dictionary (Calcutta 1825), Sheikh Suleyman's Chigatoycha Turkish dictionary (Istanbul 189 -93y) later reprinted by I. Kushan (Budapest, 1902) by Professor A.H. Among them are Borovkov's Badoyiul-lug'at (Moscow, 1960).

In addition to these dictionaries, in 1960 the famous English orientalist Gerard Klasson published the most complete dictionary of works by A. Navoi, "Sanglox". This dictionary was compiled by MirzaMahdikhanibn Muhammad NasirNizamiddin Muhammad Haji al-Husayni as-Safawi al-Astorobadi<sup>2</sup>. Mahdikhan was an educated, intelligent scholar of his time, and his ability to learn languages was excellent. He knew Arabic, Persian, Tajik, Hindi and Russian.<sup>3</sup> Mahdi Khan is also a well-known figure among European orientalists with his priceless historical works. That is why his name is mentioned in every play dedicated to the history and culture of Iran in Europe in the XVII-XVIII centuries. It is not clear when Mahdi Khan was born or died. But given that he served in the palace of Sultan Hussein, it is clear that he lived no less than 80 years. Mirza Mahdi was a munshi in the palaces of Sultan Hussein (1694-1722) and Takhmasp (1722-1732). "Munshi" was mainly engaged in the preparation of various government documents. In the palace of Nadirshah (1736-1747) Mirza Mahdi served as the official palace historian. Nadirshah gave him the title of "khan" with great confidence. He wrote two historical works about Mahdi Khan Nodirshah, who was always with him on military campaigns. Speaking of Mahdikhan, we must remember that he was a perfect lexicographer, turkolok, statesman, writer, historian, calligrapher and poet. He even assists Greek and Armenian believers who, by order of Nadirshah, translate the Bible into Persian.

MirzaMahdikhan finished his philological work in 1760. At the beginning of his work: From my humble youth, Bandai had an indescribable love for reading and studying the poems of Amir AlisherNavoi, the ruler of the land of puberty and eloquence, and the commander of the Sukhandans. by choosing words and interpreting their meanings. MahdikhanAlisherNavoi called this book "Sanglox" (stone) due to the grandeur and complexity of his words. MirzaMahdixon A. He composed Sangloh's work by reading 12 poems and 9 prose works of Navoi and interpreting the words in them. Mahdikhan about his work. I would like this book to include the difficult Persian and Arabic works in the above-mentioned works, so that the readers can easily understand them and enjoy the benefits of this language, "writes Mr. RavshanKhayovi, an Azerbaijan from Tabriz.

His interest in this book began in high school. Mr. RavshanKhayavi writes that I was very interested in the work "Sanglox" written in Turkish by MirzaMadikhan, the munshis of Nodirshah. This interest gradually turned into practical work. RavshanKhayavi later obtained an ancient manuscript of the Sanglox, registered in the Tehran National Library under No. 1141 "F". It starts with downloading a priceless copy. But he faces some difficulties in this work and cannot copy the work to the end. He then found another manuscript of Sanglox in the central library of Tehran University and copied it. He prepared the book for publication on the basis of these two copies and published it in Tehran in 1995. MirzaMahdikhan said in the introduction to "Canglox" that his work consists of three parts. "Maboniul-lug'at" ("Fundamentals of language") is the first part of the work "Sanglox", which describes in detail the grammatical rules of the old Uzbek language. MirzaMahdikhan'sMaboniul-lug'at is "the first grammar of the old Uzbek language, and no one has done it before me." Mr. RavshanHayobi says that "Maboniul-lug'at" is a separate work, and secondly, it has been omitted from his work due to the existence of many books on Turkish grammar today, and he will publish it separately if there is an opportunity in the future. Since the Uzbek translation of Maboniul-lugat, which is free from defects, is required by the requirements and researchers +. However, Muhiddinov's translation remains unknown to the general public.

In the second part of Sanglox, MirzaMahdikhanAtrabodi gives a Persian interpretation of Turkish root words and phrases. In the third part of his work, MirzaMahdikhan explains the Arabic and Persian words and phrases found in the work of A. Navoi. Mr. RavshanKhayavi, on the other hand, omits this part, considering that it can be easily found in many dictionaries today. The second part of RavshanKhayoviMirzaMahdikhan's work prepared and published a Persian commentary on Turkish words.

In his work, MirzaMahdikhan states that the core of words in Arabic is the second person singular. Indicates the construction of other forms of a verb using various suffixes from one form. In the book in our possession, the tenses of the verbs are omitted, and only their masdar form is sufficient to give the adjective the definite and indefinite tense and the imperative form. For example: The verb ovinmoq is given in the form of masdar and its Persian meaning is (tasallitopmoq). Then the transitive form of this verb. Rubbing is given from the (tasallibermoq). He also pointed out the command forms in the process of interpreting the meanings of some verbs.

For example: Бор - семаънидорадаввал: Бемаънийэмуўжудбошад. Дуввум: яънихаст, севвўмамрастазрафтан. The word "bor" has three meanings. The first is present, the second is present, and the third is the imperative form of the verb to go. MirzaMahdikhan pays great attention to the correct reading and spelling of every word in his work. It shows how many Turkish words are written and read with fathazammakasra movements. He compares the reading of Turkish words with words similar to Persian. Gives Turkish letters with different terms to give a clear character of Turkish words. RavshanKhayavi gives a transcription (in Latin spelling) and Azerbaijani pronunciation of each of them in order to show the pronunciation of words, phrases and terms more clearly.

М: икирма (ikirma) ададэбистрогўянд. The number twenty. In Azarbeiјанигирми (igirmi)

He solved some of the difficulties in pronunciation by giving in the Latin spelling. MirzaMahdixon; He gives his word "is" in one form or another. However, the word is written in two forms in Turkish and has four meanings. RavshanKhayavi expresses this in Latin spelling as follows:

(o`z) худ, хиш (ўзим - худам)

(İz) рўй, чехра, сурат

(İz) феъламраввалшахсмўфрад; шэнокарданасмасдарэузмакшэнокардан, The first imperative format of the word swim.

(İz) феъли-э амр-э аввалшахс-э муфрад: Бегўсэл, жудокардан. Аз-масдарэузмак, кашидан, пора кардан, жудо кардан.

The first person singular of the verb to pull, to separate. The infinitive masdar form of the verbs tartmoq. RavshanKhayavi's innovations for the use of Sanglox make it easier to use the work without changing the meanings of the words given by Mahdi Khan. "Sanglox" is reminiscent of a small encyclopedia in its structure.

In this article, we have analyzed the meanings of some of the words used in "Sanglox". In MirzaMakhdixon's book the word "butmoq"

comes in different five meanings. :the first is the growth ofcocaine and greens, germination, growth, budding ;the second is wound or wound healing ,healing, healing ; the third is a bytefrom the jeweler's story"Sa'baiSayyar ,4] "X vol., 181], which wasbuilt and completed:

حکم قیادی کیم السون و کیتسون

تخت بوتماککا جدوجهد ایتسون

Дўстлар ҳақиға ҳиммат қилибсан, Ҳар ни раҳмон диди бутунг ёри.

Butar, butadur - finished (repaired) the wound, finished it, did it, believed. Byte from AlisherNavoi to the first meaning:

کچه نی نوع یومای کیبریکینگ خیالیده کوز  
منکاکه ایکنه بوتار تا نگهنه پتکروب زار.

Кечани нав юммай кирикинг хаёлида куз,

Мангаки игна бутор то нигаҳина еткуруб зора.

The verb butor also means foil (performer of action) and masdar .In particular ,A.Navoi in the epic"SaddiIskandariy ,4] "XI vol., 240] gives a byte meaning to build . . .

که بو ایش بوتارکا تاپیلدی جحت

Ки: “бу иш бутарга топилди жиҳат,

Не навъ имди доно кўрар маслаҳат? ” ( 240p)

He gives the following example from the epic "Layli and Majnun" [4, vol. IX, 262] to the meaning of the verb butgan, butargan, butadurganungan, kokargan:

اوستیگا یاغیب غبار محنت

بوتگان ایاغیغه خار محنت

Устига ёғиб ғубор меҳнат, Бутган аёғиға хор меҳнат

Another poem in this meaning:: بوتگانگا اوقشاردیگایسین هر یان قیزیل تال اورار برگ  
дигайсин ҳар ён қизил тол урар барг

In the sense of fulfillment, the following example is given from the history of the Baburis in the description of Badiuz-Zaman: Рамазондек мутабаррук ва азиз ойға кечалик фурсат қолиб, отасидин ийманмай кўркмай, Тенгридан кўркмай, хануз иши чоғир ичмак эди. Муқаррардурким, мундоқ бутғон киши андоқ шикаст топғай. [5, 40]

It also comes in the sense of non-being. Butmagan and–butmaydurg'on(not good), butmagan(unfinished),

تبیغ عشقینگ یاره سی دور بوتمگان

Дардини ҳар кимга айтиб битмаган

هجر صحراسیدورأهیم اوتی دین آندا گل یاخود گیاهی بوتماگان

Ҳажр соҳросидур оҳим ўтидин онда гул ёхуд гиёҳи бутмаган.

Saying that the singular imperative verb *idol* and *butkil* in the second person means *ایهامبطریق* *iyhom* (a method of using two ambiguous words in a byte, one clear and one hidden), A. He gives examples from Navoi

وعدہ وصف ایلا دی او آی همانا کیلگوسی

تیغ هجریدین شکاف اولغان کونگول بو سوزگا بوت

Ваъда васф айлади у ой ҳамона келгуси

Тиғ ҳажридин шикоф улғон кунгул бу сўзга бут

In this verse, the word "idol" refers to the heart that is wounded by the sharpness of the blade It is noteworthy that the meaning of "belief" is clear, the second hidden meaning is "the end of the wound." It also comes in the form of indivisibility

دیسام کہ ترک عشقینگ ایٹای بوتما ای پری

کیم تیلبه لار حدیثیگا کوپ اعتبار یوق

Дисам ки тарки ишқинг этай бутма эй пари,

Ким телбалар ҳадисига кўп эътибор йўқ

Butmang, butmangiz. The imperative verb comes in the form of the second person singular:

نوایی ترک عشق ایئتیم دیسا بوتمانگ که بوتماسلار

کیشی هر سوز ایشیتسا اوسروک و دیوانه دین داغی .

Навоий тарк ишқ иттим диса бутманг ки бутмаслар,

Киши ҳар сўз эшитса усрук ва дивонадин доғи.

In the sense of implementation, the following example is given from the history of the Baburids in the description of Badiuz-Zaman

Рамазондек мутабаррук ва азиз ойға кечалик фурсат қолиб, отасидин ийманмай кўркмай, тенгридан кўркмай, хануз иши чоғир ичмак эди. Муқаррардурким, мундоқ бутғон киши андоқ шекаст топғай.

و بمعنی رابع در تاریخ الانبیا در ذکر حضرت اسحق // علیه السلام گویند که

عمری یوز سیکسانگا یتکاندین سونگرا تیگری تعالی حکمین بوتکاردی .

“Торих ул анбиё” асарининг ҳазрат Исҳоқ алайҳуссалом зикрида бутмоқ феълининг тўртинчи маъносига шундай мисол келтирилади: Исҳоқ алайҳуссаломнинг умри юз саксонга еткондин сўнгра тингри таола ҳукмин буткорди.

بمعنی پوشانیده در تاریخ الانبیا در ذکر تفاعل حضرت ابراهیم علیه السلام بعد از

تمام کعبه گوید که خطاب کیلدی کیم بر آچنی مو تغاریب سین یا بر یالانکاچنی مو

بوتکاریب سین کیم مباحث قیلادور سین

After the construction of the Ka'bah in the dhikr of Prophet Ibrahim (as) in the work "TarikhulAnbiya" in the sense of dressing, the following call was made:Бир очни му

چنانکه شاهد بر اول  
بمعنی رابع در تاریخ بابر می مذکور است که بقتل یار ماغیدا

اهمال قیلا دور لار ایدی بیکلارکا بویوریلدی کیم اهتمام قیلیب بوتکار کایلار

Торих Бобури мазкур аст ке беқатл ёрмоғида аҳмол қиладурлар эди бекларга буюрулди ким эҳтимом қилиб буткоргайлар.

Butmang, butmangiz, butmanglar- the imperative plural comes in the form of the second person singular:

نوایی ترک عشق ایتیم دیسا بوتمانگ که بوتماسلار

کیشی هر سوز ایشیتسا اوسروک و دیوانه دین داعی

Навоий, тарки ишқ эттим деса бутмангки бутмаслар,

Киши ҳар сўз эшитса усругу девонадин доғи. (Наводир уш-шабоб 4626

In this play, along with the Persian interpretation of the Turkic words, their Arabic, Hindi and sometimes Greek meanings are also given.

Mirza Mahdikhon paid more attention to the group of verbs in the dictionary than to other word forms and increased their number as much as possible.

In this lexicographic source, dictionaries that are actively used in the modern Uzbek literary language and are obsolete and archaic in the language dictionary, form certain lexicographic units.

Sanglox comments on more than seven hundred Uzbek verbs, indicating their correct reading and spelling. A certain part of this group of words in the work is archaic. The conclusion is that these meanings mentioned in Sanglox do not appear in some dictionaries. It would be expedient to include them in the dictionary of future classics. In this play, along with the Persian interpretation of Turkish words, their Arabic, Hindi and sometimes Greek meanings are also given. Sanglox is a work of great importance in terms of studying the names of nations, peoples, peoples and their ancient customs. The dictionary contains valuable information about the names of different regions of Asia and their cities, mountains, rivers. The work provides extensive information about the history of famous Turkish and Iranian dynasties that have left their mark on history. Китобда астрономия, астрология, тиб ва доришунослик, ўсимликлар дунёси ва гиёҳларнинг номлари ҳақида ҳам қимматли маълумотлар бор.

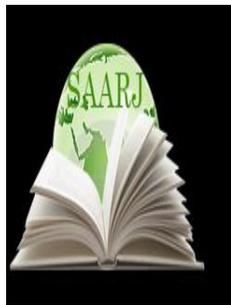
“The book also contains valuable information on astronomy, astrology, medicine and pharmacy, the plant world, and the names of plants.

Sanglox reflects the orthographic and orthoepic cases of the lexicon of the Uzbek language (mainly verbs). It gives the personality, tense, and tendencies of the verbs. Studying these will lead to a deeper study of the Uzbek language.

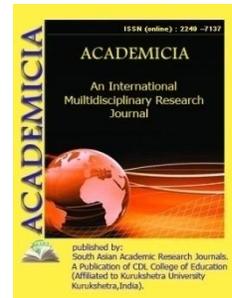
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## POLY FUNCTIONALITY OF WORD GROUPS IN UZBEK LANGUAGE

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### ABSTRACT

*In this article, we aim to highlight one of the least studied problems in modern Uzbek linguistics - the poly functionality of word groups in the Uzbek language, its structure, linguocultural, functional features and semantic expression.*

**KEYWORDS:** *Phrases, Transpositions, Independent Words, Adverbs, Numerals, Lexemes.*

### INTRODUCTION

It is known that in the theoretical approach the noun (denotative) sema of a lexeme is understood as an action / state, object-object, quantity, sign-property of a lexeme. It is known that in the theoretical approach the noun (denotative) semantics of a lexeme is understood as the action / state, object-object, quantity, sign-property of the lexeme. Is the specific noun semantics of each word group absolute and constant, or is the phenomenon of transposition of word groups between independent word groups related to this? Transposition is the specific name of a word belonging to a certain category, weakening the function semantics to another word group. has a specific semantic and grammatical character. In Turkic languages, word groups are not strictly limited to each other, they form an integral system. Parts of this system are inextricably linked with words that are evaluated as hybrid words based on the law of "intermediate third" in the dialectical logic, retain the semantic-grammatical character of both series, and are in the process of transition from one category to another. There are several reasons for the complexity of the interpretation of the phenomenon of word migration in the Uzbek language. Third

- 1) Derived from Russian linguistics the norms of meaning, form and function specific to each word group;
- 2) In the Uzbek language, each word group is unique - the Uzbek nature is not revealed, and therefore is not taken as a unit of measurement in research.
- 3) the relative independence of each of the parties, such as meaning, form and function, the absoluteness of the absoluteness and coherence of their individuality, the absoluteness of the

proportionality of these parties in word groups due to the fact that formal grammar is based on the principles of ordinary logic; 4) consistent differentiation of verbal (accidental, temporary, occasional) valison (systemic, permanent, usual) events.

Therefore, before we talk about the transition from one word group to another, it is necessary to approach what language we are talking about, based on the norms and characteristics of word groups that are unique to that language. Because the norms and characteristics that are specific to one language do not have to be specific to another. Therefore, for many years in our linguistics, definite, definite, and indefinite constructions such as here, here, and here, in which case such diamond forms, were undoubtedly included in the category of rhymes. The only reason for their inclusion was that they corresponded to the Russian language in terms of meaning and function, and were translated into Russian as zdes, tam, tut. Just. Even more astonishing interpretations in science have been presented for decades as "absolute truth." In particular, in the saying that a good child should read, the word good is considered in the first use - because it identifies the horse - as a quality, and in the second - as it defines the verb. The interrelationships between independent words and their transition to each other occur as a result of development in the lexeme semantics, and the verbal and linguistic manifestations of migration differ. In verbal migration, verbal portable meaning is expressed. For example, in the phrase, "Think when you see one, and give thanks when you see one," the word belonging to the number group (one) is used as a temporary group of horses, and this is a transient, spoken phenomenon. In linguistic migration, the word passes completely from one category to another, a transposition phenomenon occurs. Transposition is observed in almost all independent words, even between independent and auxiliary words:

- 1) [man], [man], [man] horses (bored man (I), surprised man (I), no one (no one) who hears my pain), [one] number (one person (someone), [some] quality (some (some) say so, some say so) to replace;
- 2) The adjectives [boy], [girl], [boy], [old man, [earth], [wife], [lake, [hot and cold] (to get hot and cold), [went -come], [came-went], [came-gave], [ur-yiqit] double verbs, [read], [write], [past], [act], [search] action noun forms, [teacher], [connector], [observer] adjectives, [three], [seven], [twenty], [forty] numbers on horseback;
- 3) [Future], [future] adjectives, [gold], [silver], [board] (lilla ring, honey child) to quality;
- 4) [Without getting tired] (working), [without thinking] (speaking), [silently], [knowingly and unknowingly] adjectives, [osha], [very], [ura], [again], [put- put], [ura-sura], [early], [indin], [night], [late], [evening], [basket-basket], [navbalmanavbat] in the form of horses;
- 5) [one] number, [singular], [singular] adjectives to load;
- 6) [really], [chamasl], [meaning horses, [good, [wordless], [correct], [correct], [natural] adjectives, [where], [tin] pronouns modal sa 'zga;
- 7) [a] number, [ba 'zan] form, [both] load, [with] assistant binder;
- 8) [ost], [ust], [front], [back], [side], [tag], [top], rich, [ora], [eyebrow], [lab], [collar], [ mouth] horses, [looking], [head lip], [according to], [saying], [saying], [like] pronouns, [other], [piece], [other The adjectives], [before], [before], [before], [after], [after] have been transferred to the

auxiliary. Some of those listed are now linguistic, some are still in transition - are seen as a speech phenomenon.

For example, in existing grammars, when the classification signs of a series of numbers are numbered, the number of the subject, the order of the subject, the answer to one of the questions (how many), (how much), (how) the relationship with the word belonging to the category of horses and in the sentence, mainly as an adjective determiner. There is a deviation from the general grammatical meaning of the number in the form of a cumulative number belonging to the group of numerical lexical content.

At the same time, the forms of the compound number [-ov], [-ala], [-avlon], [-avlab], [-ovlash] are distinguished. Of the above, the forms [-ovlab], [-ovlash], in our opinion, are not the form of the cumulative number, but the relative form of the cumulative number stem: iki + ov + lash + ib. Hence, the last two forms are excluded from the list of aggregate number forms. [-Ov], [-ala], [-ovlon] can be distinguished as the main form. It is known that the form [-ov], [-ala] differs from other types of numerical meanings and is almost always used with the possessive form. The compound noun semant in the form of [-ovlon] is now considered not a quantity, but a "person of a certain quantity": [-ov], [-ovlon]

the form number does not combine with the noun, the adjective does not act as a determiner in the sentence, the questions of the number are not answered, even the pattern in which this form is formed is extremely inefficient, and the sum number form is not formed from all number roots. Vlar is adopting a more horse-specific classification character. The [-ala] form also retains some of the numerals: All three children are from a neighboring village. We show the semantic development of the number forms in the diagram as follows: [-ala] - [-ov] - [-avlan]

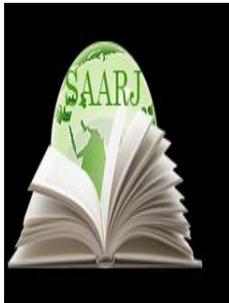
As can be seen, among these forms, the numerical symbols in the form [-ala] are somewhat preserved, the equestrian symbol in the form [-avian] is clearly preserved, and both aspects are compatible in the form [-ov], and these forms can be considered as hybrid units. possible. The [-ov] form has the status of an "intermediate third" between the compound number form, and the compound number form has the status of "intermediate third" between the noun and the noun phrase.

So, it can be said that there is a regular connection between word groups, which indicates that the communication is a living process in which the language system is constantly changing, evolving. Therefore, the affiliation of certain words should be determined on the basis of the study of their semantic, morphological and syntactic properties by appropriate research methods. This is one of the urgent tasks facing our linguistics.

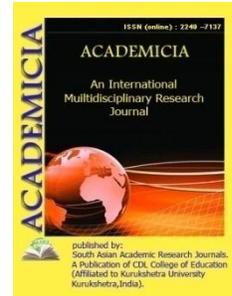
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## ANTHOLOGY TRADITIONS AND THE INFLUENCE OF MUTRIBI SAMARQANDI IN THE DEVELOPMENT OF THIS GENRE

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### ABSTRACT

*Mutribi Samarkandi's "Tazkirat-ush-shuara" is one of the most important literary sources of the XVI century and was written in Transoxiana. In general, this work contains information about poets who were contemporaries of the poet or were related to poetry. The article describes the features of «Tazkirat-ush-shuaro» in relation to other methods. Our goal is to present, the history of the invasions of Persian literature, and the influence of Mutribi's work on later anthologies. As noted above, the formation and development, as well as the improvement of the anthology genre in Maverannahra falls on the XVI-XVII century. In this section, much attention is paid to studying influence of "Tazkirat-ush-shuara" in the anthology compiled in future periods. Previously, the stylistics and features of the Mutribi language were studied in detail using the example of "Tazkirat-ush-shuaro», written in a unique style and language. Comparative and comparative analysis, the study of common features and uniqueness of «Tazkirat-ush-shuaro» with other anthologies, which are one of the most important approaches in the study of the genre of Persian-Tajik literature, will help to determine the influence of Mutribi's work on other anthologies, as well as its role in the history of this genre.*

**KEYWORDS:** *Mutribi Samarkandi, "Tazkirat-Ush-Shuara", "Arafat-Ul-Ashikin", "Riyaz-Ush-Shuaro", "Shami Ghariban" Traditions, Comparisons, Innovation, Influence.*

### INTRODUCTION

"Tazkirat-ush-shuara" is one of the most important works of Mutribi Samarkandi. According to the author of the anthology, it was written in 1013 / 1605-1606 and contains information about 343 poets who lived with him at the same time.

Despite the fact that the study of the question of the influence of «Tazkirat-ush-shuaro» on other anthologies, in particular, on the work of individual poets, will have a long and in-depth character, we have undertaken an attempt to briefly compare the anthology of Mutribi with several other anthologies.

In addition, to determine the role of «Tazkirat-ush-shuaro» Mutribi among anthologies compiled after the 17th century and its influence on the subsequent development of the genre, we carried out a comparative analysis with three other anthologies - «Arafot-ul-oshikin» by Takiuddin Muhammad Avhadi Dakkaki Balyani, «Riyaz-ush-shuaro» by Alikulikhon Vol Dagistani and «Shomi gharibon» by Lachkhmi Narayin Shafiq and preceding the analytical study, I would like to note a few brief aspects about the mentioned anthologies and their authors: «Arafot-ul-oshikin» is one of the outstanding works of Muhammad Avkhadi and is recognized as one of the most valuable poetic anthologies of Persian-Tajik literature. The specified work was compiled in 1022/1613-1024/1615. (16, 23-23)

There is no doubt that Takiuddin Avhadi, when compiling this anthology, used the following previously compiled anthologies: «Lubob-ul-Albob» by Muhammad Avfi Bukhoroi, «Chakhor Makola» by Nizami Aruzi Samarkandi, «Tarihi Baykhaki», «Shiraznome» by Ahmad ibn Abulhair «Zamarkub -ut-tavorikh », « Khabib-us-siyar »Khondamira, « Tarihi Khumoyuni », « Tarihi Shokhruhi », « Tazkirat-ush-shuara by Davlatshah Samarkandi, «Majalis-un-nafais» by Amir Alisher Navai, « Makalat-ul -abrar by Ruknuddin Yahya Shirazi (16, 47-49) and others. Among these anthologies, the greatest and deepest influence on the work of Taki Avhadi was» Lubab-ul-albab by Avfi Bukhoroi, Tazkirat-ush-shuara by Davlatshah, «Tarihi Baykhaki» and several others.

«Riyaz-ush-shuaro» is also one of the general anthologies, which covers information about the poetry of 2594 poets and was compiled in 1167/1748 by Alikulikhan Vola Dagistani. The aforementioned work begins with the poet Abulhasan Harakani and ends with Yahyahan Yakto. Alikulikhan Vola was born in 1124/1721 in Isfahan (17, 19). His ancestors were of Arab and he is one of the famous poets of the 18th century. He died in 1170/1757 at the age of 46 (17, 36). In addition to the anthology, he penned a poetic divan, consisting of approximately seven thousand beits (14, 662).

The anthology «Shomi Garibon» by Lachkhmi Narayin Shafiq, who is one of the outstanding literary men, historians and writers of his period, is not very popular in scientific circles, however, due to the fact that the work is written about poets who migrated to the Indian Peninsula, it has a special literary value.

The full name of the compiler of the anthology is Mothar Lachkhmi Narayin, his poetic pseudonym is Shafik (15, 439). His ancestors were from the Kehtari-Kapur tribe of India (7, 1518), natives of Lahore (8, 395; 6, 235; 15, 439).

Shafik was born in the city of Avrangabad Dakan in 1158/1745 (15, 439). The year of Shafik's death in most sources is indicated in 1113/1702 (8, 400; 6, 236, 14, 48) and 1223/1808 (15, 440).

The literary heritage of Lachkhmi Narayin Shafiq encompasses many historical and literary works such as «Shomi Garibon», «Chamanistoni Shuara», «Guli Early», «Realities of India», «Tanmiki Shigarf», «Maasiri Osafi», «Maasiri Haidari», « Holoti Hyderabad »and« Bisat-ul-Ganaim », among which « Shomi Garibon »has the greatest literary and historical value (19, 28-

32). The anthology “Shomi Garibon” is one of the most important works of Lachkhmi Narayin Shafik and was written over fifteen years, in the period from 1182-1197 to 1768-1783.

Thus, the influence of Mutribi's anthology is well traced in several common features. For example, Mutribi Samarkandi in “Tazkirat-ush-shuara” cites the biography of Dai Andijani as follows: “Dai Andijani was a wise man and was skilled in poetry. In Bukhara, he had a room in the Mir Arab madrasah. In the end, through the efforts of some relatives, he got married, then, due to the troubles and quarrelsomeness of his wife, he fled to Hindustan, began to live in Gujarat ...”(18, 303-304).

However, Muhammad Avhadi Balyani in his biography of Dai also cites the following: “The fount of inner and hidden perfection, Mavlana Dai Andijani. A man of Sufi views, laconic, pensive, joyful from his condition, unmarried, prone to loneliness and seclusion. The owner of a deep mind and erudition. He spent most of his time in Kashan and he is the older brother of Malik Taifur Andijani, which we will mention later. In Isfahan several times he was honored with his meeting while he was in health and now “al-ilmu indallahi” (that is, Allah knows). (2, 1319).

Alikulikhan Vola, cites the following information from the biography of Dai: “A man of the Sufi warehouse, an excellent scribe, he lived in Kashan for a longer time. He is the older brother of Malik Taifur, a contemporary of Shah Abbas Mazi. (10, 793).

When comparing the three anthologies, it turns out that in the information given by Mutribi Samarkandi, Mukhamad Taki Avkhadi and Alikulikhan Vola, there are minor, but still visible differences. The author of «Tazkirat-ush-shuaro» begins the description by mentioning the name of the poet, then gives his nisbu, information about his studies at the Mir Arab Madrasah of Bukhara, then his trip to Hindustan in connection with the «discord and quarrelsomeness of his wife», his residence in Gujarat, which missing in the other two anthologies. Muhammad Avhadi in his anthology cites the biography of Dai Andidjani, but leaves out the important information given by Mutribi without special attention.

As already mentioned, Avhadi's acquaintance with Dai, new and unknown information about his life, Avhadi's meeting in the last years of Dai's life, he does not have any information about his youth and family indicated in Mutribi's anthology. In our opinion, if Muhammad Avhadi, after giving the name and place of residence, also provided information about the year and place of birth, the year of death, the poetic couch or his absence, the value of his information would be invaluable. As already mentioned, Avhadi's acquaintance with Dai, new and unknown information about his life, Avhadi's meeting in the last years of Dai's life, he does not have any information about his youth and family indicated in Mutribi's anthology. In our opinion, if Muhammad Avhadi, after giving the name and place of residence, also provided information about the year and place of birth, the year of death, the poetic couch or his absence, the value of his information would be invaluable. The information of Alikulikhan Vol is of secondary importance in relation to the information of Mutribi for the reason that he lived a century later and described his biography according to already existing sources.

In other cases, Mutribi's information is presented in an exquisite style, through short and beautiful phrases, describing important life periods of the poets. For example, Mutribi cites the biography of Hayati Gelani as follows: “Hayati Gelani grew up in the province of Hindustan, was close to the court of Mirzakhani, a skilled poet ...”(18, 398).

Alikulikhan Vola, after his biography, also cites 9 bayts from Hayati's poetry (9, 587-588), from which we will refrain from citing. An important fact, discovered when comparing anthologies, was that due to the lesser popularity of Mutribi's anthology, subsequent compilers of poetic anthologies did not pay attention to his information.

Lachkhmi Narayin Shafiq, relying on the information of "Tazkirai Nasrabadi" and "Khizonai Omir" about the poet Hayati Geloni, reports the following about him: "Hayati Gelani had a clear mind and was skillful in many genres of poetry. From the province he arrived in Hindustan and with the help of Hakim Abulfatk, who was also a native of Gelan, became close to the court of Akbarshah, found the mercy of the shah and his son, at the end of his life he was also close to the court of Honi Honon and in 1015/1606 gave the reins of life to the creator of the world". Then he quotes four beits from the poetry of Hayati Gelani (20, 82-83).

In the information given by Avhadi, Alikulikhan Vola and Narayin Shafik, one can find information that is absent in Mutribi's anthology. For example, about his peaceful life in Hindustan, being in the service of Akbarshah and Jahangirshah, service at the court of Khon Khonon at the end of his life, honoring the poet Jahangirshah with a measure of gold equal to his weight, about fame and authority at court, about perfection in the art of poetry, the presence of poetry sofa, possessing a unique poetic talent, etc.

However, the above facts from the biography of the poet Hayati Gelani refer to the end of his life, important information about the young era, information about his life before departure is available from Mutribi. It should also be noted that this information was used little by other compilers of anthologies.

Alikulikhan Vola, describing the biography of Anisi Iraki, cites: "He was from the Shamlu clan, was a skillful orator, a skilled rider on the field of reasoning. The garden of his thoughts is like the Garden of Eden, and his poetry deserves a thousand praises.

From the Shomlu clan, many famous figures came, especially those whose perfection was always praised, including the incomparable poet Anisi. During the reign of Akbarshah, he arrived in Hindustan, was in the service of the late Honi Honon, and died at that time. His masnevi "Mahmud and Ayaz" is known and verily, it is said very well" (9, 251). Further, after the biography of Anisi, Alikulikhan cited 32 bayts from his poetry (9, 251-253).

Lachkhmi Narayin Shafik gives the following information about Anisi: "Anisi Shomlu, his name is Yulikulibek, is a one-of-a-kind poet and a brilliant mind. He comes from Herat. For some time he was in the Jarga camp in the approach of Alikulikhan Shomlu, the ruler of those places, and since he had an attitude to poetry, he was entrusted with keeping an eye on the library. After the execution of the ruler at the hands of Abdullakhan, he left for Hindustan and his affairs went uphill at the mercy of Abdurrahim Khoni Honon. It is said that, intoxicated, he remembered that he wanted to eat fresh tobacco leaves with meat. He cooked and ate, and poison penetrated into his nature. He died in the city of Burhanpur in the thirteenth year. He started Masnevi «Mahmud and Ayaz», death did not give him the opportunity to finish it ...

Evaluation of poetic skill, a critical view of poetry is sometimes found in the anthology of Avhadi, Alikulikhan Vol and Narayin Shafik, however, in many cases, the information of the anthology of Mutribi Samarkandi is most often more detailed and more detailed, in contrast to the other three anthologies.

For example, this can be traced in the biography of Vakhshi Bafiki in comparison with the information of “Arafat-ul-ashikin” (5.4076; 18, 346-348), Vasili Marvazi (5, 4055; 18, 352-361), Mukhlisi (5.448 -4649; 18, 455-458), Likai Samarkandi (4, 3253; 18, 445-446), Sadiki Halvai (3, 2100; 18, 600-601), in comparison with the information of “Riyaz-ush-shuaro” about biographies of Abdullakhan (11, 1433; 18, 133-139), Mavlyana Mushfiki Bukhoroi (12, 2126; 18, 463-465), Figari Samarkandi (11, 1651; 18, 571-572), in comparison with the information of “Shomi Garibon ”About the biography of Jafarbak Kazvini (20, 68; 18, 279-280), Mushfiki Bukhoroi (Mervi) (20, 234; 18, 463-465), Farigi Khirawi (20, 200; 18, 578-579), etc.

Mutribi's anthology about the biographies of the above poets contains facts from the life and nature of their poetry, cited based on the works, using the research methods of great poets such as Abdurrahman Jami, Davlatshah Samarkandi, Khoja Hasan Nisari, as well as paying attention to the sacred ayats and hadiths contained in them, which is an important distinguishing feature of this anthology that does not exist in the other three anthologies under study.

For example, in Vasili's biography, Mutribi points to the pseudonym Marvazi, his friendship with a dervish named Khoja Muhammad Said, closeness with Khoja Hasan Nisari, learning the basics of poetry from him, leaving for Hindustan and serving at the court of Humayunshah (18, 352-353), about which there is no information in “Arafat-ul-ashikin” (5, 4055). Also, in sampling Vasili's poetry, the Mutribi anthology has advantages over the Avhadi anthology.

The same approach can be traced in the description of the biography of Likaya Samarkandi. Mutribi cites: “Likai Samarkandi studied, reached the theological degree, after comprehending the essence of the hadith“ al-Kanaatu kanzun lo yafna ”he chose the path of contentment and avoided self-interest and passions. This venerable person was like a pure soul dervish and prayed in an amazing way, his bowing and kneeling performed perfectly ... ”(18, 345-346).

In the course of studying the approaches of Mutribi in biography in comparison with the approaches of Muhammad Taqi Avhadi, Alikulikhan Vol Dagistani and Lachkhmi Narayin Shafik, we came to the conclusion that these authors pay more attention to the colorful and bombastic descriptions at the beginning of the biographies of poets, while Mutribi focuses on important details. Despite the fact that in some cases information from the anthologies “Arafat-ul-ashikin”, “Riyaz-ush-shuara” and “Shomi garibon” supplement the anthology “Tazkirat-ush-shuara”, the detail, accuracy, the author's approach to the description give it the greatest value.

Due to the fact that Mutribi Samarkandi in his anthology mentions 35 poets who migrated to Hindustan, we decided at the end of this section to separately compare the information from “Tazkiratu-sh-shuar” with the information from “Shomi Garibon”, since Narain Shafik are mentioned in the number of 8 poets: Anisi Iraki Yulikulibeg (20, 28). Dzhandui Bukhoroi, Jafarbak Bakhshi (20, 68), Hayati Gelani (20, 82), Mushfiki Bukhoroi (20, 234), Urfi Shirazi (20, 174), Farigi (20, 200), Razmi (20, 113).

As already noted, Mutribi is very accurate in details, short, does not allow verbosity, however, in some cases he also has many eloquent turns and deviations from the main goal. For example, when describing the life of Sadiq Halvai, he notes: “Sadiq is a noble poetic pseudonym, Qadiya Muhammad Sadiq al-Okhund, whose glorious qualities and his radiance have occurred and shines and does not need to be glorified. His noble person is adorned with good deeds and deeds, the foundations of his knowledge are such that it is impossible to describe his poetry with a pen

in two languages for many years and centuries. Many of the learned theologians have used his benefits”.

After these epithets, he describes biographical facts from the poet's life, about the place of birth, education, wanderings, service at the court of Humayunshah, pilgrimage, excellence in the sciences and death: “His blessed birth took place in the God-protected, paradise city of Samarkand, studied sciences and crafts in the same place ...

In the course of a comparative analysis of the biography of Sadik Halvai, it was found that Mutribi's “Tazkirat-ush-shuara” in comparison with the anthology of Narayin Shafiq “Shomi Garibon” has a greater scientific and historical value, since the information given by Mutribi is much more detailed than the information of Narayin Shafik for many aspects.

Firstly, information about the origin of Halvai, serving as a mentor in Medina, Halvai's activities in office in Samarkand, the presence of a poetic divan, treatises and books, information about the age of more than eighty years, the year of death (1005/1597) and the place of burial are important literary and historical significance and are absent in the anthology of Narayin Shafik. Secondly, Mutribi had the honor of personal acquaintance with Sadiki Halvai, was his interlocutor, which proves the reliability of the information of the anthology «Tazkirat-ush-shuara».

Thirdly, Mutribi masterfully presents information in the style of rhymed prose, skillfully combining it with hadiths and Quranic verses, which is a distinctive feature of the Tazkirat-ush-shuara language. This phenomenon is rarely encountered in Persian-Tajik anthologies, since Mutribi's Tazkirat-ush-shuara is a specific anthology, the Shomi Garibon anthology is general, but specialized on poets who migrated to Hindustan.

In this regard, only a few poets mentioned in «Tazkirat-ush-shuara» are mentioned in «Shomi Garibon», but in the process of research it was found that in some cases Narayin Shafik uses information from Mutribi, however, in terms of the degree of reliability and accuracy of the anthology «Tazkirat-ush-shuara» is ahead of the anthology “Shomi Garibon”. An example of this is the biographies of the poets Hayati Gelani (20, 82; 18, 398), Urfi Shirazi (20, 174; 18, 563-565), Farigi (20, 200; 18, 578-579), Razmi (20, 113; 18, 634-635) and others.

Despite this, most of the poets who lived during the life of Mutribi Samarkandi mentioned in the anthologies “Arafat-ul-ashikin”, “Riyaz-ush-shuara” and “Shomi garibon” are not mentioned in “Tazkirat-ush-shuaro”. Mutribi spoke in his anthology about two hundred contemporary poets from Moverunnakhr, for example from Samarkand, Bukhara, Tashkent, Balkh and Badakhshan, belonging to the poetic circle of the mentioned regions, but the number of poets he mentioned in the anthologies “Arafat-ul-ashikin”, “Riyaz -ush-shuara «and» Shomi garibon «is only 20-30 poets.

Another advantage of the anthology information «Tazkirat-ush-shuara» is that biographical facts and information about the poetry and stylistics of the poets, gleaned by Mutribi during the writing of his anthology, were probably not available to other compilers of the anthologies. Therefore, in the other three studied anthologies, in addition to mentioning anthologies and their compilers, no other historical, scientific, religious sources and works are mentioned.

It should be noted that «Tazkirat-ush-shuaro» by Mutribi Samarkandi, along with biographies and samples of poetry of the author's contemporary poets, also contains information about

literary and poetic circles, about the development of the Persian-Tajik language and literature of the XVI-XVII centuries, which are the only and the main sources of that period and received the same historical and literary value as “Tazkirat-ush-shuaro” by Davlatshah Samarkandi.

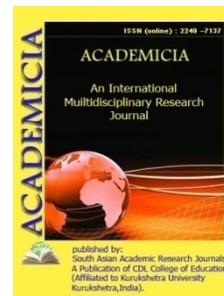
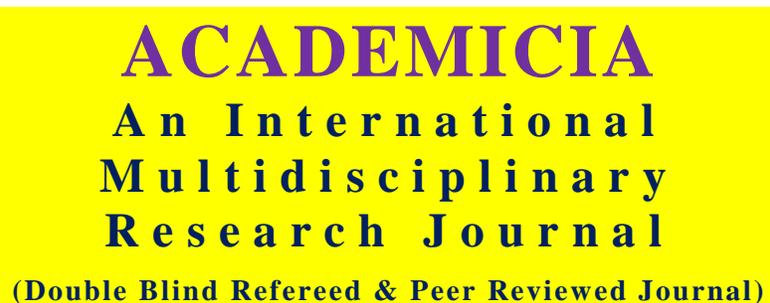
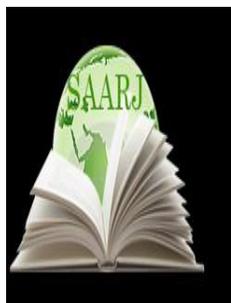
In general, the following conclusions can be drawn about the status of the anthology «Tazkirat-ush-shuara» in Persian-Tajik literature, its influence and role in the development of the traditions of the anthology genre:

1. “Tazkirat-ush-shuaro” is an anthology that plays an important role in the study of the scientific, literary and cultural situation of Maveraunnahr and India in the XVIth-XVIIth centuries.
2. In most cases and the information given by the authors of the anthologies “Arafat-ul-ashikin”, “Riyaz-ush-shuaro” and “Shomi garibon”, the information from “Tazkirat-ush-shuaro” is ahead of them, in some cases it is more detailed and detailed character.
3. The principle of composition and special stylistics used by Mutribi Samarkandi in “Tazkirat-ush-shuara” are not traced in “Arafat-ul-ashikin”, “Riyaz-ush-shuara” and “Shomi garibon”. This includes the use of parables and stories, applicable to some life situations of poets taken from the works of Saadi, Majj Hafi, Abdurrahman Jami and others, the use of hadiths and Quranic verses in presentation, if necessary, a critical view and assessment of poetic skill from the point of view of Mutribi;
4. In connection with the compilation of «Tazkirat-ush-shuara» in a short time and in the region of thoroughly developed science and literature, the anthology, due to the observance of the traditions and canons of the anthology genre, contains a relatively small amount of information, but the approaches and principles of compiling the anthology Mutribi left a tangible trace in the writing of subsequent anthologies and preserved the original nature and traditions of private anthologies contained in the anthology “Tazkirat-ush-shuara”.

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## LEGAL REGULATION TRANSPLANTATION OF ORGANS AND TISSUES (CELLS) OF A HUMAN AND THE PROSPECTS OF IT'S DEVELOPMENT IN UZBEKISTAN

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### ABSTRACT

*This article presents the history of transplantation, the medical and legal aspects of transplantation of human organs and tissues, and its legal regulation, statistics of transplantation, and the basics of foreign and national experience in transplantation. At the same time, the scientific views of scholars on the subject were studied.*

**KEYWORDS:** *Transplantation, Human Organs And Tissues (Cells), Donor, Recipient, Law, Medical Law, Healthcare.*

*Today, the healthcare system is developing as fast as other sectors.*

### INTRODUCTION

Nowadays, because of the global COVID-19 pandemic, it is clear that how important this industry is, that human life and health depend on the entire health care system.

In this case, the preservation of human life is of great importance, and the right to life and a prosperous life is guaranteed by international and national documents. Organ transplantation technology has been scientifically demonstrated as a gift of life to individuals with organ failure.

At the same time, the issue of transplantation of human organs and tissues (cells) is one of the main, controversial and unresolved issues today, and transplantation is studied as an interdisciplinary field of medicine, bioethics and law.

Due to recent advances in medicine, human organs and tissues have begun to “live” their lives differently from their owners, as human organs and tissues are described as anatomical formations that do not define personality traits.

### **The main results and findings**

Human organ and tissue transplantation is a surgical procedure to replace damaged organs and tissues that is not present in the patient or in any way, based on the collection, insertion, storage, and preservation of organs and tissues from a donor or human corpse.

We agree with the above-mentioned scientists: "Transplantation of human organs and tissues is a process in which organs and tissues are transplanted from a living person or his body only with the consent and without prejudice and commercial purpose in a clinical setting with the help of surgery." we found.

Now, if we look at the history of organ transplantation in chronological order, the following doctors and surgeons-transplantologists conducted experiments in animals and humans:

In 1902 - E. Ulman makes the first experimental attempt at kidney transplantation in dogs; in 1905 The first experimental heart transplant in dogs was performed; In 1923, for the first time in the United States, a child with a burn was transplanted his mother's skin, and in 1933, Yu. Voronov was the first in the world to perform a kidney transplant.\

Interestingly, in 1954, in Boston, USA, Joseph Murray transplanted the kidneys of homozygous twins for the first time in the world, and this plastic surgery.

It was awarded the Nobel Prize in 1991 and is one of the most widely performed operations today. After that, a similar experiment was tested in the USSR, and in 1965 B. Petrovsky successfully performed the first kidney transplant in a clinical setting;

After the above operations, such test operations on different organs began to be performed one after another. For example, in London in 1966, the concept of brain death was legalized,

In 1968, Harvard Medical School set clear criteria for brain death.

In 1967, K. Bernard (South Africa) was the first person in the world to perform the first heart transplant operation, which is still relevant today, to save human life. The recipient of this surgery was a 54-year-old man with coronary heart disease and a left ventricular aneurysm after a heart attack, and the donor was a 25-year-old woman who died of brain trauma.

As all efforts have been scientifically proven, the scientific basis for organ transplantation was created in the early 19th century.

Russian scientists E.A Kapitonova, O.V Romanovskaya and G.B Romanovsky wrote in their monographs “According to Apocryphal, In the 3rd century, Saints Cosmas and Damian successfully transplanted the legs of the newly deceased Ethiopian to their patients, assisted by their angels.

In addition, if we look at the statistics, according to statistics provided by the World Health Organization, in 2015 alone, 119,873 organs were transplanted by 27,397 donors, while 79,984 kidney and 26,151 liver organs were transplanted from donor to recipient worldwide. This is only 10% of the citizens waiting in line.

The United States ranks first in the world in the number of transplants performed, with American physicians per year.

They transplant 10,000 kidneys, 4,000 livers and 2,000 hearts.

Transplantation operations were also performed in the Republic of Uzbekistan. For the first time on September 14, 1972, academician O.A Aripov performed the first kidney transplant.

If we look at the statistics of transplantation in our country, the number of kidney transplants in 1972-1975 - 348, of which 311 were from deceased donors, 1997-2006 - 42 living donors, 2011-2015 - 48 living donors, Cabinet of Ministers of October 23, 2017.

On the basis of the decision No. 859 in 2017-2019 at the Republican Specialized Surgical Center named after Academician V.Vakhidov under the leadership of Academician FG Nazirova and Academician SV Goethe performed 4 orthopedic liver transplants from a living person, a donor.

An average of 15 people die waiting for the organs in a day, but someone could have saved them—that means someone dies every 96 minutes.

"Every year, thousands of people die for preventable organ transplants in preventable cases".

The emergence of transplantology in Russia is associated with the name of the Russian surgeon NI Pirogov, who in the literature by him As early as 1835, "Plastic surgery of the nasal organ was an important part of the operation. Many religions around the world forbid harm to the body of the deceased. From a secular point of view, a person's death does not break the influence of his will in relation to what belongs to him. The expression of this will may be his written presentation (will) or his oral will.

There are ethical issues related to the procedure of organ transplantation and the lack of transplantology resources among potential recipients when performing organ transplants in corpses.

It has been suggested that organs should be taken from corpses. But who actually owns the organs taken from the corpses? This is both a moral and a legal aspect. OB Galibin and IG Belyaeva write about this in their article "Organ Transplantation: Ethical and Legal Aspects":

"There are three approaches to this issue: the principles of conscious consent (information consent), the presumption of consent, and the regular collection of organs. . In our country, the regular meeting of organs suitable for transplantation of corpses has long been the main type of solution to this problem. However, the authorities may voluntarily manage the body of the deceased. In this case, the establishment of a utilitarian ethic is made, according to which the action is morally justified if it brings the greatest benefit to the majority. However, this violates a person's right to control the body (even after death) and affects the moral values of the deceased's family, in some cases causing additional moral damage to relatives.

Apparently, the collection and storage of the bodies of the deceased is permitted by the government, but the bodies to be removed must certainly benefit, but affect the moral values of the deceased's family, in some cases causing additional moral damage to relatives, such as subsequent protests, extortion and h.

Now let's get acquainted with the views of Islamic scholars on the process of transplantation of human organs in the Republic of Uzbekistan and the fatwa board of the Muslim Board of Uzbekistan:

“Bismillahir Rohmanir Rohim. Allah has sanctified man among living beings. The Qur'an says: We have honored the children of Adam, and We have set them on land and sea, and We have provided them with good things, and We have preferred them over many of the creatures that We have created. (Surat al-Isra', 70)

This means that man and his limbs are sacred, and even the verdict of the deceased remains the same, that is, it is a great sin to desecrate the body of a dead person or to cut off a limb.

The most important point is that the member is not sold even when transferred, but is donated. Now there are a number of major sins that can be committed in the case of abducting children and sometimes selling their body parts. There is suicide here. The Qur'an states that killing one person unjustly is the same as killing all people. Moreover, selling something (human organs) that is not considered a commodity in our Shari'ah is making illicit money. Those who commit such a heinous sin will face humiliation in this world and painful torment in the Hereafter if they do not repent.

Based on this fatwa, we can conclude that. It has been concluded that donating one's organs to another person does not endanger his life, that the person donating his organ is voluntary, that it is not compulsory by anyone, that the cause of the organ transplant is the disease of a patient who really needs it. for both the organ being removed and the new member being placed, the success of the surgical procedure and the achievement of the expected result must have been observed and verified in experiments.

This means that the practice of organ transplantation in our country should be based on the rules set out in the fatwa. Otherwise, it is against the rules of Islam.

In addition, a number of measures are being taken in our country to improve and develop the regulatory framework governing the institute of transplantation in the field of medicine.

According to the current procedure, there is a resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the Temporary Regulations on the procedure for transplantation of kidney and (or) liver" between relatives "№1035, which contains general provisions on transplantation. instructions and contraindications, the procedure for performing the transplant, and the closing rules. However, as it does not reflect the process, standards and interrelationships of transplantation, the World Medical Association and WHO officially regulate the transplantation of organs and tissues in accordance with international standards, which excludes the development and commercialization of human organs, tissues and It is necessary to adopt and implement the law "On cell transplantation (or) cells".

In addition, we must ratify and implement the following international instruments, which should be the basis for legislation, which almost all states have now joined and implemented into their legislation:

WHO Guidelines for Transplantation of Human Organs, Tissues and Cells in 2010;

1985 Appeal of the World Association of Physicians on the Trade in Living Organs;

Statement of the World Association of Physicians on the sale of living organisms (1985),  
 Declaration of the World Association of Physicians on Organ Transplantation, 1987;  
 Resolution of the World Association of Physicians of 1994 on "Physician Behavior in Human Organ Transplantation";  
 Resolution on the need for effective monitoring by national health authorities in 2004;  
 Resolutions "Ways to Strengthen and Encourage International Cooperation in the Field of Donor and Organ Transplantation to Effectively Address the Removal of Human Organs and Prevent and Stop Human Organ Trafficking".

## CONCLUSION

There is no doubt that transplantation is necessary to save the lives of many people. Our people turn to foreign clinics to exercise their right to life through organ and tissue transplantation to perform this valuable and very important operation. This causes great inconvenience and is very expensive. A large amount of currency will cause it to go abroad and create conditions for that.

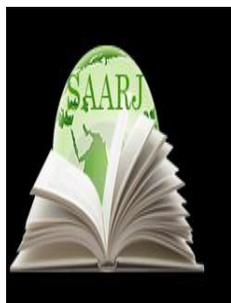
In addition, citizens of the country, like foreigners, often find themselves in a socially and legally awkward situation. Accordingly, a legislative framework is needed to regulate this operation, in which the prevention of criminal commercialization in any form of transplantation of human organs and tissues is an important condition.

It should be noted that medical legislation is not a field of law that needs to be fixed in one place, but a field of law in which health-related relationships need to change over time and be renewed when new social relationships emerge.

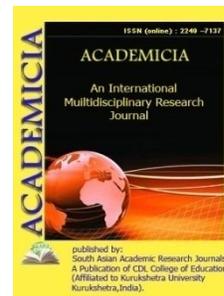
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## ANALYSIS OF HISTORICAL AND GEOGRAPHICAL RESEARCH CONDUCTED IN THE GOVERNOR-GENERAL OF TURKESTAN

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### ABSTRACT

*This article is devoted to the study of historical and geographical research conducted by the scientific societies operating in the Turkestan region in the second half of the XIX - early XX centuries in the Governor-General of Turkestan. In the article, L.S. Berg, I.I. Geyer, V.F. Oshanin and N.A. The data reflecting the results of Zarudniy's research are covered. Documents providing information on the results of scientific research conducted by scientific societies in Central Asia and adjacent regions are stored in the National Archives of Uzbekistan. Documents from the archives were purposefully used to disclose the content of the article.*

**KEYWORDS:** *Governor-General Of Turkestan, Turkestan, Empire, Russia, Historical-Ethnographic, Scientific Societies, Society, Expedition, Aral Sea, Cartography, Central Asia, Fund.*

### INTRODUCTION

The Turkestan branch of the Russian Geographical Society, founded in 1897 in Tashkent, made a significant contribution to the study of the nature of Central Asia. From the first period of the department's existence, scientific expeditions, research and reports of members, details of organized events, speeches at general meetings, scientific works and articles, official documents were published in the collection "Messages of the Turkestan branch of the Imperial Russian Geographical Society". These notices were of great importance not only in Russia, but also in the scientific community of foreign countries.

### **The main results and findings**

In the late 19th and early 20th centuries, many scientific expeditions were organized by the Turkestan branch of the Imperial Russian Geographical Society. During scientific expeditions from 1899 to 1903, the famous geographer, zoologist L.S. Berg's contribution is enormous. In 1899, 1900, 1901-1903 [1] L.S. Berg has organized several scientific trips to explore the Aral Sea, Lake Balkhash. In his time, L.S. Berg became the most famous expert on the study of the Aral Sea. As a result of his research, 11 issues of the scientific collection "Scientific results of the Aral Expedition" on the history and characteristics of the Aral Sea [2] were published.

The pages of the Turkestan branch of the Imperial Russian Geographical Society contain many articles of historical and ethnographic content. In particular, among the researchers covering historical and ethnographic issues, V.V. Barthold, A.V. Divaev, N.N. Pantusov, M.S. Andreev, A.A. Semyonov can be included.

Analysis of historical and geographical research conducted in the late nineteenth and early twentieth century's shows that they had a positive impact on the development of science in this period and became the basis for new research in the following period.

According to the charter of the Turkestan branch of the Imperial Russian Geographical Society, the society was under the direct control of the Governor-General of Turkestan, and the Governor-General of Turkestan and adjacent territories were to be thoroughly studied. The main researches of the society were conducted in the form of geography, history, ethnography and statistical researches of the region. In the process, the department had to organize various expeditions, collect available materials, and assist any person exploring the area. Between 1897 and 1917 alone, the society organized 42 scientific expeditions. During this time, 150 scientific reports, lectures and reports were read at the meetings of the society. The community was also to collect and store books, manuscripts, maps, and support the local museum.

Examples of some documents of the I-69 Fund:

In Protocol No. 6 of February 6, 1897, I.I. There is a report on geyser expeditions, ethnographic data on the territory of Eastern Bukhara, information on the transition of the economy of the Karshi oasis from nomadic to sedentary life.

At a meeting on March 31, 1897, estimates were made for the construction of metrological stations in southern Bukhara.

At the meeting on October 7, 1897, information was provided about the earthquake on September 5 in Jizzakh, as well as the issue of publishing the results of weather observations.

The November 13, 1897 meeting discussed the entomological study of the country, Oshani's visit to the Holy Father, the study of Issyk-Kul, and financial issues.

At the meeting of January 14, 1898, it was stated that geographical surveys were being carried out, and it was emphasized that the maps being drawn up should follow the same spelling rules.

At a meeting on August 25, 1898, organizational issues for the publication of Izvestia were considered, and the Emir of Bukhara, Said Abdullah, was admitted as a member.

At the meeting of November 28, 1898, on the election of the Emir of Bukhara as a member, the study of Sassikkol in Kazakhstan and Issyk-Kul in Kyrgyzstan, the sale of Izvestia, Bukhara, in

particular, the Zarafshan oasis, N.F. According to Sitnakovsky's study, the population of the principalities of Denau, Boysun, be in Persian has been translated as. At a meeting on January 26, 1899, Ostroumov spoke of the need to revise local geographical names. Oshanin, Ramanovich, and Karalkov commented on the report, and a commission on geographical names was set up by the council.

In addition to the above issues, the meetings focused on issues such as membership fees, expeditions, publishing, expenses, elections, organizational issues, international relations, geographical research.

Although the society in its time carried out a lot of scientific research in the study of the geography and history of the region, the historical-geographical research carried out within its history and society has not yet been studied as a holistic historical research.

In 1897, the Turkestan branch of the Imperial Russian Geographical Society established its own library to support local researchers in conducting scientific research. In the same year, 18 books and cards were donated to the library. At the meeting held on August 25, 1898, a report was given on the books donated and purchased, as well as books on the military topography of Turkestan. At the meeting of November 23, 1898, it was decided to place the library of the Turkestan branch of the Geographical Society of the Russian Empire in the public library. The department library was moved in 1898 and replenished throughout the year. *Izvestia* plays an important role in the book exchange. After the publication of the first book of *Izvestia* (13 volumes of 26 issues were published in 1898-1917), the library of the department began to exchange books. The department's library has exchanged books with the Russian Imperial Geographical Society and its departments, the Imperial Academy of Sciences, the Moscow Society of Naturalists, the Central Statistical Committee, the Orenburg Scientific Archive, the Astrakhan region, the Caucasus Museum and Library and foreign societies.

By 1900, the library had grown to 94 (from 142 to 236), while we could see that multi-volume works and periodicals were given a single number. In 1900, D.D. Placed in a new building by Gedeonov. By 1914, the total fund of the library was 4,100. On March 1, 1915, there were about 4,400 funds. The results of the analysis show that the departmental library fund was formed mainly through the exchange of books and the donation of books, to a lesser extent through the purchase of literature. Thanks to the large-scale book exchanges, we can see that the role of this library in Turkestan is growing.

The Tashkent branch of the Society of Oriental Studies has published two general maps of the period of the existence of the military-topographic department of the Turkestan military district. One of them covers the whole district with 40 versts of all the neighboring camps, and the other 10 versts cover almost all the indigenous peoples of the district, as well as Bukhara, as far as the Afghan border. The population points marked on the maps are shown, which meet the requirements for reading and viewing maps of this scale. It is clear from the document that the main task of the local representatives of that period was to create a perfect map using hand-drawn or corrected maps. It should be noted that some documents in the fund do not contain information about local settlements, but if we pay attention to the letter above, we can see that they tried to create more accurate maps using photographs. The population was also given cartographic information about the purpose of these maps.

During the study of the region, members of the Geographical Society met with V., who lived in Tashkent. F. Oshanin and N. A. The role of the Zoroastrians is important.

V. F. At the end of the 19th century, Oshanin traveled around Tashkent, Jizzakh and Khojand districts, and along the Trans-Caspian railway, collecting a rich collection of insects. From 1900 to 1905 he conducted entomological research in the Fergana Valley, Syrdarya and Transcaspiian regions.

N.A. Zarudny has been on expeditions and scientific excursions every year since 1907. Bukhara Khanate (1910), Kyzylkum (1912) and Aral expeditions collected a lot of zoogeographic data. During these expeditions, the tourist was the first to cross some inland desert areas (e.g., Kyzylkum) and describe their nature. The results of these expeditions N.A. It is described in about ten works of Zarudny, published in 1910-1916.

Community members P. K. Zalesskiy and Ya. The Gulyaevs regularly conducted topographic and geodetic surveys.

From 1907 to 1910, the Caspian part of the country, including the Mangyshlak Peninsula, was occupied by N.I. Andrusov, M.V. Bayarunas, D.A. Natskiy, B.A. Dichkov et al. Studied geographically and geologically.

The results of the research were often published in Izvestia, the Turkestan branch of the Imperial Russian Geographical Society, and became known not only in Russia but also abroad, as the Turkestan branch of the Imperial Russian Geographical Society met with dozens of Russian scientific libraries and societies, including a number of foreign countries. exchanged publications.

The attention paid to the research of members of the Turkestan branch of the Imperial Russian Geographical Society became popular after the publication of the results of the expeditions in Izvestia, especially after the publication of the scientific results of the Aral expedition.

It should be noted that the Turkestan branch of the Imperial Russian Geographical Society has had significant success in organizing expeditions.

The Council of the Turkestan Branch of the Imperial Russian Geographical Society carried out its activities with a premeditated plan, all expeditions important for the glory of the Turkestan Branch of the Imperial Russian Geographical Society were carried out on the personal initiative of talented members [9].

If the council took more initiative in organizing the expeditions and created them according to a carefully thought-out plan, then the number of expeditions and their results would be more important. Perhaps in this case there would have been no breaks in the expeditionary activities of the Turkestan branch of the Imperial Russian Geographical Society, in 1911,1913,1915 no major expedition had taken place. The reason for this is not the increased focus on processing and publishing the results of the Aral expedition, as the council did not confirm this in its reports. None of the board members wanted to continue the expedition, and the council did not even try to organize them independently because the money in the public account was dead capital.

## CONCLUSION

Despite the above-mentioned shortcomings in the work of the Council, the Turkestan branch of the Russian Geographical Society became a center of scientific thinking, around which local researchers united, supported their initiatives and provided more or less financial support to some researchers of the Turkestan branch of the Imperial Russian Geographical Society. In the Turkestan department, scientists were always able to report their discoveries to the general public and finally publish their works in the pages of Izvestia.

Among the members of the Turkestan branch of the Imperial Russian Geographical Society were many topographers who worked at the Turkestan Military Topography Department and the Tashkent Astronomical and Physics Observatory. Among them was Peter Karlovich Zalessky.

P.K. Zalessky (1850-1916) lived in Turkestan for 42 years, from 1874 to 1916. His labor and scientific activity were connected with Turkestan. He first worked as a geographer, then in 1879 moved on to astronomical work. From 1879 until the end of his life he was assistant chief of the observatory. During this time he contributed to the creation of astronomical and geodetic works.

The geographical coordinates of Turkestan and neighboring countries are of particular importance. To this end, he conducted 46 expeditions. We can see that the results of this expedition served as a solid foundation for mapping.

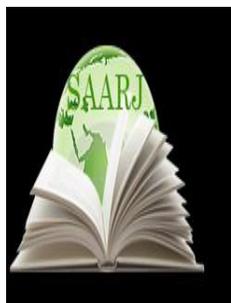
Y.P., a full member of the Turkestan branch of the Imperial Russian Geographical Society. Gulyaev worked for many years at the Tashkent Observatory and worked hard to organize meteorological observations in Turkestan and process meteorological data.

The conclusions and generalizations made by the members of the Turkestan branch of the Imperial Russian Geographical Society have not lost their relevance to this day, and have been further developed in the works of Soviet scholars.

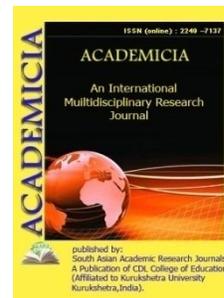
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## DEVELOPMENT OF COMPETENCIES OF FUTURE FINE ART TEACHERS IN DESCRIPTION OF NATURE IN GRAPHIC MATERIALS

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### ABSTRACT

*This article is aimed at improving the creative competencies of working in graphic materials in the professional training of future teachers of fine arts. It also states that the student must have a good understanding and memory of the basic principles of drawing from nature, and in order to apply their knowledge in practice, he must have the technical knowledge to describe shapes in addition to scientific knowledge.*

**KEYWORDS:** *Fine Arts, Fine Skills, Graphic Materials, Teaching Technologies, Artistic Perception.*

### INTRODUCTION

At the current stage of development of the education system of our country, new requirements are set for improving its content and methodology, quality and efficiency. The Action Strategy for the further development of the Republic of Uzbekistan identifies as a priority "Further improvement of the system of continuing education, the continuation of the policy of training highly qualified personnel in accordance with the needs of quality education." Based on a competent approach, it is important for future teachers of fine arts to develop artistic comprehension, improve teaching technologies and provide pedagogical conditions and didactic opportunities for students to master the reproductive, productive, partially exploratory and creative levels of innovative activity. In the professional training of future teachers of fine arts in

the development of their knowledge and competencies will help to correctly see and understand the laws of the structure of forms in nature, to accurately describe what they see. But these are still not enough to be an artist. The student may have a good understanding and remember the basic rules of drawing from nature, but may not be able to apply the knowledge gained in practice. Therefore, in addition to student knowledge, the description of forms should also have technical competencies. Leonardo da Vinci, a famous artist and master of fine arts, said in his book "Laws of Painting":»<sup>1</sup>.

### **The main results and findings**

Technical skills are just as important to a student as they still are to know the letters when writing. Free and skillful execution, depending on the nature and memory, allows the artist to be fully committed to creativity, to realize his creative ideas and to achieve the desired result. A student who has mastered the visual techniques and technologies will not be able to feel free in future pedagogical activities and, as a result, will not be able to fully express their thoughts and feelings. This also applies to all art forms. In the ancient academies of art in Europe, great attention was paid to the technique of depiction. Even in the first acquaintance with the art of drawing (in the method of copying samples), the main focus is on the technique of execution. These can be seen in the ancient works and manuals of Julen, AT Skino, VV Pukirev, AK Savrasov.

Seeing the painting technique of the great artist OA Kiprensky, we can be amazed by his astonishing technical performance. In a number of his paintings he brought to the highest perfection of the technique of working with the Italian pen, in the style of the Italian pen he was able to use all his possibilities. He took the art of painting to great heights in the "black and white" graphic image. Kiprensky used Italian pencils and chalk in a wonderful way - in a wonderful child portrait.

Even today, we can see graphic works depicted in various genres with high technical skill. An example of this is the portrait graphic work of the American artist Vantsze Lee, which was done with great skill in painting on coal. (Fig. 1)

An artist who does not master professional techniques cannot create a perfect artistic image, which means that he cannot successfully solve a given problem. I.E. Repin wrote: "You should understand that no matter how beautiful an object may be in its shape, if its depiction is empty, it will even arouse a hatred for the perfect shape.

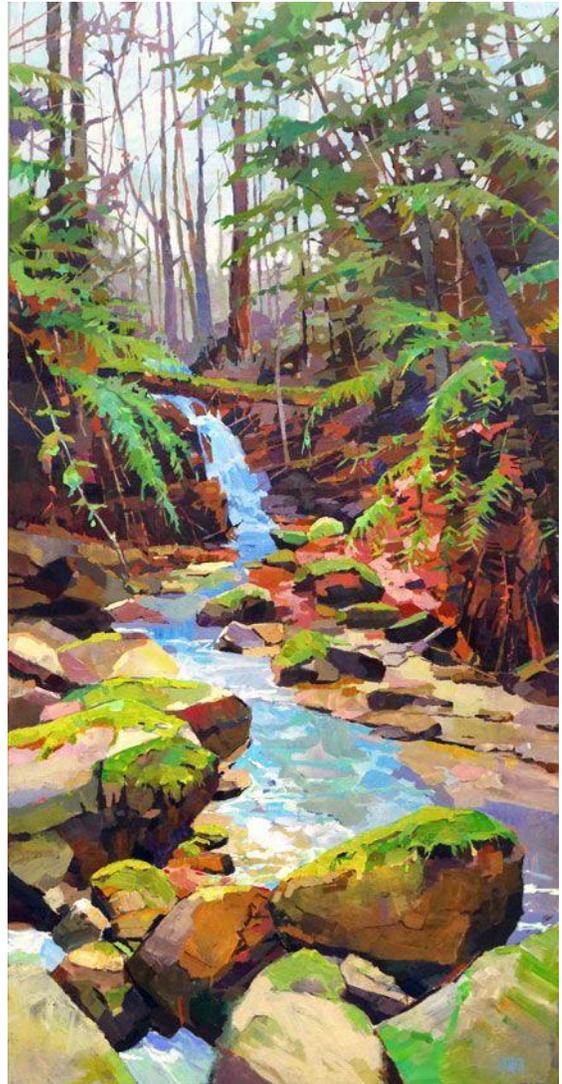
One of the ways to develop creative activity in academic classes is to involve a young artist in the study of the creative process of the skills of ancient masters. By introducing the reader to how they mastered the skills of previous great artists and showing the different interpretations of images in paintings, we are thus engaging the reader in active creative activity. Sometimes this is lacking. The educator then demonstrates how to use drawing tools to make the student's work more vivid. The teacher does not have to work much with the picture of the student, only the initial stage of the work is shown, after which the student himself continues the work. Some theorists of art see technology as an automated skill, a craft, far removed from creativity. But in reality, mastery is the result of creation. The development of technical skills has a great impact on the creative activity of a young artist.

In the past, great artists would be saddened to see such works and would say, "What a beautiful landscape it has been ruined." In all other arts, great attention is paid to the performing arts. The professionalism acquired by a person not only determines the quality of his labor activity, but also helps to show his creative abilities. "Ability to work is the foundation of any great person's talent," I.E. Repin said. Skills are automated ways and means of doing work. Skills are strengthened as you perform the exercises. Exercises should be based on a clearly designed and organized system. As a result of mastering the right exercises and methods of doing things, it is possible to acquire the necessary technical skills. In order for the hands to learn to move freely, the movements of the fingers must be brought to the level of automatic execution. Many well-known artists and scientists have come to the conclusion that the emergence and development of motor skills goes through three stages as a result of their research:

- the study of the individual elements of the movement and the unification of a number of individual details into a single whole;
- excessive movement and loss of excessive muscle tension;
- improve motor skills and achieve that actions are consistent with thinking;
- keeping the hand straight in the image;
- to acquaint the student with the technical methods of drawing from the very beginning of teaching drawing and then to achieve a good development of his creative ability.

Regardless of the methodology and individual system of teaching drawing to each educator, if the student has received the proper technical training, he or she will be able to develop successfully in the future, regardless of being a leader. Mastery is the ability of a person to perform a certain action using certain methods and techniques based on previous experience. Mastery in artistic creative activity is based on developed knowledge and skills. When working with a novice artist, it is important to keep in mind that the skill will gradually develop and improve. At first they are very loosely represented, then in the process of developing the right skills they become stronger. It is also important to remember that in order to develop a skill, you need to have a "sample of actions" to know what to achieve, to know how to correct them when mistakes are not made. Explaining the psychological nature of skills and abilities, BF Lomov wrote: "Mastery is a complex mental process. To achieve this, a person must have not only the necessary system of skills, but also the system of knowledge. At the same time, not only the knowledge of how to perform an action is taken into account, but also the knowledge of the basic features of one's work in general.

The system of knowledge, together with the system of skills, makes a person ready to solve the problems set before him independently. Mastery not only motivates but also activates mental movements. To act skillfully means to act "intelligently", to plan work processes independently, to find the most appropriate ways of action, each in a specific situation. Big differences become apparent when comparing skills and abilities. The ability is inherent in uniformity to perform an action automatically. Skill, on the other hand, is manifested in solving new problems. It involves finding the right path in new circumstances and involves creativity, not just as a return to what you have gained in your previous experience. Therefore, the process of acquiring professional skills cannot be considered as a simple mechanical work that is far from creative. Mastering the art of drawing is a creative process, but it manifests itself differently in each student. A low level of technical skill means that the creative activity of the photographer is also empty: a high level of technical skill, on the contrary, means that he has great creative potential. At the same time, it is not necessary to confuse the concepts of 'painting technique' and 'delubi'. Style is the artist's own style, which is associated with his enthusiasm and features. There are many techniques for working with pencils, sangina, and other materials. A certain technique of drawing can be achieved by a student only during a long practice. "I'm going to study technology," Kramskoy wrote. They have the equipment somewhere, like standing in a closet in front of someone, just take the key, you take the equipment, you put it: you can put it in your pocket, and when you need it, you can take it out of your pocket. Each type of technique has its own characteristics and the student should know what can be achieved from pencil, charcoal, sangina and different results can be achieved with one material. For example, when working with charcoal or drawing with sangina, a student can use a variety of techniques: in the first case, shaping is limited to shaping, in the second case, shading is done together. When drawing tiles, for example, on a mountain slope, watercolor can be painted as well as gouache. (Fig. 2) This will require the use of other techniques and special materials. The system of knowledge, together with the system of skills, makes a person ready to solve the problems set before him independently. Mastery not only motivates but also activates mental movements. To act skillfully means to act "intelligently", to plan work processes independently, to find the most appropriate ways of action, each in a specific situation. Big differences become apparent when comparing skills and abilities. The ability is inherent in uniformity to perform an action automatically. Skill, on the other hand, is manifested in solving new problems. It involves finding the right path in



new circumstances and involves creativity, not just as a return to what you have gained in your previous experience. Therefore, the process of acquiring professional skills cannot be considered as a simple mechanical work that is far from creative. Mastering the art of drawing is a creative process, but it manifests itself differently in each student. A low level of technical skill means that the creative activity of the photographer is also empty: a high level of technical skill, on the contrary, means that he has great creative potential. At the same time, it is not necessary to confuse the concepts of 'painting technique' and 'delubi'. Style is the artist's own style, which is associated with his enthusiasm and features. There are many techniques for working with pencils, sangina, and other materials. A certain technique of drawing can be achieved by a student only during a long practice. "I'm going to study technology," Kramskoy wrote. They have the equipment somewhere, like standing in a closet in front of someone, just take the key, you take the equipment, you put it: you can put it in your pocket, and when you need it, you can take it out of your pocket. Each type of technique has its own characteristics and the student should know what can be achieved from pencil, charcoal, sangina and different results can be achieved with one material. For example, when working with charcoal or drawing with sangina, a student can use a variety of techniques: in the first case, shaping is limited to shaping, in the second case, shading is done together. When drawing tiles, for example, on a mountain slope, watercolor can be painted as well as gouache. (Fig. 2) This will require the use of other techniques and special materials. Renaissance artists attached great importance to painting with feathers. Several different materials can be used in the process of performing short-term exercises (sheet, sketch). For example, the simultaneous use of coal, chalk and sangina allows to master the technical methods of working with several materials at the same time, opens up a wide range of opportunities for creative research. In general, the creative activity of the artist develops when working on the plates, and plays an important role in the formation of the artist as a teacher. Mastering the technology and techniques of fine arts, as well as its active application in their creative work is important for the student to enter the creative process.

Artistic form can be expressed in different technical ways. The task of the drawing is to show students these techniques. For example, the bar code technique of drawing for a graphite pencil is more appropriate, which we see in the artists of the old academic school: charcoal, sauce, sangina are suitable for drawing large images in color. However, it is also not possible to prioritize any method of drawing alone. On the student's own initiative, the method and technique he or she wants can also give good results, and sometimes it is even necessary to use the method suggested by the educator. In such cases, the teacher is required to have certain pedagogical skills, the ability to direct the characteristics of the student's individuality in the desired direction. A skilled educator should not try to influence the student, more precisely, he should give the student freedom without forcing him to use any method. Often, when the teacher corrects a picture, he shows the technique, not the technique: he completes a small part of the picture and instructs the student to continue in the same way. This style of work of the educator extinguishes the creative initiative of the student. To be successful, a young artist needs to ensure that the movements of his hands, eyes, and thoughts are in order, that the mind directs the movements of the hand, and that the eye checks that these movements are correct. All of the great artist educators have focused their students' attention on this. For example, KP Bryulov said: "Before becoming an artist, it is necessary to master drawing in pencil, because drawing is the basis of art: in young people the mechanism of drawing should be developed from a young

age, so that he can think and feel clearly and easily. delivers correctly. Let him follow the idea of the pen when drawing.

## CONCLUSION

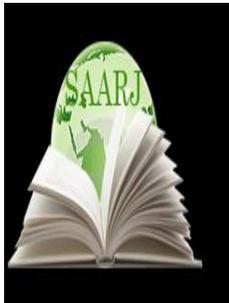
In conclusion, the technique is not magic and does not keep any secrets, but it does not come by itself, as the master artists emphasize. To help the student acquire drawing skills and abilities, special assignments should be given that will train his hand, eye and mind. For this exercise to be effective, the following is required: first, the performer's effort to improve the quality of the activity, and second. to try to work better every time, and thirdly to understand the reasons for the mistakes he made in every action, often observing it from afar in the depiction of nature. It is important that the student's self-control gradually teaches him or her to describe uncomplicated shapes, that he or she gradually progresses to the complex, and that time is correctly distributed in the description.

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## THE IMPROVEMENT OF PRAGMATIC COMPETENCE THROUGH LISTENING ACTIVITIES

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### ABSTRACT

*This article proposes an alternative framework of pragmatic competence in verbal communication, which addresses pragmatic comprehension and attempts to characterize what gets in the way of learners comprehending and producing pragmatic meaning and also investigated the role of listening comprehension activities as an alternative methodological approach to promote pragmatic development.*

**KEYWORDS:** *Verbal Communication, Inferences, Pragmatic Competence, Second Language, Listening Comprehension Activities.*

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### INTRODUCTION

Pragmatics is basically concerned with inferences and investigates aspects which affect utterance meaning. In order to interpret the full meaning of utterances, listeners rely on sentence meaning aspects as well as on features which operate at utterance level.

Pragmatic development acknowledge the importance of providing pragmatic input in order to enhance learners' communicative abilities. In order to develop the ability to speak, firstly acquirers need a lot of exposure to comprehensible input. In other words, comprehension precedes production. Therefore, receptive skills play a role in the second language teaching program. Considering learners' communicative needs, listening comprehension activities offer a great source of comprehensible input and resemble real-life communication. Furthermore, listening comprehension processes include both bottom-up and top-down processing micro-skills which, when combined, enable the activation of pragmatic phenomena embedded in oral discourse. Thus, listening comprehension activities may also be used to foster pragmatic development. A person who acquires communicative competence acquires knowledge and ability for language use with respect to whether (and to what degree) something is: formally

possible; feasible in virtue of the means of implementation available; appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated; and is in fact done.

There are four types of communicative competence:

1. Linguistic or grammatical competence: consists of the knowledge of the basic elements of communication such as sentence patterns, morphological inflections, lexis and phonological or orthographic systems;
2. Sociolinguistic competence: consists of the social and cultural knowledge required to use language appropriately with reference to formality, politeness and other contextually defined choices; it refers to the degree sentences are produced and understood appropriately;
3. Discourse competence: refers to the knowledge of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres and situations;
4. Strategic competence: includes the strategies and procedures relevant to language learning, language processing and language production. It activates knowledge of the other competencies and helps language users to overcome communication difficulties.

The descriptions of listening comprehension processes and of taxonomies of listening comprehension micro-skills aim at demonstrating how pragmatic phenomena embedded in oral discourse may be highlighted via a strategy-based approach to listening. In order to achieve listening proficiency, learners need practice in making inferences as semantic and pragmatic inferences are embedded in verbal communication.

Listening is assuming greater and greater importance in the second language classroom. In his opinion, second language acquisition has given listening a major boost by emphasising the importance of comprehensible input and the assumption that listening is fundamental to speaking since it provides input for the learner. In addition, listening extracts can be used for language work as learners are able to notice linguistic items (grammar, functions and vocabulary) in a context.

Real-life activities which involve some aural comprehension as an essential component of the communicative situation: listening to the news, weather forecast, sports report, announcements etc. on the radio; discussing work, current problems with family or colleagues; making arrangements, exchanging news etc. with acquaintances; making arrangements, exchanging news etc. over the phone; chatting at a party, other social gathering; hearing announcements over the loud speaker real-life listening activities are characterized by the following features: we listen for a purpose and with certain expectations; we make an immediate response to what we hear; we see the person we are listening to; there are some visual or environmental clues as to the meaning of what is heard; stretches of heard discourse come in short chunks; most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, noise and colloquialisms, and in its auditory character. Although particular situations may lack one or more of these characteristics, it is rather rare for none of them to be present.

Listening comprehension exercises seem to foster the inferential sub-competency as the latter encompasses the comprehension dimension. Top-down strategies give learners the opportunity to infer hidden meanings conveyed by conversational implicates and to interpret the illocutionary force of speech acts while bottom-up strategies enable learners to decode oral speech. In

addition, the taxonomies of listening comprehension sub-skills previously presented give learners practice in noticing aspects which affect utterance meaning.

Finally, learners may do listening comprehension exercises in order to interpret cultural references and figures of speech or to raise their awareness of differences of dialect, variety, register and naturalness. On the other hand, learners may perform noticing and restructuring activities which focus on the degree of formality of speech acts or on how linguistic choices and politeness strategies affect the degree of imposition of face threatening acts.

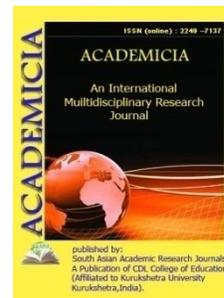
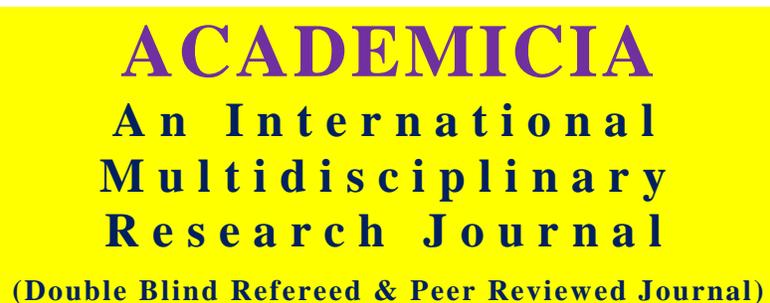
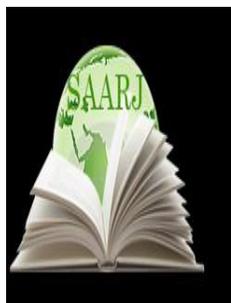
We can conclude that listening comprehension activities are potentially capable of directly enhancing the inferential pragmatic sub-competency via a strategy-based approach to listening. While pre-listening activities can activate learners' content and formal schemata, listening activities focusing on specific conversational and academic listening micro-skills can draw learners' attention to pragmatic phenomena embedded in verbal communication. However, the results of the empirical project were inconclusive as to the extent to which listening comprehension activities are potentially capable of enhancing the conversational-interactive and sociolinguistic sub-competencies. Therefore, further investigation on the effect of listening comprehension activities on these sub-competencies seems to be required as well as more specific assessment instruments.

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## HEPHTHALITE CONTROL SYSTEM IN INDIA

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### ABSTRACT

*The article attempts to disclose information about the history of statehood of the Hephthalites, in particular, about the system of government of the Hephthalites in India. The campaigns to northern India in the 5th century and the form of government established by the Hephthalites in this region are analyzed.*

**KEYWORDS:** *System Of Government, Government, Nomads, Dynasty, Copper Coins, Buddhism, Taxes,*

### INTRODUCTION

The history of the early Middle Ages is characterized by the history of states founded by several closely related nomadic tribes in Central Asia and adjacent territories. The Kidarites, Chionites, and Hephthalites, whose ethnic origins were not yet fully resolved, invaded the region and established a state that could compete with the great empires of their time such as the Sassanids, China (Tang Empire), and Byzantium. Among them, the Hephthalite state played an important role in the history of our statehood, and their system of government is one of the unresolved issues. The nomadic way of life also influenced the system of government of these peoples. The tribalism system has been preserved in the government. The previous system of government of the conquered indigenous peoples remained, and only influential representatives of the victorious nomads were appointed governors. They were instructed to collect taxes and, if necessary, participate in marches with the existing army. Such small khokimiyats were unconditionally subordinate to the central government. This is because power in them often passed from father to son, and not from the most powerful representative of the family. Therefore, the representative of the royal family, who was the governor of the region, honestly disposed of the property given to him, and they were sure that one day he would become king. In this study, we attempted to shed

light on the Hephthalite governance system in Gandhar (now part of the state of Pakistan) and northern India.

### Research methods

The research was carried out using objectivity, analysis, synthesis, comparative analysis, generalization, historical analysis, chronological methods.

In the 5th-6th centuries AD, the Hephthalites founded a huge state that occupied a vast territory. During the heyday of the Hephthalite state, state borders stretched from east to west - from Khotan (East Turkestan) to the border with Iran, from north to south - from the present deserts of Kazakhstan to northwestern India, most of Central Asia, Afghanistan, Pakistan, India and China. ... Information about Hephthalites can also be found in Indian sources, and they are called "dietary". Information about military operations against the Hephthalites can be found on stone pillars in Bkhitara, Kura, Mandasora and Gwalior. The Indian epics "Mahabharata" and "Ramayana" and the work of the 6th century Indian astronomer Varahamihira "Brihat Samhita" contain information about white and black blood. Information about the Hephthalite kings is contained in the Kashmir historical chronicle "Rajatarangini", compiled by Kalhana, and in the works of Prakriti "Kulavayamala" and "Puranas" of the 4th-6th centuries.[1]

The expeditions to Gandhara and India were originally carried out by the Kidarites (descendants of the Kushans)[2] who retreated to India after being defeated by the Hephthalites in Central Asia. As for the Kidari, Zion and Hephthalites, K.V. Trever claims that they appear in Armenian sources in the form of "heptal" and that the name "haft" means "seven" in Iranian, and that they were part of the Massagetae tribes of seven families. ... He points out that at the beginning of the 5th century, the Kidarites left the Massagetae Union and occupied Tokharistan, and then clashed with the Sassanids of Iran. After the death of their leader Kidara, they go to Gandhara (Peshawar) through the Hindu Kush, led by his son Kunhas Kidari. They subdued the Gupta state and ruled for 75 years. Some of the Kidarites remained in Central Asia and later joined the Hephthalite state.[3]

Attention should be paid to the efforts of the Hephthalites to build a great state. The Hephthalites, who defeated the Sassanids, at the beginning of the 5th century continued their military campaigns to the south in order to expand the borders of their state. Indian sources claim that the rulers of the Gupta dynasty waged wars with the Hephthalites (they are called "Huns"). V.M. Masson points out that in the 460s the Hephthalites occupied the lands in the middle reaches of the Indus - Gandhara River (part of modern Pakistan).[4] S.P. According to Tolstoy, at the end of the 5th century, the leader of the Hephthalites Toramana in 490-515. Defeated the resistance of the Gupta Empire and conquered the Sindh, Rajasthan and Jambh-Ganga valleys. Unlike the coins of the Hephthalites in Central Asia, Indian inscriptions appear on the coins of the Hephthalites in India.[5]

After the death of Toramana in 515-544, his son Mihirakula ascended the throne. He chose Sialkot (now Sialkot) as the capital of his state. According to the 7th century Chinese traveler Xuan Xian, Mihirakula conquered all of India. In the historical chronicle of Kashmir, called Rajatarangini, Kalhana equates Mirakula with the god of corruption and writes that he ascended the throne. Mihirakula expands the borders of his state from Jambh-Ganga in the north-west of India to Gwalior, where he builds the city of Mihirapur in his name. It was during this period that the rulers of the Hephthalites in India rose to the highest peak of their kingdom. But in 533 he was

defeated and taken prisoner by Yashodharman, the ruler of the Aulikar dynasty. It was at this moment that the brother of Mihirakul rebelled against him, and in this case the king had to leave the capital Sakalu. Although Mihirakul is defeated, he manages to keep Gandhara and a number of neighboring territories in his hands.[6]

The descendants of Mihirakul could not get more power in the future, so their power in India was weakened. Nevertheless, artistic and epigraphic sources report that they still fought against Indian rulers in the 7th century. The borders of the Hephthalite state also reached the territory of East Turkestan. Eastern Turkestan was captured by the Hephthalites in 479, Urumqi in 490-497. In 495 the lands of the southern Teleuts were conquered and in 496 the lands of the northern Teleuts. Thus, at the beginning of the 6th century, East Turkestan fell into the hands of the Hephthalites. Also known are the coins of Badgis Nizak Tarkhan, one of the Hephthalite-Turkish rulers of this period. The rulers of the Hephthalites Toraman and Mihirakul minted mainly silver and copper coins. Toraman silver coins are minted in three versions. One of them is inscribed in Brahmi with the inscription "Sri Toraman Deva - Invincible Conqueror". Copper coins were in two versions, they were both Kushan and Sassanid coins. Mihirakul coins include "Shahi Mihirakul" or "Jaytu Mihirakul" inscriptions. When Pravarasen II ascended the throne after Mihirakul, his coins bore the inscription "Sri Pravarasen" on the reverse in the Brahmi language and "Kidar" on the reverse.[7] In different parts of the Hephthalite state, along with the Hephthalite language, they also spoke different languages. In particular, the Sogdian language is widely spoken, and related documents have been found in East Turkestan. In addition to the Sogdian language, the Khorezm script is widely used. In Tokharistan and north-west India, in Kharoshti, as well as in areas bordering the Sassanids, the Pahlavi script was used. Buddhism, one of the secular religions, also existed during the Hephthalite era. While some experts say that the Hephthalite rulers supported Buddhism, another group of scholars argue that the Hephthalites, on the contrary, destroyed Buddhist temples during the invasion. Scientists' studies show that the conquest of northern India by the Hephthalites allowed them to get to know Buddhism better. This is reflected in the depiction of the purna-ghata, the Buddhist symbol of fertility, on Hephthalite coins. Archaeological excavations in Uzbekistan have also found a number of valuable materials on the art of the Hephthalite era. Among them is a silver bowl found in the village of Chelak in Samarkand. This find, on the one hand, is distinguished by the uniqueness of the decoration, and on the other hand, it testifies to the fact that the Hephthalite era was marked by a high level of metal carving (toreutics). At the bottom of this vessel is an image of a man holding a lotus (lily) on the left in his hand. Dancing women are depicted on a plate in the central part of the image. This discovery suggests that B.I. Judging by the image of a person at the bottom of the vessel by Marshak, it has been established that it belongs to the Hephthalite era.[8] Because this image is very close to the images on the coins minted by the Hephthalite rulers Toraman and Kingila in 430-490. They portrayed the image of the rulers large, differing in the size of noses and a high, elongated hat. This find was made by art critic G.A. Sufficiently interpreted by Pugachenkova.[9] B.I. Marshak acknowledged that the images in this find are close in style to Indian art.[10]

It should be noted that the unification of a significant part of Central Asia and North India into a single state during the Hephthalite era also had a great impact on the harmony of cultural ties. In particular, during the reign of Toraman, the ruler of Gefthal, and his successor Mihirakula, Buddhist traditions came into the possession of the Hephthalites. In fact, this religion was not

new for the Hephthalites, since Buddhism was widespread in Central Asia even in the Kushan period, and its unique traditions have been preserved in the archeology of cities founded by the Kushans. Numismatic data for northern India suggest that the depiction of Hindu deities, along with the depiction of horns on eptal coins, also indicates the general development of the traditions of the two peoples. However, historical sources claim that many Buddhist monasteries were destroyed as a result of the Hephthalite wars in northern India and Gandhara. During the reign of Budhagupta in the Gupta in the last quarter of the 5th century, central authority was weakened.[11]

In the late 5th and early 6th centuries, the Hephthalites conquered northern India (Punjab, Uttar Pradesh, Rajputan and Kashmir) under the leadership of Toraman (in Indian scriptures found in Punjab, he is referred to as the "famous Toraman"). We can also find out from numismatic materials.[12]By this time, the territory of the Hephthalite state expanded, and the Hephthalites of Central Asia and the Hephthalites of Northern India began to be governed separately, but the connection between them was not interrupted. During the Mihrakula period, all of northern India was conquered. About the monk Suan Siang Mihirakul, who lived in the following centuries and traveled around India: "He was very talented and brave ... He easily conquered the neighboring provinces.[13] In the inscriptions of Gvalior, he is referred to as Mihirakula, and in Jain sources as Calciria.[14]

Many wars and religious intolerance towards the local population led to a decline in the status of the Hephthalites in these areas in later periods. Moreover, the defeat of the Hephthalites in their wars with the Turks and Sassanids in Central Asia deprived them of their main support. By the beginning of the seventh century, the rule of the Hephthalites in North India and Gandhara came to an end, although several small branches of the Hephthalites survived here, but they no longer had any influence.

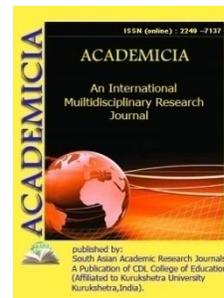
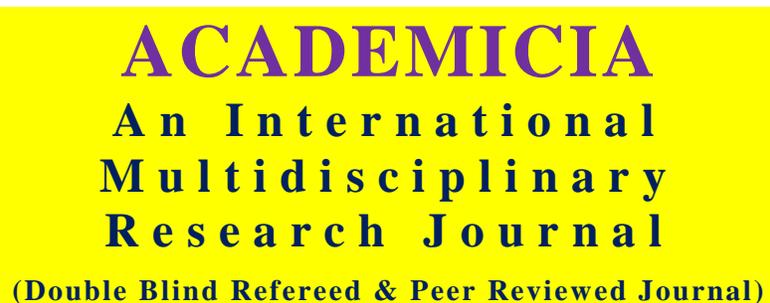
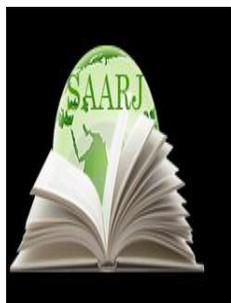
## CONCLUSION

Above, we tried to briefly describe the political system of government of the Hephthalites, in particular their system of government in India. Although the Hephthalite state, which occupies a special place in the history of our statehood, was not such a strong centralized state as the Kushan state, it was larger in territory. As a result of the conquest of neighboring territories by hephthalites, its territories in the southeast expanded to central India. During this period, the cultures of Central Asia and India merged, and its influence spread to the regions of modern Uzbekistan based on Buddhism. This was the second time after the Kushans when Buddhism in Central Asia, along with local religions, played an important role in the social life of society. The Hephthalites preserved the traditions of the Kushan Empire and became its direct successors. Therefore, in some numismatic materials, along with the name of the king of the Hephthalites, there is an inscription "Kushanshah". During their reign in India, the Hephthalites got acquainted with Indian culture, which we transmitted through information in the above Indian sources. In short, the hephthalite system of government in India has preserved the traditions of government in Central Asia. Their system of political and military government occupies a special place in the history of our statehood.

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## SOCIO-POLITICAL AND CULTURAL-SPIRITUAL FACTORS OF INTERETHNIC RELATIONS

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### ABSTRACT

*This article examines interethnic relations, peaceful coexistence with them, as well as the fact that Uzbeks have always had friendly, fraternal, cooperative and good-neighborly relations with the representatives of the nations and peoples living around them.*

**KEYWORDS:** *Politics, Nation, Tolerance, Peace, Friendship, Value*

### INTRODUCTION

There are a number of factors that contribute to the improvement of interethnic relations, one of the most important of which is the socio-political factor. Without taking into account the socio-political factors and improving it, the goals of interethnic relations cannot be achieved.

There is no country that has made great strides without paying attention to the socio-political sphere and overcoming the problems facing this sphere. By overcoming the problems in the socio-political sphere in a timely manner and achieving success, success will be achieved in the life of the society, trust and hope will appear in every member of the society.

### LITERATURE REVIEW

The works of thinkers and scientists who have contributed to the development of research and theories on the subject, scientific research can be conditionally divided into two groups.

The first group contained the first ideas about human existence and the relationship between people. The countries of the Ancient East, in particular. Created by the peoples of India, China, Iran, Turan, legends, fairy tales, epics, songs can be included. the first fkr-considerations about the first relationship between people can be found. However, it should be noted that the expression of the views on man expressed in the Hindu Vedas was in the form of religious

mythology. [1] According to Confucianism, which is widespread in China, people are far apart from each other in their behavior and habits. [2]

The idea of tolerance can be found in the religious-mystical, religious-philosophical teachings that were widespread in the Middle East in the VII-VI centuries BC, especially in Iran and Turan. One of them is described in the book "Avesto" created in our country. The possessor of good thoughts is not given to ignorance, ignorance deprives a person of good intentions, forgets duty and justice, and acts thoughtfully. [3]

Scientific and methodological issues of the problem from the point of view of philosophy, sociology and ethics Uzbek scientists Sh. Abdullaev, A. Begmatov, M. Abdullaev, I. Saifnazarov, B. Kuchkarov, V. Alimasov, S. Juraev, T. Juraev, A. Choriev, F. Musaev, O. .Atamirzaev, K.Xonazarov.G Xidoyatov E.YusupovErgashev, I learned, etc.

## RESEARCH METHODOLOGY

The research was carried out using objectivity, analysis, synthesis, comparative analysis, generalization, historical analysis, chronological methods.

In its foreign policy, Uzbekistan seeks to improve relations with its neighbors. For centuries, the Uzbek people have strived for good neighborliness, comprehensive support for their neighbors, and have done a lot in this area.

Strengthening friendly fraternal relations of independent Uzbekistan with the Central Asian republics and Kazakhstan, deepening and further development of deep socio-economic relations with them, expanding scientific and material cooperation is a very important priority of Uzbekistan's foreign policy. The pursuit of cooperation is historically unique to the countries of the region. This is determined not only by common boundaries, but, above all, by the closeness of national cultures, languages, customs and traditions. In our republic, living in peace, friendship and brotherhood with people of all nationalities, respecting each other's values , gives peace and tranquility to our people . [ 4 ]

The importance of interethnic equality and harmony in preserving our hard-won independence, which is sacred to us, and preserving the territorial integrity of our state is enormous.

As our country pursues the path of building a democratic society, one of the main issues to be addressed is to further expand the opportunities for the active participation of all nationalities in the socio-political life of society.

According to statistics, more than 130 nationalities and ethnic groups live in our country. Together, they make up the people of Uzbekistan. As we move towards building a free and prosperous homeland, a free and prosperous life, we must establish peace among nations.

The rapid growth of national identity is characterized by the absence of interethnic and civil strife in Uzbekistan, the prevention of interethnic and civil strife in Uzbekistan, despite the efforts of forces seeking to create and strengthen interethnic majors, peace, tolerance and respect for other nationalities. features.

At the end of the twentieth century, the mistakes of the former Soviet regime's policy on national issues, the fragmentation caused by injustices in the national interest, were happening in Uzbekistan, as well as in other republics.

However, as a result of the prudent policy pursued by the leadership of the Republic, the events that took place in such regions as Nagorno-Karabakh and Georgia did not escalate in Uzbekistan.

The qualities that have been formed over the centuries and permeated the way of life of our people, that have become an integral part of its national nature, have proved their importance on the eve of independence and in the first years of our independence. Uzbeks have always had friendly, fraternal, cooperative and good-neighborly relations with the peoples and nations living around them. The fact that this nation has been able to retain its unique sense of compassion is a unique feature of its own. It is no secret that in some of the newly independent republics, the representatives of the nation, who lived in the vicinity of independence and pretended to be brothers, were treated with disrespect. The fact that this has not happened in Uzbekistan shows the high morale of our people.

Mankind is now constantly pondering the question of "what the world we live in should be like," "how to put an end to bloodshed, extremism, and enmity between people." It is democratic not to misinterpret each individual and society in general, and to be tolerant of the opinions of others. The question of how to educate in the spirit of understanding that it is one of the most fundamental features of a legal society is also of great importance. Tolerance, that is, tolerance, is gaining priority in the conscious life of man and in the mentality of society, creating a new consciousness. The modern concept of tolerance has only recently emerged, and UNESCO has put a lot of effort into shaping this concept. In particular, the Declaration of Principles of Tolerance, adopted by the organization in 1995, defined tolerance as a value and social norm of civil society .[ 5]

In our national ideology, the main goal of which is to create a free and prosperous homeland, to further liberalize the life of society, it is emphasized the importance of ensuring interethnic harmony in the implementation of this main idea. At the same time, it is emphasized that evil, destructive ideas such as nationalism and chauvinism are the main threats to the life of society. Every member of society must always be aware of the consequences of such evil, destructive ideas and the need to avoid them.

Evil ideas such as aggressive nationalism and chauvinism have always been one of the main threats to interethnic harmony in human history, and they have not disappeared today.

The first part of this says a resident of the Republic of Uzbekistan '**... until the power chauvinism and aggressive nationalism inertsiyasiningzalvarliki faced him this power, for others it is paid for not knowing how dangerous that can be.**

Representatives of many nationalities and ethnic groups have lived in Uzbekistan since ancient times. The fact that there have been no national conflicts between them for centuries shows the eternal tolerance of our people.

Every citizen of Uzbekistan, who is a supporter of independence and prosperity of the Uzbek nation, must be faithful to the rules of interethnic harmony and friendship. Because the future of our independent state depends, first of all, on the realization of the national identity of the Uzbek people and on the territory of our country, regardless of nationality, religion, language and beliefs of everyone living side by side with Uzbeks and other nationalities. to know, depends on the establishment of friendly relations between them.

It is known from historical sources that the great statesmen Amir Temur, Ulugbek, Babur devoted their lives to strengthening inter-religious and inter-ethnic harmony and achieved certain successes in this field. The Jadids, the national progressive intellectuals of Turkestan in the late 19th and early 20th centuries, also articulated the ideas of religious tolerance. Their well-known representatives - MahmudhojaBehbudi, AbduraufFitrat, MunavvarkoriAbdurashidkhonov and others in their works and practical activities promoted the ideas of tolerance. In particular, the theme of religious and national tolerance occupies an important place in the works of A. Fitrat "Discussion" and "Stories of the Indian traveler". [6]

## CONCLUSION

Today, many nationalities and ethnic groups in Uzbekistan live a peaceful and prosperous life with equal rights and freedoms. They are working together to bring Uzbekistan to the ranks of developed countries.

In today's world, where great attention is paid to the development of the homeland and ensuring peace in the country, it is very important for multinational states to pursue a national policy based on the right, clearly defined goal. This will help accelerate development.

Improving relations between different nations, its harmonization is of particular importance in the period of the abolition of the former Soviet state, the establishment and development of new independent nation-states on the territory of this state.

This is a delicate issue that requires a careful and sensitive approach. In a multi-ethnic state, trying to resolve a national issue without taking into account the interests of all nations and peoples at the same time can lead to bad, negative consequences. It is necessary to avoid such mistakes, drawing conclusions from the consequences of mistakes made in the process of interethnic relations.

During the years of independence, it can be said that in all spheres of life in our country, including democracy and political reforms, the issue of interethnic relations in Uzbekistan is approached with special care.

From the first days of independence, attention was paid to the mistakes, shortcomings and shortcomings of interethnic relations during the former regime, which were gradually eliminated.

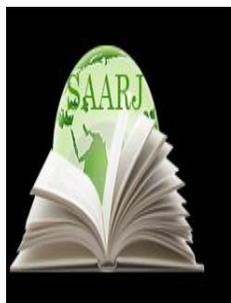
Drawing conclusions from the national conflicts in a number of regions, measures have been taken to ensure peaceful coexistence of all nations and peoples living in our country.

In our society, which consists of the unity of different peoples in terms of its composition and content, our legal framework is closely helping to maintain interethnic harmony.

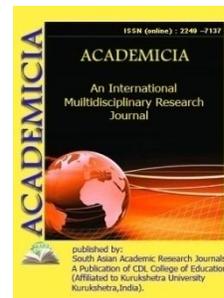
In Uzbekistan, there are public organizations, national cultural centers that serve the national cultural needs of certain nationalities living in the country. National cultural centers operate on the basis of the Constitution of the Republic of Uzbekistan and current laws on public organizations of the Republic of Uzbekistan. National cultural centers voluntarily unite citizens of Uzbekistan who are interested in the study, preservation and development of national culture, language, customs and traditions of a particular nation.

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## DEALEKT VOCABULARY AND ORONYMS OF SOUTHERN UZBEKISTAN

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### ABSTRACT

*South Uzbekistan zone is separated with richness in orographic objects. The population of oasis were engaged in cattle-breeding and agriculture. In their occupation and mode of life the forms of land relief –the Mountains, hills, soils, different, heights, gorges, ravines, fields, steppes and others were of great importance. In the result of local population's relation with such objects during long period in their speech were created the words, terms, word-combinations which expressed different forms of these objects and they played an important role in appearance of country's oronymics. In the article the question of participation of local geographic terms in building the names of orographic objects formed in speech of population lived in the South Uzbekistan oasis.*

**KEYWORDS:** *Orographic Object, Mountain Range, Passage, Peak, Hill, Height, Gorge, Ravine, Steppe, Desert, Pasture.*

### I. INTRODUCTION

Oronyms as one type of toponimics is closely connected with people's history and reflects social-economic life of people, characteristic features of cultural and spiritual relations and it is a linguistic layer and treasury. Oronyms are the first source in decision some problems, which belongs to the development and history of formation of language and dialects. As well, the people, who has lived or living in definite zone, their ideological-political, economic-cultural, ethnic structure and origin migration and integration and occurrences concerning to other events are found its reflections. Even some of them may give important information about the dynamics of historical changes of geographical and natural conditions of above mentioned zones. Research

object of this scientific work is considered oronyms of the Uzbek language, and it is studied on the base of South Uzbekistan materials.

## II. METHODOLOGICAL BASES AND METHODS OF RESEARCH

Methodology of research is based on historical tendency obeyed in linguistics, i.e. all events in certain historical process are based on interpretation without parting from historical preconditions and occurrences.

Scientific and theoretical base of research consists of methods analyzing scientific opinions which are being used in toponimics of Modern linguistics.

As well, in linguistic research of oronyms it is worked approaching to dialectical laws combined with community and particularity, essence and event, form and content.

As the main method of research were used comparative- historical, analysing according reestablishing and dormant, structure and formation with comparing language facts.

## III. SUMMARY ABOUT OROGRAPHIC OBJECTS OF SOUTHERN UZBEKISTAN

The South Uzbekistan zone which includes Kashkadarya and Surkhandarya regions is particular separated with reflection of natural-geographic features natural to whole Uzbekistan. Because the South Uzbekistan zone is rich in vast Mountain ranges, high Mountains, high peaks, deep gorges passed through high Mountains, hills, tops, hills of different size and height, wide pastures, steppes, deserts and other orographic objects. The North border of Kashkadarya passes through Mountains of Zirabuloq-Ziyovuddin, the west border –through the heights of Jarkok, Mubarek and Dengizkul. The sands of Sandikly in the South and West separated the country from Turkmenistan. Gissar Mountains in the East of Kashkadarya, Boysun Mountains in the South-East separates region from Surkhandarya. The land is stretched from West to East about 300 km, from North to South about 200 km.

The land surface of Kashkadarya from East to West is slowly fall down, first into hills, then transited into plains. In the North-East of it the Mountains of Chaklikalon, Karatepa, Zirabuloq-Ziyovuddin which are considered as the Western continuation of Zeraphshan range.

The highest peak of these Mountains amount to 2500 metres. The Chaklikalon Mountains are stretching along the scope, the highest peak Zebonachieves 2336 metres. The Chaklikalon Mountain comes to an end at Takhtakoracha (1630 m) then Koratepa Mountain continues to the west side. The highest peak of Koratepa Mountain achieves 2195 metres. On the west part of Chaklikalon Mountain the Girqtog Mountain is situated. Particularly one of the deepest caves Keely in the Commonwealth of Independent States (1082m) is situated in this Mountain.

Gissar is considered as the highest Mountain range of Kashkadarya region. This Mountain range consists of several branches of ranges. The largest of them are considered Hazrat Sultan, Chakchar. Some peaks of these Mountains reach to 4643 metres. There are such glaciers as Seversov (2,3 km long, 1,38 sq. km in area) and Botirboy (2,2 km long, 3 sq.km in area) in these Mountains. In the East of Chaqchar Mountain Boysun range is situated. The low part of Mountains related to Kashkadarya region is adjacent to the hills. In the North the hills begin from the South foot of the Mountain Goratepa and continues till Guzar. The hills cover up the flat of the region in the East side and commonly named as Koratepa, Miraki, Yakkabog and Guzar

hills. But the parts of these hills and different pieces has their particular names. Between Zerafshan and GissarMountains low land of Kitab-Shakhrisyabz is located. Large number of orographic objects in different forms and size are met in this low land.

The great part of Kashkadarya region form flats. These flats consist of Karshi, Jom, Malik, Karnob, Nishan steppes. In general the flat part of Kashkadarya region from East to West is came down. In the East part of plain is higher from the level of ocean in 550 m, in Karshi it falls down in 378 m, in Moobarek-278m, in Sandikli sands-230m. But there are remains of Mountains in flat part of the region. The most important of them are Moymoqtog (Moymoq Mountain 500 m), Jarqoq (397 m), Dengizkol (485m).

In central part of Kashkadarya region Karshioazis is situated. In its North -West part lies Karshi Steppe. Karshi Steppe occupies a great area, its surface is not flat. Different specific orographic objects are also met in this steppe zone.

Surkhandarya region is located in the South of Uzbekistan. It includes Mountains which surround Surkhon-Sherobod valley and around it. The region from East and North-East borders with Tajikistan, through Bobotog and Gissar Mountains. Surkhandarya in North-West borders with Kashkadarya, the border passes through Chakchar and Boysun Mountains. In the West the border with Turkmenistan passes through the part Soovayirgich of the Kuhitang Mountain. In the South the border considers with the state frontier which passes through Afganistan and Amudarya. The region from the North-East to the South-West the country stretches more than 200 km long, 145 km wide.

As neighbourhood of Surkhandarya is surrounded with Mountains various orographic objects are spread in the land. The region is considered as the ancient domicile of culture. In this area famous historical memories Zarautsoy canyon and the Teshiktosh cave where ancient humans bones were found. Natural –geographic land surface of Surkhandarya zone is not identical. From the North it is surrounded with Gissar range stretched along width. The height of this range reaches 4500-4600 metres. The highest peak in Uzbekistan Khazrat Sultan (4643 m) is also located here. To the South-West Gissar Mountain range lowers and separates into several networks. Such networks as Chakchar, Boysun, Surkhontog relate to boundaries of this zone.

In frontier part of Surkhandarya with Kashkadarya Chakchar Mountain is located. The highest peak of it is Khorasan, its height reaches to 3744 metres. The Boysontog Mountain is also much high, some tops of it in the North-East reach to 3700 metres. In the South–West of Boysontog is Kuhitang Mountain located. Kuhitang spread out for 50 km to the South–West its height reaches 3137 m. In the East of Boysontog, side by side to it Surkhontog is located, it stretches in short distance, but it is high (3722m in height). In the East of this Mountain Sherabad low Mountains (1126 m) are located. In these Mountains lime rocks that are common in the mountains are melted by water and formed a large number of karst and caves.

In particular, there are comparatively many caves in Kuhitang Mountain, some of them 4 km in length.

Mountain streams and caves in Boysun, Kuhitang and Surkhan ranges were living places of ancient people. The most famous of this ancient settlements are in the Zarautsoy Gorge, on the slope of Surkhantog.

Zarautsoy historical monuments, which are of great importance in the world civilization, are protected by the state. It is ought to note that the nature of Zarautsoy is very beautiful, surroundings consist of limestones, the Mountain slope is steep. There are many caves and steep cliffs in the gorge with animals' illustrations (in 15 places). Besides, in Teshiktoshgorge in the valley of High Machay river at the outset of Sherabad river are found the bonds of ancient man. These facts indicate that there were primitive settlements in the Surkhandarya valley, and that the signs of life date back to ancient times.

To the east of Surkhandarya natural –geographical region is Babatag. The Mountain is much destroyed and fell, the highest peak Zarkosa is 2292 metres in length. Babatag in the direction of Surkhandarya valley and in the direction to the South is slowly falls down.

In the region, between mentioned Mountains Surhan-Sherabad valley is located in the country, among the above mentioned mountains.

Surkhandarya valley is flat with a height of 550 m in the North-East, and it falls down towards the South-West and on the Amudarya coast it makes up 270 metres. On the South-West of Surkhandarya valley some obstacles are situated (located). The most important of them are an old, Termiz, Uchqizil, Zang, Hovtog are in the right bank of Surkhandarya, Jayrophona, Kokaydi, Lalmikor... are on the left bank. Their height are about 400-700 metres, the upper layer is flattened and hollowed with steams.

There are also sands in the southern part of Surkhan-Sherabad valley. The biggest of them is Kattakum which is situated on the East part of Khovtog and Uchkizil borders. These informations<sup>1</sup> about natural-geographic features of the South Uzbekistan zone which include Kashkadarya and Surkhandarya regions shows its extremely richness in orographic objects. Many of these objects have peculiar names<sup>1</sup>.

#### IV. LINGUISTIC BASIS FOR NAMING OROGRAPHIC OBJECTS

Historical-linguistic study of these names, called oronyms in linguistics is of great importance. Since ancient times, the main part of the population of this region organize the representatives of population who talk in South dialects of Uzbek as well as in South-East dialects of Tadjic language.

Analysing the oronyms of Southern Uzbekistan one fact draws attention not the names of mountains, peaks, glaciers, hills and similar to them any orographic objects are named but the objects, which have special importance for local population. The name is related not to the whole mountain range but a separate part. The name applies not only to a whole mountain system, but to a particular part of it. The names are given to peaks, rocks, mountains which are separated with some respects, ravines, stones pastures and passages. In the examples of oronyms we can determine several laws which are common in formation of toponyms. In particular, the shape of the mountains, rocks, peaks, their nature, and location of mountains, can be the basis for the formation of oronyms.

As is generally known from investigations nouns, orographic terms (mostly their dialectal form) plays the main role in formation of oronyms. These peculiarities we can see in the following examples which take part in formation of South Uzbekistan oronyms: *tog'*, *tosh*, *qoya*, *qiya*, *cho'qqi*, *qir*, *tepa*, *dovon*, *bel*, *sirt*, *adir*, *ort*, *do'ng*, *cho'l*, *gaza*, *dara*, *tangi*, *zov*, *jar*, *ko'h*, *kamar*, *to'da*, *sang*, *dala//tala*, *dasht*, *mo'la*, *nura*, *o'r*, *o'ra*, *maydon*, *aydar*, *mas//mos*,

*taxta, karta//qarta, alang, qo'l, shoti, ayri, suyri, aqba//ag'ba, yaylov, yayloq, chovra, bitov//pitov, xuchchi, tubak, qaloq, dum, bo'ktar, hayot, qashqa, qatov, qoboq, singir, to'qay, joy, paykal, chag'il//chag'al, chag'at, supa, yona, shiram, handak, g'urum, qum, chamber, qaqir, taqir, dagar, jol, to'la, yer, bayir, mozor, sho'r, bet, hvol, g'or, poya, qo'ruq, gul//kul, tuz, chalqa, ota, shayit, tumshuq, kapug', darvoza, darband, qiz//quz, ti//tig'//teg, baroz//barzu, shirdon, bo'z, jira, qayir, bo'yin, bo'ynoq, bolder, changal//jangal, angar, pushta, qasova//qasag'a, orqa, orqavul, burun, oshuv, o'y, toqcha, qapchigay, ham, yovon, yoz, xovar, jovuz, o'lang, zarang, sahro, uz, chartoq, sangir, bodiya, mag'ora, dapsan, jo'sha, tarma, tirsak, chosh//shosh, chek, ungur, chordara, chig'anaq, ang'iz, qo'riq, qo'riqxon, oston, jo'lg'a.*

## V. PARTICIPATION OF OROGRAPHIC WORDS AND TERMS IN FORMATION OF SOUTH UZBEKISTAN ORONIMS

Orographic terms are inseparable part of any language. Because in the structure of vocabulary the positive forms of relief (mountain range, peak, height, hills, of different forms and size, we can't imagine a language which doesn't have the words which express negative forms, such as (lowlands, depth, gully, valleys, steppes, plains, ravines and others). Besides this, it can not be found any local dialects which has no local geographic terms connected with reflection of different details of relief [1].

In general the relationship between scientific and popular geographic vocabulary is considered as analogous relation between literary (public) and dialectal words. It should be noted that dialectal words can also be localized forms of literary words. In its turn spreading of local geographical terms is also limited.

The Southern Uzbekistan region according to its ethnic composition is of karluk and kipchak dialect demonstrate many dialectal, mixed dialectal, bilingual (Uzbek-Tajic, Tajic-Uzbek) features.

These features are reflected in language of the people of the area, in all relations which are carried out in the sphere of this language, particular in its oronymics. It is known that some of the inhabitants of the area in the past have been engaged in cattle breeding and partly in agriculture. In their occupation, lifestyle, the forms of relief-mountains, hills, dry lands, different heights, ravines, gullies, steppes and others were of great importance. As a result of relations of local population with such objects during long time were formed the words, terms word-combinations which expressed different forms of these objects, they played an important role in appearance of the country oronymics. For example dapsan//dapsan- "flat height, swelled hillock", -qovoq- "the surface is flat, stretched and the hill with slope around", tahta- "flat area on the plane surface of mountains, mountain ranges"; khovar- "level place", chovra//chobra- "hill, steppe, pasture", shiram- "the place one side of which is a steep jar, the second side place adjoined with the foot of the mountain or hill", qaloq- "an obstacle wall formed with stones or done naturally or artificially", qat- "stone layer", qatov- "a little peak, stonely rock", khoochy- "stone, peak, upper point of the hills, the top part"; sina- slope, the upper part of slopes"; the words zov, jobiz//joviz, ora, or, kotal, jorma, qaznoq, chak are among them. Many oronymes of the Southern Uzbekistan are created with these words. They are usually the second component in the structure of oronyms. They represent the indicative nature of the type of orographic object. These words may be also attributive component in the structure of oronyms. In this case, the name represents any of characteristics of an orographic indicator that comes as a second component. Below, we'll

stop on some words which have local character in possibilities and features formation of oronyms.

**Chovra//chobra.** Mainly the word is typical to speech of the population of Chirakchi region expresses the meaning of the place, consisting of low-height hill. Chovra is such type of the hill which can be only used as pasture. This word, which has an orographic meaning, has served as an indicator in formation of some oronyms: Kizilchovra (first it was the name of the hill, later transformed to the name of the nearest village), Kattachovra, Bolakchovra, Toshchovra (the names of hills). The first component of the names kizilin words expressed the different signs and features of the soil (colour of the soil), "large size", piece "place", stone (the structure of the soil).

**Qaloq.** This word is typical to speech of cattle-breeders Dehkanabad, Boysun, Sherobod, Kokaboloq. In other areas, the word is not used. That's why oronyms formed from this word are not met in other areas. In lands showed above there are some names of places formed from this word. In addition, the word qaloq is also actively used in speech of the population of these regions as appelyativ. This word according to historical formation was in the form qala+k (after adding affix q to the base happened exchange of the voice a>o, it means natural and artificial obstacles which represent the movement associated with the concept of the core. The population engaged with cattle –breeding used to build stone walls and walls for livestock used it as a place for keeping livestock. Also, in the mountainous areas, as a result of erosion, displacement and erosion of rocks as picked with hand the heap of stones are also named with the term qaloq.

This indicator on the base of this meanings serves in the formation of oronyms. Chavliqaloq (Dehkanabad, pasture), Qaloqlidara (Dehkanabad, ravine), Qoşqaloq (Dehkanabad, hill). Oronyms made with the help of this indicator will later be renamed to another object: Qaloqlidara (Dehkanabad, village). This word may also be a definite component of other type of the name of object: Qaloqjilga (Dehkanabad, small river)

**Zov** is considered as one of terms of orographic character typical to speech of the population of Mountain zone. Zov is also an orographic object that resembles a jar but differs according to its specific shape. A man who doesn't know the conditions of Mountain region may not be able to distinguish it from ravine. Ravine is appeared in the result of water collection, washing and land moving. Zov may be on the slopes of the hills, mountains and hills. One or two sites of zov are like the ravine may be as precipice. Therefore, such places are considered dangerous for human and livestock movement. The word zov, as an orographic indicator, served in formation of a number of oronyms. It is mainly the second component of oronyms, and expresses the type of the object. The words that are the first component to it shows the different features of the object. For example, Oqzov (Chirakchi) – a large zov (there is a big meaning of the word oq in oronymics), zov (ravine) soil of which looks white; Sarizov (Dehkanabad) – a yellow zov (the word sariq – yellow expresses the meaning similar to white) zov which soil looks yellow. Kattazov (Chirakchi) Kichikzov (Chirakchi), Qorazov (Dehkanabad) – zov, the depth of which is of large measure (*qora* – shows various meanings in oronymics, as well as, shows that a size of the mark is large as compared with objects expressed the negative forms of relief), Toshlizov (Sherabad) – it is a zov stones of which comes off from walls.

This word as the first component of places names, expresses sign – feature of named object: Zovqoton (Dehkanabad) – the stall built in ravine place (may express the meaning of natural

stall). Joined with the word expressing hydrographic object formhydronym: Zovariq (Baysoon)- is a ditch with steep and deepedges.

One more local term typical in formation of the South Uzbekistan oronyms ishovar. According to its origin, the word concerns to the Persian-Tajik language is widely used in speech of local population. In kipchakdialects of Kashadarya it expresses the meaning of little flat place in hills and on the foot of Mountains, flat land in hills and area. This word is mostly used in speech of population who is busy in agriculture. Oronyms formed with this word are dependent with agricultural profession. They created the name of places on the base of meaning which explain the object: Kattakhoval, Kichikkhoval (Chirakchi, pasture), Uriklikkhoval (Dehkanabad, place), Pastakhoval, (Altinsay, place), Ariqlikhoval (Dehkanabad, place), Toshkhoval (Qamashi, place) and others.

In Uzbekistan oronyms are met the names of places which had formed from the word kotal. Most of them correspond to borders of Kashadarya region. For example oronyms Kattakotal, Kichikkotal (Chirakchi), Archalikotal, Toshkotal, Ayrikotal (Dehkanabad), Qoshkotal (Qamashi) Kotaltog, Kokkotal (Yakkabag), are formed from oronym Kotal, (Chirakchi) including the names of villages.

In Tojikistan and Kirgizistan oronyms with lexem kotal are widely spread. In work "Zafarnoma" only oronym Oqkotal formed from indicator kotal is met [2]. In "Baburnama" about 30 oronyms formed from this word are brought: Bobur used this word in the meaning of mountain road and a mountain pass". The way rises higher. They say it Kotaly Zarrin" [3]. S. Qorayev noted this word in mongolian "passage", the way across the Mountain [4]. The word Kotal according to the origin is an ancient lexeme similar to period of the Altay language related to Turkish-Mongol language. In Mongolian khotal means "hill, not so high slope height" [5]. According to its historical structure the word is composed of two morphemes (kota+l). Here kota is a root morpheme (according to the meaning it fits to the verb), -l is considered as supplementary morpheme (noun formed affix from verb). Based on this it may be said that it expresses the road which may be an instrument for rising to the height. So, kotal means "Mountain road". Oronyms made of the word kotal find its explanation on these bases.

Research of the Southern Uzbekistan oronyms has also showed that some of them are based on the meaning of orographic terms used in dialects of common people's speech. The linguistic features of oronyms formed with the words in this group are opened on the base of properties of terms in dialects which are the base of nominations.

It is known that some words related to literary language have new meanings in the local dialects and in the speech of rural population. Oronyms may be formed on the base of meanings in dialects. In determining and analyzing the linguistic properties of such oronyms it is important to take into account their such aspects.

We considered to pay attention to some words related to this group met in the structure of oronyms.

One of such words which have such properties is *qovoq*. The main meaning of the word *qovoq* is a part of human's body, the place between eyes and eyebrow. The word with the help of metaphor represents the type of orographic object. *Qovoq* is a type of height, that is a height similar to pumpkin. This type of height is flat, and can be used as pasture. The term is used in

formation of oronymson the base of notion which express itself: Khusanqovoq (Dehkanabad) Kattaqovoq, Toshqovoq, Archaliqovoq (Dehkanabad), Mungqovoq (Baysoon), Yakkaqovoq (Altinsay) and others. The word qovoq may be the second component of names and denotes the type of the object. The words which are the first component express different features of the named object, to whom it corresponds, its size, form, structure of the soil, what plants grow. For example Khusanqovoq – is the height related to man by the nameKhusan, Kattaqovoq- is the height with large measure, Toshqovoq- is the height with a lot of stones, Archaliqovoq –is the height place, where the tree (archa)has grown, Mungqovoq is the height related to the family Mung, Yakkaqovoq is a lonely height in a separate place.

Also the word tuvak//tubakwhich is used in the literary language to mean flower pots which is used as a term in local conditions. Here with the way of metaphorhappenedturning the meaning and it turned to the term expressing the type of object similar to negative form of relief. Tuvak//tubakis a type of depth similar to the pot dependent to the main meaning of form.Its beginning is wider and narrows down to the depth. The term expressed this meaningserved to form the names of objects of such type: Qoshtubak, Kamartubak, Chuqurtubak, Uzuntubak, Yakkatubak, Yolgiztubak, Teshiktubak (Dehkanabad, Baysoon,Qamashi). The word *tubak* which expressed the name of the object was the second component. The first components of the names were the words*sqosh, kamar, chuqur, uzun, yakka, yolgiz,teshik* expressed different features and marks of the name of the object.

In literary language the duplicate of the word laddershotilexem in local conditions acquires its own meaning. *Shoti*is a local name of the device for climbing up anddown. The word with this meaning in Dekhkanabad, Kokabuloq, Boysoon districtsby metaphoric way with changing the meaning turned to term expressing orographic idea. So, shoti as an orographicterm means path on the slope of the hill and high places. This term served in formation of oronyms on the base of notion expressed itself: shoti (Dehkanabad, kamar; Qamashi, hill), Qoshshoti, Ayrishoti (Dehkanabad,hill), Yolshoti (Qamashi)Balandshoti (Baysoon). If the name of the second component indicate the object type what the semantic property is in the name, then the meaning of the first component of the name will also be clear. It appears an opportunity to note them on this way. For example, in the nameshoti the indicator has directly turned to the noun, Qushshoti – is a hill with two pathes, Ayrishoti is a place devided into two pathes, Yulshoti is an easy path range, Balandshoti is a range with path on the upper part.

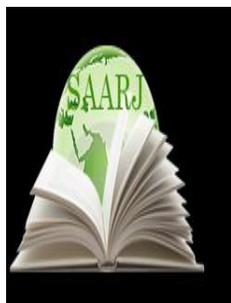
## VII. CONCLUSION

In summary, oronyms are created within a particular region, so they are dialectal according to their creation. Orographic objects may initially be named by a group of people (of nearest villages, stock-breeders, farmers) who interact with the object. In the process of naming the vocabulary units that are typical to these people are involved. In addition to the words that are specific to the literary language, names appear from words of local character. In the process of naming, words belonging to the national language may also reveal new meanings in the context of the local language. In its turn dialectical words that are used within a particular area may also extend out of their shells to different regions, and have their own specific but common meaning. Such words which have local character, in the Southern Uzbekistan oronymics, make up considerable amount. They have gone through the formation phase as an orographic term and

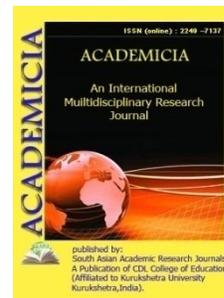
have become terminology. Some of them are used only as a term, some of them serve as oronymic indicators in the formation of names of orographic objects.

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## DISCOURSE ACTIVITY AND INTEGRAL SENSE FORMATIONS

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### ABSTRACT

*The word "formation" has been chosen for a reason: the root of this word suggests that the integral sense formation is a cognitive unit, a form of some reality. On the theme of restrictions on posed by the linguistic reality on the objective reality which it reflects, we should not forget about those types of ISF which have a super structural character. These superstructures are various, ranging from the metric/rhythmic to the narrative. It is quite natural for scientists to attempt to find the integral of all these socio-cultural variables related to LP. To this end, they try to establish the national type of LP, with the average level of its knowledge. The future is visualized as being behind us because it cannot be seen" (ibid.: 144). The same can be said of the systems of values and attitudes, of such axiological oppositions as "good-bad", "positive-negative», etc. Thus, LP is a schematic subject (an integral formation itself) making use in its verbal activity of many types of ISF; otherwise, interpersonal and cross-cultural communication would be impossible.*

**KEYWORDS:** *Socio-Cultural, Visualized, Metric/Rhythmic*

### INTRODUCTION

Consider LP (language personality) as a person capable of performing verbal activity - constructing and comprehending utterances and texts making use of ISF (integral sense formations). We must differentiate between the collective LP in whose mind exists the general

picture of reality as a variety of meanings, and the concrete LP, performing verbal activity which has a sense (communicative) character per se. Thought is the subject of this verbal activity: it is not the meanings, but the sense which is conveyed in the process of verbal activity. Sense is not simply the total sum of meanings, but the formation of a new quality - the integral.

Having assigned the notion of meaning to the units of language and the notion of sense to verbal utterances and texts, let us move on, remove the boundary which exists between semantics and pragmatics, considering that the sense of the utterance contains all information related to the correct interpretation of this utterance.

The word "formation" has been chosen for a reason: the root of this word suggests that the integral sense formation is a cognitive unit, a form of some reality. If one takes the view that in verbal activity a person, with the help of linguistic signs, forms a picture of the reality around him, then one can take ISF as being the form of all these components - the objective reality, the subjective reality and the linguistic reality (this distinction, naturally, is made purely for scientific purposes).

The basic type of ISF is proposition as the structured form of objective reality at the sentential level of discourse. In this way the whole text can be seen as a sequence of propositions, or a hierarchy of predicates. ISF can have more complex forms such as frames and scripts which are structured formations with a number of variables (Berger 1996, 38). Proposition is only a semantic-syntactical invariant which is the basis of other types of ISP, for example, theme and rhyme (topic-comment) which give form to the elements of the proposition.

Including in our analysis the subjective attitude of a person to the objective reality reflected by linguistic signs in the form of the proposition, we should note the existence of modal ideological and cognitive-axiological types of ISP. Modal types of ISF are traditional components of the modal frame which restricts the proposition as far as reality/unreality of the facts reflected is concerned. Teleological types of ISP are illocutionary types of speech acts. Cognitive-axiological types of ISP arise when utterances are embedded in a broad socio-cultural context.

Defining sense as the common part of the two sentences which are mutually translatable is reducing the sense to the semantic-syntactical invariant (proposition). However, moving away from the logical basis of ISP to their real psychological basis, scientists talk about propositional beliefs, values and attitudes (Tyler 1978, 244; van Dijk Kintsch 1983, 118). We cannot really understand the sense of many utterances without realizing the cognitive-axiological character of ISP. For example, even such a universal dimension of objective reality as Time may give rise to a variety of different types of ISP depending on different socio-cultural context. For instance, unlike most Western cultures, "the Hopi Indians pay very little attention to time as we know it. They believe that each thing, whether a person, plant, or animal, has its own time system" (Samovar et al 1981, 53), and "the Quechua language of Peru uses orientations to past and future that are the opposite of those found in the English language. In Quechua, the past is visualized as being in front or ahead of us because it can be seen. The future is visualized as being behind us because it cannot be seen" (ibid.: 144). The same can be said of the systems of values and attitudes, of such axiological oppositions as "good-bad", "positive-negative», etc. Of course all these types of ISF are interwoven in the language and are formed on the basis of the propositions of facts.

While propositional-factual types of ISF are invariants, independent of language and person, cognitive-axiological types of ISP loosen this frame due to the action of subjective factors which ultimately form the socio-cultural context.

Another type of ISP in which the subjective attitude of the person to the objective reality is seen through the choice of words is style. That is to say, style as an integral of various features characterizing the peculiarities of verbal activity of both a single person and a whole literary movement (Szabo 1985).

Having looked at the linguistic reality, it should be noted that rhetorical figures are one more type of ISF which have a linguistic origin. These figures which can be found on all linguistic levels, are characteristics of literary texts in the first place. As a rule, linguistic structures are quickly forgotten, since intellect processes them into cognitive structures: this process is known as "semantic integration". But sometimes the rhetorical figures get in the way of semantic integration and take on the features of ISF themselves. For example, when Demetrius, one of the characters of Shakespeare's comedy "A Midsummer-Night's Dream", says to Helen, "I love thee not: therefore, pursue me not", the syntactic parallelism acts in this way as a type of ISP.

On the theme of restrictions on posed by the linguistic reality on the objective reality which it reflects, we should not forget about those types of ISF which have a super structural character. These superstructures are various, ranging from the metric/rhythmic to the narrative. For instance, rhyme is one such type of ISP which cannot be overlooked in language processing (cf. the prose translation of Pushkin's "Evgenii Onegin" done by Uzbek poet Oibek).

Thus, the types of ISF are built upon the propositional textual basis, organizing but at the same time restricting it. A person with no knowledge of the range and uses of ISF is unable to perform verbal activity and cannot, therefore, be considered a language personality.

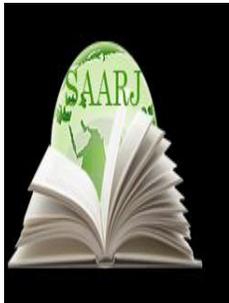
It should be noted that linguistic signs take on the features of ISF only in a broad socio-cultural context of communication. Thus, we may talk of the contextual determinants of ISP. Their objective-contextual determinants are historical, social and national variables, while the subjective ones are various psychological features of personality (age, individuality, sex etc.). It is quite natural for scientists to attempt to find the integral of all these socio-cultural variables related to LP. To this end, they try to establish the national type of LP, with the average level of its knowledge. The average personality is interpreted through the thesaurus of cultural knowledge which may be taken as a set of propositions having the same sense for all members of the nation.

Thus, LP is a schematic subject (an integral formation itself) making use in its verbal activity of many types of ISF; otherwise, interpersonal and cross-cultural communication would be impossible. The success of communication depends on the distance between the different types of ISP of two LP. Communication is made possible by the reflection of the objective reality as specific cognitive structures of universal character, which are unaffected by the differences between languages and different people. As these semantic-syntactical skeletons are being filled out with concrete psychological flesh, the distance between two LP may become greater. This is because communication gives rise to a certain cognitive shift, the nucleus of which are cognitive-axiological types of ISP.

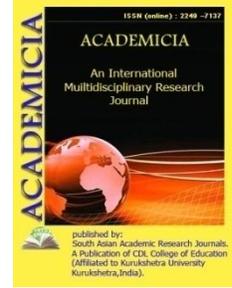
The integral units under discussion are, in our view, the units of sense analysis of utterances. The main tasks of this analysis are to look for the different ways in which all the information can be integrated into various types of ISF and categorize them, eventually aiming at building up a hierarchy of ISP as predicates of different orders.

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**A RESEARCH STUDY OF RELATIONSHIP BETWEEN STRATEGIC  
 HUMAN RESOURCE MANAGEMENT AND EMPLOYEE INNOVATION  
 (FROM THE EMPLOYEE'S PERSPECTIVE, ISLAMIC AZAD  
 UNIVERSITY OF URMIA)**

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**ABSTRACT**

*In accordance with this task, in teaching technologies should be changed: not just mastering knowledge, but the ability to filter out the necessary information, process it in the right way, and develop creative thinking in general. In fact, assessing the quality of education is a scientific task that requires the development of one's own scientifically grounded methodology, and verified methods. In this case, responsibility arises not from accountability, but from openness and transparency. At the same time, the procedures for assessing educational results become the weapon of the teachers themselves. Too many of them make assessment procedures extremely costly and does not leave schools the opportunity to assess those indicators that are especially significant for a given locality or culture.*

**KEYWORDS:** *Extremely, Accountability, Transparency*

## INTRODUCTION

Education is one of the most important social benefits. The education system plays an important role in a person's life, and one spends a lot of time for acquiring it (especially a child, teenager, young man). The quality of educational results and the quality of life of students, both in the learning process and in subsequent years, depend on the conditions in which the educational process is carried out.

Assessment of the quality of education is a scientific task that requires the development of methodology, verified methods, and an unambiguous research problem with a deep understanding. It is proposed to consider the quality of education as a multidimensional phenomenon: in the philosophical and socio-cultural, content-technological, value-worldview, communicative, structural and organizational directions. The combination of these areas allows us to designate an integral system for assessing the quality of education.

Defining the quality of education is an unambiguous research problem that requires deep understanding. The solution to this problem is of a practical nature, since the existing system for assessing the quality of education in secondary schools is fragmented and is based on quantitative, often formal indicators, such as the number of teachers with the highest qualification category, student performance, availability and correctness of paperwork, compliance with safety regulations, and others. In fact, assessing the quality of education is a scientific task that requires the development of one's own scientifically grounded methodology, and verified methods.

The quality of education is a phrase, the meaning of which is defined by two terms: education and quality. Education can be considered in several aspects: philosophical and socio-cultural, content-technological, value-world outlook, communicative, structural and organizational. Consequently, the quality of education can also be considered in all the listed aspects. The quality of education is a multifaceted phenomenon that requires measurement in the direction of several vectors.

In the philosophical and socio-cultural aspects, education is viewed as a phenomenon of an epoch-making historical scale, at the level of extreme values, it is thought of as matrices that form the image of civilization and society [1]. Education is seen as the transmission of culture in the broadest sense. Accordingly, quality education is an education that is inextricably linked with culture, conveys knowledge, values, relationships that help to form society. To answer the question about the quality of education, it is necessary to make measurements in the following directions:

1. To what extent education reflects the culture of society, in what relationship culture and education are: does education correspond to culture? Does education a part of culture, or do education and culture contradict each other?
2. What is the place of the institution of education in the socialization of the individual? Can it compete with other institutions of socialization, with the exception of the family?

Let's try to analyze the quality of education in the proposed areas. The modern education system is in crisis. If we talk about the relationship between the socio-cultural development of society and education, then at present there is a gap between education and culture associated with global changes. Firstly, we can include the globalization of the world community, the integration

of knowledge, and national economies. Secondly, the spread of information technologies, as a result of which the interaction of cultures, values, knowledge becomes more dynamic. The student is required to be able not only to assimilate knowledge, but to understand their huge flow, the ability to think critically, the ability to cognize, and others. Accordingly, the main task of quality education is not just to form certain knowledge, but to teach one to navigate in modern information. In accordance with this task, in teaching technologies should be changed: not just mastering knowledge, but the ability to filter out the necessary information, process it in the right way, and develop creative thinking in general. And modern education is aimed at a simple transfer of knowledge, and memorization. The crisis in this direction is aggravated by the fact that new values and worldview are adopted by the new generation, and the generation of teachers brought up within the framework of the value system that has existed for a long time that adheres to the old worldview.

If we talk about the place of education in the socialization of the individual, then there is also a certain weakening of the role of education. It is connected with the fact that new social institutions have appeared that claim to transmit knowledge and cultural experience. Traditionally, socialization has taken place within the family and school.

#### **Several volunteer groups act as stakeholders:**

**1. Students and teaching staff as direct participants in the educational process.** Students' needs are related to education, personal and social development. The needs of the teaching staff are associated with the self-realization of teachers, as well as with their development as professionals.

**2. Family, parents of students.** The family is one of the main consumers of the educational services provided by the school. The social order of parents is expressed in what parents generally expect from a child attending school, what, in their opinion, should be the content of education, the content of upbringing, in what form it can be implemented, what additional services may be in demand, and others.

**3. Institutions of primary, secondary, and higher professional education.** The social order of vocational education institutions is expressed in the requirements for school graduates as potential applicants and as future students.

**4. Economy represented by potential employers.** The social order of institutions from employers is expressed in the requirements for school graduates as potential employees.

**5. State.** The social order of the state is expressed in the requirements for school graduates as citizens of the country, and members of society.

In a situation where education is focused on fulfilling a social order, i.e. exists within the framework of the socio-centric model, quality education is education that maximally satisfies the social order of each of the groups - participants in the educational process, while not contradicting the interests of any of the named groups. Accordingly, the main vector for measuring quality is the satisfaction of each of the groups of social customers. The content of this vector for measuring the quality of education depends on the content of the social order.

The quality of education in secondary school is a whole complex of parameters and includes several areas. Each direction corresponds to a certain aspect of education:

**The first direction** is the parameters related to the understanding of education in a broad philosophical and socio-cultural context. This group includes, firstly, the ability of education to broadcast the existing culture, and secondly, the ability of education to occupy a leading position (following such a social institution as the family) in the socialization of the individual. From this position, education is experiencing a deep crisis associated with the gap between culture and education, as well as the weakening of the role of education in the transmission of cultural values.

**The second direction** is associated with the understanding of education in the content-technological aspect. This group includes parameters that reflect the correspondence between the type of personality that is formed by education and the model that is characteristic of education. Currently, the prevailing socio-centric model of education, focused on the social order. Therefore, here it is possible to single out as a quality standard the formation of a personality that most closely matches the social order of each of the groups of participants in the educational process.

**The third direction** is associated with the understanding of education in the value-worldview aspect. The parameters that characterize the quality of education are the presence and quality of upbringing, the formation of values, worldview in the learning process. At present, the resumption of education within the school is taking place; the question of the content of education has been raised.

**The fourth direction** is related to the understanding of education in the communicative aspect. The parameters for measuring the quality of education are related to the parameters of communication. The modern school seeks to establish feedback between the participants in communications, to the open nature of relations.

**The fifth direction** is associated with the understanding of education as a specific organizational structure. The parameter for measuring the quality of education will be the effectiveness of education as an organization from the standpoint of management. In the modern school, there is an attempt to decentralize management by involving participants in the educational process in management.

The state system for assessing the quality of education which currently exists affects only on some aspects of the quality of education: the structural and organizational aspect, as well as the implementation of the state social order (the presence of certain knowledge, skills and abilities among schoolchildren, academic performance, compliance of educational programs with the state standard, and others.) Accordingly, in these areas, quality measurement techniques are the most developed. Measurement of the quality of education in other areas is often absent. Therefore, the task of creating an integral methodologically verified system for assessing the quality of education remains urgent.

Apparently, the intensity of discussions on this issue has reached a stage today when it becomes necessary to “clear up” the terminology and disclose those contexts that arise in connection with the implementation of certain approaches to assessing the quality of education, and we are trying to solve this problem in this article.

1. We do not discussing here the question of what is the content of the criteria for assessing the quality of education, just we will analyze what to consider as a good quality and what is bad. We

will be interested in procedures and approaches to measuring the quality of the results of the work of the education system, and not in the question, for example, which results are more important. From this position, it does not matter whether we are talking about obtaining certain knowledge, abilities and skills or about the formation of abilities as the goals of education. This approach significantly distinguishes the proposed angle of view from recent discussions, which have focused mainly on the discussion of criteria for assessing quality. Our attention to forms and procedures is explained not so much by the fact that we are indifferent to quality criteria, but by the fact that, from our point of view, the procedures and approaches to quality assessment set the most important institutional context of the reform, to a large extent form the very results that then are evaluated.

2. We distinguish between a possible quality assessment system (quality management) and a system that ensures certification of individual students. From this point of view, all kinds of testing services (uniform examinations) should not be equated with quality assessment services. Their data, of course, should be used in assessing quality, but the direct identification of the totality of individual educational results, measured by standardized procedures, with the quality of the education system seems to us inappropriate.

3. We discuss the assessment of the quality of education in relation to a decentralized and variable education system. In a homogeneous centralized system, quality assessment tasks are posed in a completely different way, since the process is strictly regulated there.

What is the purpose of quality assessment? All above are about quality assessment, and it is a good desire to improve the quality of education. However, as often happens in social systems, the implementation of a tool designed to achieve a good goal leads to very contradictory results. Therefore, it is increasingly common to hear that quality assessment is needed so that (especially in a decentralized system) government can receive timely and reliable information about how the system works, how effectively budget funds allocated to education.

Let's pay attention on the problem of improving the quality that is being discussed, as the problem of providing higher authorities with information, the problem of monitoring the activities of educational institutions. This is clearly a substitution of goals. This substitution is extremely remarkable, since it reflects the difference in approaches. Recognizing the independent importance of the task of providing governing bodies with control information, we implicitly identify the quality of the work of educational institutions with the degree of administrative control. The solution becomes itself in the end.

We emphasize that we do not argue with the need to move information flows from the bottom up, but the task of ensuring this movement is subordinate secondary. It makes sense only in the context of the general task of improving the quality of the work of real teachers and school principals.

Thus, we emphasize that, from our point of view, the goal of creating a quality assessment system is to create conditions for improving the quality of education through increasing the flow of information about educational outcomes and relevant factors.

We also emphasize that for all the indisputability and even triviality of this statement, many projects for creating quality assessment systems are not really oriented towards the above goal as verifiable and achievable.

The modern history of education provides two fundamentally different approaches for assessing the quality of education in decentralized educational systems, and let's consider them below.

**Assessment as a test.** In one case, a quality assessment is needed by higher authorities to assess how the subordinate schools are performing. In this approach, a set of indicators and assessment procedures are developed at the top and applied in a standard and "inevitable" way to schools. In fact, this scheme implements not the idea of responsibility, but the idea of controllability.

**Assessment as a mechanism for dialogue and self-development.** An alternative is the approach in which the main consumers of information about educational results are the direct participants in the educational process - teachers, students and their parents. In this case, responsibility arises not from accountability, but from openness and transparency. At the same time, the procedures for assessing educational results become the weapon of the teachers themselves. In this approach, the core of the quality assessment system is the methodological work to provide schools and teachers with new means of assessing the achievement of educational goals, new means of dialogue with the extracurricular community. The undoubted advantage of the second approach is that the process of collecting information about the quality of education is at the same time a process of development of the teacher and the school institution itself. Thus, the modern idea of management as learning is realized.

It is argued that decentralization already gives schools a lot of freedom, so in order to maintain a balance freedom must be limited through quality assessment procedures. Although, here formal considerations lead to a logical error: it is overlooked that the goal of decentralization is to strengthen independence at the level of educational institutions, therefore, the main task of assessing quality in a decentralized system is to strengthen this level at which really effective decisions are made.

**Finding a balance between control and dialogue.** Comparing these approaches, we consider complete administrative control or complete abandonment of administrative control. We emphasize the need for a balance in which it is clear that the most important driving forces for high quality education are independent and competent teachers, independent and self-governing schools, dialogue between parents and schools, dialogue between schools and the educational policy department. At the same time, one must understand that behind these approaches lie two different educational philosophies:

**In the first case,** general education is understood as the sphere of investment of state funds for the implementation of state priorities.

**In the second case,** on the one hand, general education is rather viewed as a service sector; on the other hand, as a sphere of free creative action by teachers and school collectives.

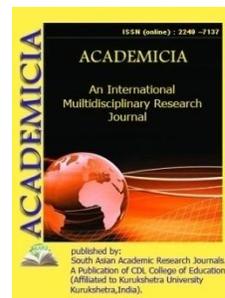
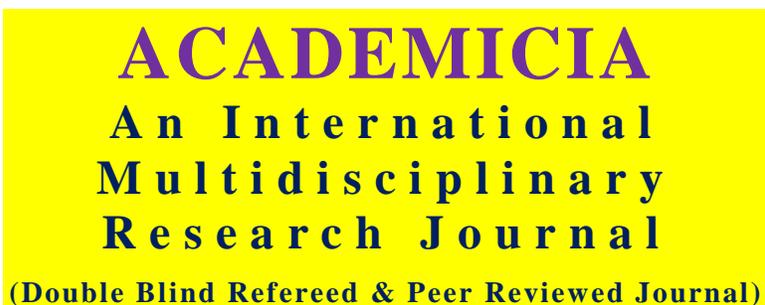
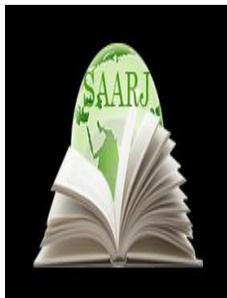
In the first case, the tool for maintaining the system is accounting, control, and direct management. In the second case, such tools are open communication channels and professional development.

The question of the scope of quality assessment also includes the question of the number and structure of a set of indicators by which an educational institution or system is assessed. Too many of them make assessment procedures extremely costly and does not leave schools the opportunity to assess those indicators that are especially significant for a given locality or

culture. On the other hand, random selection of indicators reduces the heuristic value of information. Apparently, the principle of compiling such sets should be reasonable minimum.

#### **LIST OF USED LITERATURE**

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4. Law of the Republic of Uzbekistan "On Education" № URQ-637 23.09.2020.



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## HYGIENE ISSUES WHEN USING INSECTICIDE SELLER IN AGRICULTURE

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### ABSTRACT

*Based on the conducted research, the safety of the use of the new insecticide Seller in agriculture was established. Scientifically substantiated the maximum permissible concentration of insecticide in atmospheric air, air of the working area, in the soil. Approximately permissible concentration of the drug in products of plant origin, in the water of water bodies has been developed. At the same time, the skin-irritating and allergenic effects of the drug in white rats were studied by applying it to the clipped skin areas, introducing the native drug into the conjunctival sac.*

**KEYWORDS:** *Seller, Toxicity, Hygiene Regulations*

### INTRODUCTION

The environment of activities that contribute to increasing the productivity of agricultural crops, the chemical method of combating weeds, pests and plant diseases has acquired great importance.

The increasing chemicalization of agriculture, contributing to an increase in productivity and obtaining a huge economic effect, simultaneously leads to the introduction of new biological active factors into the environment, which increasingly complicates the problem of protecting it from possible adverse consequences. Now our republic knows more than 100 chemical compounds used in agriculture for these purposes [1,2].

In order to improve measures for environmental protection, hygienists and sanitary doctors of our Republic pay special attention to the need for further development of the theoretical and practical foundations of the hygiene of the use of pesticides [8,9,10,11,17].

Hygienic substantiation of the standards for the permissible level of pesticide residues in food products, the near-limit permissible level (MPC) in the air of the working area and in the

atmospheric air, soil and also in the water of reservoirs, regulation of the conditions for their use, taking into account the whole variety of factors that determine the duration of the preservation of these chemicals in nature, are the basis of the system for the prevention of all kinds of adverse effects on humans [3,7,8,9,10,11].

According to the sanitary legislation, no chemical substance can be allowed for use in the national economy without a deep toxicological and hygienic assessment (Law of the Republic of Uzbekistan, on the sanitary and epidemiological well-being of the population, 2015).

The environment of pesticides used in agriculture, insecticides occupy a special place. Of these, synthetic pyrethroids are widely recognized. These insecticides, for the most part, are relatively low-toxic to warm-blooded organisms. With a single exposure, however, they are noted for high resistance in the environment. The latter feature determines the possibility of their accumulation in the soil, food products, mixing in ecological and food chains, the final link of which is a person [4,5,7,8].

In this regard, and also considering that embryotoxicity, mutagenicity, and other manifestations of biological activity are inherent in individual groups of substances of this class, the introduction of pesticides from the group of synthetic pyrethroids into agricultural practice should be accompanied by their versatile study and strict regulation. High insecticidal and economic efficiency stimulates the search for new pesticides from the class of synthetic pyrethroids.

As a result of such searches, a new, promising insecticide was created - Seller 20% cc. To resolve the issue of the possibility of using them in large areas intended for food crops (wheat), and the development of appropriate preventive regulations, it became necessary for a toxicological and hygienic assessment of this drug, which is included in the plans of the problem commission of the Ministry of Health of the Republic of Uzbekistan.

Our goal was to assess the danger of Seller to humans and develop, taking into account the specific features of farming in Central Asia, regulations that guarantee safety for the environment (soil, air, water bodies) and consumers of plant products grown in hot climates.

Purpose of the study. Our goal was to assess the danger of Seller to humans and develop, taking into account the specific features of farming in Central Asia, regulations that guarantee safety for the environment (soil, air, water bodies) and consumers of plant products grown in hot climates.

### **Research objectives.**

1. To study the persistence, migration and translocation of Seller in the soil-plant system in the soil and climatic conditions of Uzbekistan, depending on the type of soil, the type of irrigation, the rate of consumption of the drug and the season of their growing season.
2. Determine the main parameters of Seller's toxicity for warm-blooded animals with single and multiple administrations, evaluate the cumulative properties of the drug, long-term consequences with repeated administrations necessary for the development of hygienic regulations.
3. To give a comparative characterization of the studied insecticides and those already used, taking into account their chemical structure and biological activity, determining the place of the new pesticide in the series of synthetic pyrethroids with flowing down into the waters.

4. Develop hygienic regulations that ensure safety for the environment (air, soil, water bodies) and consumers of food products of plant origin grown on soil treated by Seller

#### **Scientific novelty of the work.**

Consists in the fact that in the first, multifaceted studies were carried out on the toxicological and hygienic assessment of a new, promising Seller insecticide and a set of hygienic regulations was developed to ensure the safety of its use in agriculture, taking into account factors characteristic of the soil and climatic conditions of Uzbekistan and other Central Asian republics ( type of soil, conditions of irrigation, etc.).

#### **Objects and research methods**

The object of the study was Seller insecticide 20% c.c. produced by "Euro-Team" LLC, Uzbekistan-Germany. The name of the active ingredient is alpha-cyano-3-phenoxytenzyl (2,2-dichlorovinyl) -2,2-dimethylcyclopropane-carboxylot. Chemical class - synthetic drugs, purpose - insecticide.

Scope of application - on wheat against the harmful turtle, piyavitsy.

Seller 20% h.c. - non-systemic insecticide of contact and abdominal action with a pronounced residual effect on treated plants. - non-systemic insecticide of contact and abdominal action with a pronounced residual effect on treated plants.

Preparative form of the drug. Physical state - suspension concentrate, white (light cream) color with a weak chemical odor. The drug is not volatile, not explosive, does not possess corrosive properties.

The toxic effect of Seller 20% xc was studied in sexually mature animals of both sexes (white mice and rats) rabbits. Pre-conditioned in a laboratory mode, when it is introduced into the stomach in the form of an aqueous emulsion by a probe under conditions of acute, subacute and chronic experiments. At the same time, the skin-irritating and allergenic effects of the drug in white rats were studied by applying it to the clipped skin areas, introducing the native drug into the conjunctival sac. When studying the toxic effect and toxicity of Seller 20% xc, the following indicators were taken into account: animal survival, behavior, general condition, body weight, time on symptoms of intoxication and death of animals.

Thus, the study of the toxicity of the drug was carried out in accordance with the methodological manual "Methodology of complex and accelerated rationing of pesticides in environmental objects." Approved by the Ministry of Health of the Republic of Uzbekistan on April 10, 2014 for No. 8N-P / 193

## **MATERIALS AND THEIR DISCUSSIONS**

### **Drug toxicity parameters**

#### **(Own research)**

The study of the acute toxicity of the drug was carried out on laboratory animals - rats. The experiment involved rats of both sexes, which were injected with the drug in doses of 50.0 - 500.0 mg / kg. As a result of the research, the average lethal dose was established at the level of 300.0 (204.0 ± 395.0) mg / kg of body weight, LD16 - 120.0 mg / kg; LD84 - 440.0 mg / kg

(table 1). The clinic of poisoning manifested itself in the following way: the animals became lethargic, nasal discharge, increased salivation, difficulty breathing were noted, the animals assumed a lateral position, after which clonic convulsions were noted.

**TABLE 1 CALCULATION AND ESTABLISHMENT OF SELLER ACUTE TOXICITY PARAMETERS**

Dose mg / kg Heh	Mortality ,% Yx	Place of doses,X	PiercedY	Libra Coeff-tB	X B	X2B	YB	XY
50,0	0	0,5	3,27	1,6	0,8	0,4	5,23	2,9
100,0	16,6	1	4,01	3,5	3,5	3,5	14,04	14,04
200,0	33,3	2	4,56	4,5	9,0	18,0	20,52	41,0
300,0	50	3	5,0	5,0	15,0	45,0	25,0	75,0
400,0	66,6	4	5,41	4,6	18,4	73,6	24,89	99,3
500,0	100	5	6,73	1,6	8,0	40,0	10,77	53,3
		Σ		20,8	54,7	180,5	100,45	286,3

Thus, according to the parameters of acute toxicity, the drug belongs to the III hazard class, according to SanPiN RUz No. 0321-15 "Hygienic classification of pesticides by toxicity and hazard".

#### Irritant effect of the drug

**EYES.** The experiment was carried out on white rats. The drug was introduced in its native form into the conjunctival sac of the animal's eye in the amount of 2 - 3 drops, the second eye served as a control. In 1 hour after application, redness and lacrimation were noted in the experimental eye of the animal. 4 hours after application, there was a slight suppuration, blepharospasm. On the 3rd day, the observed signs of irritation (conjunctivitis) tended to decrease and disappeared on the 4th-5th day of the experiment. Based on the studies carried out, it can be concluded that the drug has an irritating effect on the mucous membranes of the eyes.

**LEATHER.** The experiment was carried out on experimental animals - white rats. On the clipped skin areas, the preparation was applied in its native form, after a 4-hour exposure, the preparation was washed off, and the experimental skin areas were observed. Redness, swelling and occasional cracks were noted on the test sites immediately after application. The observed signs of irritation were noted for 3-4 days, by the 5th day of the experiment, there were no signs of irritation.

Thus, the drug has an irritating effect on the skin. Study of the cumulative properties of Seller's preparation 20% c.c.

The cumulative properties of the drug were studied in a subchronic (4 month) experiment on white rats, which were divided into 2 groups. The first group received the drug at a dose of 1/10 LD50 (30 mg / kg). The second group served as a control. Due to the absence of animal deaths, it was not possible to calculate the cumulation coefficient. However, according to the manifestation of some signs of intoxication (agitation after drug administration), it can be concluded that the drug has a weak functional cumulation.

Study of chronic toxicity of a 20% c.s. seller

The study of the chronic toxicity of the Drug using mathematical modeling made it possible to establish the threshold and inactive dose at the level of 3.0 and 0.6 mg / kg, respectively. The permissible daily dose of the drug was calculated and scientifically substantiated at the level of 0.72 mg / person / day.

Study of the long-term effects of the drug's effect on the organism of experimental animals.

The long-term effects of the drug were studied during a two-year experiment in rats. Experimental animals were divided into 5 groups

I gr control

II was administered 1mg / kg

III was administered 10mg / kg

IV injected 100mg / kg

V was injected with 1000mg / kg

During the experiment for 2 years, the carcinogenic effect of the drug was not revealed. The number of neoplasms in the experimental groups of animals did not exceed the spontaneous level of control. Signs of therotogenicity, embryotoxicity and mutagenicity were also not observed. Thus, Seller insecticide 20% c.w. has no carcinogenic, terratogenic, embryotoxic and mutagenic effects. The toxic effect of Seller 20% xc was studied on sexually mature animals of both sexes (white mice and kris) rabbits. Pre-conditioned in a laboratory mode, when it is introduced into the stomach in the form of an aqueous emulsion by a probe under conditions of acute, subacute and chronic experiments. At the same time, the skin-irritating and allergenic effects of the drug in white rats were studied by applying it to the clipped skin areas, introducing the native drug into the conjunctival sac. When studying the toxic effect and toxicity of Seller 20% xc, the following indicators were taken into account: animal survival, behavior, general condition, body weight, time of symptoms of intoxication and death of animals.

Thus, the study of the toxicity of the drug was carried out in accordance with the methodological manual "Methodology for complex and accelerated rationing of pesticides in environmental objects."

Materials and their discussions. Seller 20% h.c. - non-systemic insecticide of contact and abdominal action with a pronounced residual effect on treated plants. - non-systemic insecticide of contact and abdominal action with a pronounced residual effect on treated plants. Preparative form of the drug. Physical state - suspension concentrate, white (light cream) color with a weak chemical odor. The drug is not volatile, not explosive, does not possess corrosive properties.

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The study of acute toxicity was carried out on laboratory animals - rats. The experiment involved rats of both sexes, which were injected with the drug in doses of 50.0 - 500.0 mg / kg. As a result of the research, the average lethal dose was established at the level of 300.0 (204.0 ± 395.0) mg / kg of body weight, LD16 - 120.0 mg / kg; LD84 - 440.0 mg / kg. The clinic of poisoning manifested itself in the following way: the animals became lethargic, nasal discharge, increased

salivation, difficulty breathing, the animals took a lateral position, after which clonic convulsions were noted. Thus, according to the parameters of acute toxicity, the drug belongs to the III hazard class, according to SanPiN RUz No. 0321-15 "Hygienic classification of pesticides by toxicity and hazard".

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**LEATHER.** The experiment was carried out on experimental animals - white rats. On the clipped skin areas, the preparation was applied in its native form, after a 4-hour exposure, the preparation was washed off, and the experimental skin areas were observed. Immediately after removing the application, redness, swelling and single cracks were noted in the test areas. The observed signs of irritation were noted for 3-4 days, by the 5th day of the experiment, there were no signs of irritation. Thus, the drug has an irritating effect on the skin.

Study of the cumulative properties of Seller's preparation 20% c.c.

The cumulative properties of the drug were studied in a subchronic (4 month) experiment on white rats, which were divided into 2 groups. The first group received the drug at a dose of 1/10 LD50 (30 mg / kg). The second group served as a control. Due to the absence of animal deaths, it was not possible to calculate the cumulation coefficient. However, according to the manifestation of some signs of intoxication (agitation after drug administration), it can be concluded that the drug has a weak functional cumulation.

Substantiation of MPC of the preparation in water of reservoirs

In order to establish the maximum concentration limit of the drug in the water of reservoirs, studies were carried out to study the effect of the drug on the organoleptic properties of water and the sanitary regime of water in reservoirs. According to the influence on the organoleptic properties of water (odor), the threshold concentration is set at 0.04 mg / l. The drug in this concentration did not foam, did not change the color of the water. According to the sanitary and toxicological experience, the threshold concentration was set at 0.72 mg / l.

The complex of the studies carried out, taking into account the data of the sanitary-toxicological experiment, made it possible to recommend the MPC of the drug in the water of reservoirs at the level of 0.04 mg / l, the limiting sign of harmfulness is organoleptic.

Rationale for the MDU of the drug in food

Based on the data on the stability of the drug, the parameters of toxicometry, guided by the generally accepted in hygienic practice approaches to the rationing of pesticides in food, the MRL of the drug is recommended: in wheat - 0.18 mg / kg. However, taking into account the minimum consumption rate of the drug - 0.05 l / ha, there should be no residual amounts of the drug in wheat.

Substantiation of PDK Seller's drug 20% c.s. in the ambient air and the air of the working area

On the basis of methodological approaches to the regulation of harmful substances in the air (methodology-2014, SanPiN of the Republic of Uzbekistan No. 0293-11), taking into account the toxicological parameters and its physical and chemical properties, by calculation, the MPC of the drug in the atmospheric air at the level of 0.002 mg is justified and recommended / m<sup>3</sup>, in the air of the working area - 0.24 mg / m<sup>3</sup>.

Substantiation of the approximate permissible concentration (ode) of the seller preparation of 20% c.s. in the soil

When calculating the approximate permissible concentration (APC) of the drug in the soil, we were guided by the methodological manual "Method for complex and accelerated rationing of pesticides in environmental objects -2014"

The calculation was based on the data of the MRL of the drug in food of plant origin. The recommended OEC of the drug in the soil at a level of 0.2 mg / kg.

## CONCLUSION

Based on the experimental studies and examination of the provided documentation, it was established: Seller 20% c.s. - non-systemic insecticide of contact and abdominal action with a pronounced residual effect on treated plants. The drug exhibits an anti-ingestion action. Scope of application - on wheat against the harmful turtle, piyavitsy. The insecticide affects the intestinal tract and the nervous system of insects. The effect is manifested immediately after treatment within the first hour. The period of protective action is one full season. Spraying during the growing season. The last processing time before harvest is 15 days. According to the parameters of acute toxicity, the drug belongs to the III hazard class (SanPiN RUz No. 0321-15). The study of the effect of the drug on the mucous membranes of the eyes of experimental animals made it possible to establish that the drug has an irritating effect on the mucous membranes of the eyes and skin. The study of the cumulative properties of the drug made it possible to establish that the drug has functional cumulation. The permissible daily dose at the level of 0.72 mg / person / day has been scientifically substantiated. Insecticide Seller 20% k.s does not have carcinogenic, mutagenic, embryotoxic effects.

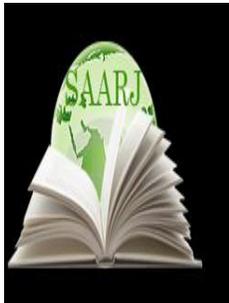
On the basis of the complex of the studies carried out, the hygienic standards Seller 20% k.a were developed and recommended: MPC in the water of reservoirs at the level of 0.04 mg / l (the limiting sign of harmfulness is organoleptic); MPC in the air of the working area - 0.24 mg / m<sup>3</sup>; MPC in atmospheric air - 0.002 mg / m<sup>3</sup>; The MRL in wheat is 0.18 mg / kg, the APC in soil is 0.2 mg / kg. Sanitary protection zone (SPZ) - 200 meters; terms of going to work - 7 days.

Thus, on the basis of the above, Seller insecticide 20% c.w. can be recommended for use in agricultural practice, subject to the mandatory use of personal protective equipment for the eyes, skin, respiratory system (irritates the eyes and skin) and compliance with the drug use regulations, recommended consumption rates and safety measures when working with pesticides.

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## THE COMMONALITY OF MUSIC PSYCHOLOGY AND SOPHISTICATED EDUCATION IN MUSIC TEACHING METHODS

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### ABSTRACT

*The article examines the problems of upbringing the younger generation, the comprehensive harmonious development and formation of the worldview, as well as in the field of integration of the direction of the musical profession, in connection with the methodology of musical education, the psychology of music, aesthetic interpersonal communication and the formation of youth culture.*

**KEYWORDS:** *Music Psychology, Education In Music Teaching Methods, Music Culture, Psychological Influence Of Music, Music Education, National Melody, Music Literacy.*

### INTRODUCTION

One of the most important tasks of music culture teachers is to teach the younger generation in good faith, to bring them up in the spirit of devotion to the Motherland, to bring them up as mature people and to contribute to their stability in the spirit of sincerity and justice. Because people who are engaged in the art of music are generous and elegant people, and their spiritual world is more abandoned than other intelligent people. They are especially attentive in expressing their sense of persuasion with their spiritual abilities, opinions, professional, moral dealings, and spiritual insights. When you listen to a good piece of music, the melodies in it touch your heart and arouse your delicate and elegant feelings. So, the subtlety and the psychology of music have in common. Music itself is a world, and the world is filled with art, beauty and pleasure. there is a great need for learning psychological aspects of music.

In the field of music psychology, the characteristics of the mental states of the performer in the process of performing a piece of music are used to study the possibilities of psychological influence of music. The main goal of nurturing elegance is to teach our youth to love beauty and enjoy it. Beauty and sophistication are present in every melody - in the song, in the process of work. Therefore, it is important to be able to understand it and enjoy it. Especially in today's

world, where technology is evolving with active imagery, professionals are faced with the important task of instilling the positive qualities of music in the hearts of young generations. At present, experts are developing preventive measures, realizing that many of our young people can have a negative impact on the future of our young generation by listening to cluttered, meaningless music from the West. Based on the above, we believe that the education of sophistication through music education should begin with the correct formation of the young generation's sense of sophistication, albeit primarily through the improvement of pre-school education. Because listening to music and enjoying it is an art.

The songs of every nation, but our upbringing is an important factor in the dreams and aspirations of our people, their life experiences, our folklore - ethnographic and traditional melodies - songs that reflect their spiritual world. In the process of educating young people through music education, we must take our national heritage as a basis. We music teachers need to feel very responsibly what a great opportunity music and sophistication are in the upbringing of the younger generation. We, the teachers, must work to raise the musical culture of our youth, to expand their spiritual world, without tones. Of course, it is necessary not only to turn to the national melody, but also to consciously listen to the works of mature composers: Beethoven, Mozart, Chopin, Schumann, Khachaturian, Tchaikovsky, Shostokovich and other musicians. Today, the implementation of a number of decisions on the development of music education and upbringing of young people, as well as the organization of international activities play an important role in the development of aesthetic education and national spirituality in young people. The more musical knowledge young people have, the more they receive spiritual nourishment from the art of music, and perfection, honesty, kindness, and goodness reign in their hearts.

In the development of socio-economic relations in the XXI century, it is becoming increasingly clear that the human mind and spirituality are the main coordinating, developing factor and tool. Therefore, today, as the process of understanding the national identity of our people is becoming more active, the spiritual and moral significance of young people is becoming increasingly important. Therefore, the formation of a new national-minded person is important for the development of our society. Since gaining independence, our society has opened a wide range for the development of music in our country. Taking into account these facts, the science of music psychology is one of the important directions of modern demand in increasing the interest and interest of students in the art of music, musical literacy. Due to the great changes in the field of art, developed on the basis of the "National Program of Personnel Training" adopted by the state, the attention and need for music is growing significantly, and the interest in it is growing. Music performance is a complex psychological and physiological process, and the most active form of teaching is the moral and sophisticated education of young students in music lessons on the basis of various songs, theoretical concepts. Therefore, in music, human perfection and the spirit of the nation live.

By further developing students' competencies, it is of great importance in cultivating their knowledge of the environment, aesthetic appreciation, artistic taste and love for music. The teacher's ability to engage students in music lessons helps them to understand the piece of music, to compare it with this or that process. In order to feel music emotionally, you need to know how to listen to it. Because this skill teaches children to feel a unique musical language by analyzing simple musical works, focusing their attention on musical instruments. We can say that the

preservation and promotion of national values through music education, especially the teaching of our youth to feel and love the independence of our country, plays an important role in the further development of sophistication among young people. The art of music is one of the most ancient and deeply ingrained in the life of the Uzbek people. Classes conducted in music lessons in accordance with the rules of music psychology, increase the spiritual and moral qualities of students, develop speech, form a voice, musical ability. It is possible to teach any child to sing directly, but it is a complex process because it requires great professional skill, patience and research from the teacher. If the song being studied is of interest to the children, the work on their performance skills will not be boring for the students. Because it is the means of psychological communication that can lead to the world of sophistication. In the process of teacher's teaching a music to sing correctly, children's singing skills become a skill-slowly methodical achievement.

Music is able to stir up a person's delicate feelings and rich emotional relationships in the mind. Today, based on the experience of speech techniques, it is planned to work on complexes such as speech breathing, sound. While breathing provides life to the body, it makes sounds, speaks, and sings with the help of sound-producing organs. So, the basis of song performance is the rhythm of breathing. Therefore, proper breathing and exhalation techniques are among the most important elements.

It is known that there is a certain difference between breathing in singing and physiological breathing. Physiological respiration begins to follow the child naturally and occurs from a certain rhythm, over a period of time. When singing, air intake occurs quickly, in a short period of time. Inhaling and exhaling, on the other hand, depend on the length, tempo, and description of the song. Because young children's chests are still narrow, they breathe through their breasts, so it's natural for them to lift their shoulders as they sing, rush in, and breathe in the song's sentence, word. Therefore, children should be taught to breathe calmly and calmly and to convey it to the end of the song, especially not to breathe in words. In the process of working on breathing skills, children are taught to breathe calmly and without noise, drawing attention to the melodious, smooth, pleasant sound of sounds. In the implementation of these skills are formed in practical classes, such as singing vocal and choral exercises recommended in textbooks and manuals, listening to songs performed in children's choirs. As children sing exercises and songs, they become accustomed to breathing according to the teacher's hand gestures and delivering it to the end of the sentence, saving it. It is especially important to teach the conductor to sing according to the rules of "attention", "auf", "start the performance", "finish the performance". Breathing areas are pre-determined in exercises and songs that take into account the capacity of children's breathing volume and are carried out during the training process. Students will enjoy performing songs learned with the help of fine arts and music psychology skills, while singing will enhance creative collaboration, and friendly sympathy will enable the community to explore life through the content of the song, with a deeper understanding of the song's meaning and melody. To achieve the results described above, it is possible to achieve a pleasant and melodious, pure song performance based on the psychology of music and the upbringing of sophistication.

The formation of preparatory skills for the formation and development of children's voices is done through special exercises. Experience has shown that vocal-choral exercises can be a great help in developing students' singing skills. Exercises are used for a variety of purposes, such as balancing the airways, achieving pure pronunciation, leveling sound registers, and other tasks,

resulting in vocal-technical exercises gradually becoming more complex. It is known that there is a certain difference between breathing in singing and physiological breathing. Physiological respiration begins to follow the child naturally and occurs from a certain rhythm, over a period of time. When singing, air intake occurs quickly, in a short period of time. Inhaling and exhaling, on the other hand, depend on the length, tempo, and description of the song. Because young children's chests are still narrow, they breathe through their breasts, so it's natural for them to lift their shoulders as they sing, rush in, and breathe in the song's sentence, word. Therefore, children should be taught to breathe calmly and calmly and to convey it to the end of the song, especially not to breathe in words. In the process of working on breathing skills, children are taught to breathe calmly and without noise, drawing attention to the melodious, smooth, pleasant sound of sounds. In the implementation of these skills are formed in practical classes, such as singing vocal and choral exercises recommended in textbooks and manuals, listening to songs performed in children's choirs. As children practice and sing songs, they become accustomed to breathing according to the teacher's hand gestures and saving it to the end of the sentence. It is especially important to teach the conductor to sing according to the rules of "attention", "auf", "start the performance", "finish the performance". Breathing areas are pre-determined in exercises and songs that take into account the capacity of children's breathing volume and are carried out during the training process.

The process of singing is based on sounds. The quality of the vocal sound depends on how the vowels are formed. Sounds come naturally when we speak. The production of vocal sounds depends on the condition of the vocal articulation apparatus (lower jaw, lips, tongue). The free position of the lower jaw while singing is a necessary condition for the correct pronunciation of the vowels. Language also plays an important role in the formation of vowels. Vowel sounds in speech are less than consonant sounds. If we look at the use of vowels in a song, they are divided into open and insidious closed sounds, for example: a, e, i, o, u, we can call the letters open vowels. Each song learned is a new step on the way to mastering work skills. It should be noted that the exercises are not intended to pronounce only the vowels correctly. In exercises, consonants come in the same order, and vowels come in the same order: a, u, o, i, e or i, e, a, o, u. These exercises should change the position of the lips correctly while singing and at the same time make sure that the lip is in a folded position. The skill of the teacher is that he should, with his subtle feelings and psychological attitudes, encourage them to strive for heights.

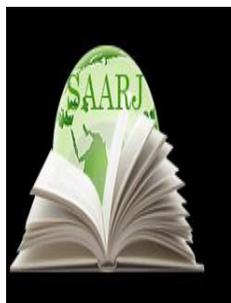
The instrument of professional music art is the note, which is performed on the basis of melodies and songs. Therefore, it is the main task of every music teacher to teach students the notation signs step by step. Based on the above considerations, it would be expedient if all music lessons and extracurricular activities in the field of music art of educational institutions were conducted on the basis of notes.

The work on music literacy is a set of general knowledge, concepts (performance, folk and compositional music, their differences, local styles of national music, classical music) that make up the general level of musical knowledge of students. Music literacy develops students' conscious attitude to music and its means of expression, helps them to understand the true meaning of music, develops the skills of singing and chanting, as well as the development of harmonic abilities. At the same time, it facilitates the accurate pronunciation of sounds and increases the quality and efficiency of singing as a group.

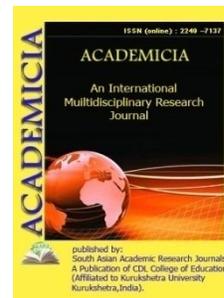
In conclusion, there are specific features of the implementation of music education, which are carried out through the implementation of several activities, namely, artistic performance, listening and analysis of music, knowledge of music literacy. It should be noted that in order to ensure the effectiveness of all musical activities, it is necessary to organize the work with an individual approach to them. It depends on the professional potential and pedagogical skills of the teacher.

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**STUDY OF THE CHOLERETIC ACTIVITY OF RUTAN**

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**ABSTRACT**

*In experimental animals on the model of acute tetra chloromethane hepatitis, a high choleric activity of Rutan was established, which is not inferior in its effectiveness to Legalon. It is considered possible to further develop the drug as an effective choleric agent in the prevention and treatment of pathologies of the hepatopancreatobiliary system. The animals were fed with natural and briquetted feed, in accordance with the approved standards. Experimental groups of animals were formed of 6 animals each, taking into account body weight. Moreover, in the latter, the duration of the hypnotic effect of sodium etaminal does not statistically significantly differ from the values of healthy rats.*

**KEYWORDS:** *Acute Toxic Hepatitis, Bile Formation, Polyphenols, Rutan.*

**INTRODUCTION**

Diseases of the liver and biliary system occupy a significant place in the general structure of the incidence of the population. In recent years, there has been a tendency towards a steady increase in this pathology. According to the WHO, in 2015, viral hepatitis was the cause of 1.34 million deaths worldwide. The death rate due to viral hepatitis is increasing year after year. The preservation of the functional activity of the liver allows adequately to a high degree to ensure the vital activity of the internal organs, since, along with the synthetic processes in the liver, the processes of detoxification of exogenous and endogenous toxic substances, perverted metabolism in various pathological conditions. At the same time, as the central organ of detoxification and energy supply of other organs, the liver is the main one in reducing the level of endogenous intoxication and glycogen storage [1]. In this connection, in extreme conditions,

the supply of energy resources and detoxification of xenobiotics that require urgent switching on can be realized only under conditions of normal liver functioning.

Hepatoprotectors are one of the most important drugs designed to prevent lesions of hepatocytes when exposed to factors of infectious and non-infectious origin. An objective criterion for the pharmacological activity of this group of drugs, as you know, is their stimulating effect on the process of bile formation and bile secretion. Clinical observations show insufficient pharmacotherapeutic. the activity of drugs used in modern medical practice for the prevention and treatment of liver pathologies [3,4]. Despite the large number of pharmacological agents used. in the complex treatment of diseases of the hepato-pancreatobiliary system, which have a selective effect on the liver, is a relatively small group [4].

One of the ways to correct violations of the functional state of the liver in case of toxic damage is the use of hepatoprotectors, and especially of plant origin [2,3,6], the bulk of them are supplied from abroad. However, the huge raw material base of the Republic allows the creation of effective hepatoprotective agents. In this regard, we were interested in Rutan, which is a polyphenolic compound isolated from the tannin-bearing plant *Rhus coriaria* L. with high antiviral activity [7,8]. This choice was based on the fact that polyphenolic compounds are antioxidants [10,11] and therefore have positive influence on the course of pathological processes in the pathogenesis of which an important role is given to free-radical oxidation of membrane lipids [6,9,11,12]. However, there are no studies to establish the effectiveness of Rutan in the correction of violations of the biliary function of the liver in acute toxic hepatitis induced by carbon tetrachloride.

**The aim of this work** was an experimental study in a comparative aspect of the choleric activity of Rutan and Legalon in rats with acute toxic hepatitis.

## **MATERIALS AND RESEARCH METHODS**

Experimental studies were carried out on sexually mature male rats with an initial weight of 185-210 g, kept under standard conditions of biological clinics. The animals were fed with natural and briquetted feed, in accordance with the approved standards. Experimental groups of animals were formed of 6 animals each, taking into account body weight. The experiments were carried out in accordance with the quality laboratory rules (GLP) for preclinical research, as well as the rules and International Recommendations of the European Convention for the Protection of Vertebrate Animals used in Experimental Research (1986). Acute toxic hepatitis (AHT) was reproduced by subcutaneous injection of a 50% oily solution of carbon tetrachloride. A 50% oily solution of carbon tetrachloride in olive oil was prepared and injected subcutaneously at the rate of 0.5 ml / 100 g. body weight for 4 days. 24 hours after the last injection of hepatotoxin, the animals of one group were injected intragastrically with a freshly prepared aqueous suspension of Rutan at a dose of 25 mg / kg, another group of animals received Legalon at a dose of 100 mg / kg intragastrically. The control group of rats during this period of the experiment received aliquot volume of water inside. The next after the last administration of drugs under general anesthesia induced by sodium etaminal (intraperitoneal, at a dose of 50 mg / kg), the intensity of bile secretion and the chemical composition of bile were studied. The choleric activity of the drug was judged by the total amount of excreted bile for 4 hours of the experiment, as well as by the concentration and amount of its components (bilirubin, cholesterol and bile acids). In hourly portions of bile, the concentration (mg%) and the total amount (mg per 100 g of body weight) of

bile acids, cholesterol and bilirubin were determined [5]. In the second series of experiments in similar groups of animals, the effect of Legalon and Rutan on the duration of etaminal sleep was investigated. For this purpose, a freshly prepared sodium etaminal solution was injected intraperitoneally at a dose of 50 mg / kg and the time spent by the animals in the lateral position and the absence of the rolling reflex was taken into account.

The obtained digital material was statistically processed using the standard Biostat 2009 software package according to the well-known methods of variation statistics with an assessment of the significance of indicators ( $M \pm m$ ) and differences in the samples under consideration using the Student's t-test. Differences in the compared groups were considered significant at a significance level of 95% ( $p < 0.05$ ).

## RESEARCH RESULTS AND THEIR DISCUSSION

Hepatoprotectors are complex preparations, mainly of plant origin, designed to increase the liver's resistance to toxic effects, help restore its functions, normalize or enhance the activity of enzymes of the antioxidant system of hepatocytes [2,3]. Carbon tetrachloride is used in experimental works as a model of acute toxic liver damage [1,5,6,9,10]. Developing liver failure associated with intensification of peroxidation processes, production and accumulation of highly toxic metabolites, leads to necrosis of hepatocytes and liver fibrosis [12]. According to modern concepts, free radical reactions play a significant role in the development of pathology with toxic liver lesions. Reactive oxygen species cause an increase in the intensity of lipid peroxidation of cell membranes and, as a consequence, a violation of its function.

It was noted that carbon tetrachloride causes significant structural changes in hepatocytes, which ultimately leads to metabolic disorders, and especially, such that occur exclusively in the liver [5,9,12].

**TABLE 1 EFFECT OF LEGALON AND RUTAN ON THE BILIARY FUNCTION OF THE LIVER IN RATS WITH ACUTE HEPATITIS INDUCED BY CARBON TETRACHLORIDE (FOR 4 HOURS OF EXPERIMENT PER 100 G OF BODY WEIGHT)**

Groups	Bile ml	Bile acids mg	Cholesterol mg	Bilirubin, mcg
Intact	1,118 + 0,0332	7,19 + 0,39	0,201 + 0,011	138,6 + 7,17
Hepatitis	0,742 + 0,0298*	4,35 + 0,13*	0,148 + 0,007*	67,45 + 5,74*
Hepatitis + Rutan	1,038 + 0,0102 <sup>#</sup>	6,85 + 0,40 <sup>#</sup>	0,193 + 0,006 <sup>#</sup>	130,2 + 3,85 <sup>#</sup>
Hepatitis + Legalon	0,909 + 0,0285* <sup>#</sup>	5,88 + 0,18 * <sup>#</sup>	0,175 + 0,005* <sup>#</sup>	96,4 + 3,82* <sup>#</sup>

Note: \* statistically significant difference compared to intact animals

# - statistically significant difference in comparison and hepatitis.

As can be seen from the data in Table 1, rats with acute toxic hepatitis have a statistically significant decrease in bile secretion by 33.6% compared to healthy animals. Considering the fact that bile is a product synthesized exclusively by hepatocytes [5,12], it can be assumed that the functional state of the liver is inhibited. This effect in acute toxic hepatitis induced by carbon tetrachloride is reflected in the results of the study of the content of the main components of bile.

In animals with hepatitis, the total content of bile acids in bile decreases by 39.5%, cholesterol - by 26.4% and bilirubin - by 51.3%. Consequently, in acute toxic hepatitis caused by carbon tetrachloride, there is a significant inhibition of the functional state of the liver, which manifests itself not only in the inhibition of the amount of secreted bile, but also in a decrease in the content of its main components in it. Since the synthesis of bile acids from cholesterol is carried out in the endoplasmic reticulum of hepatocytes, where the monooxygenase enzyme system is located, which also carries out the biotransformation of xenobiotics [1,5,12,13], it can be assumed that tetrachloromethane causes significant damage to the membranes of this organoid.

This assumption is based on the fact that the formation of toxic free radicals during the metabolism of carbon tetrachloride leads to degradation of the membranes of the endoplasmic reticulum of hepatocytes, causing the suppression of the activity of membrane-bound enzyme complexes that carry out the biosynthesis of the main components of bile [5,12,13].

Bilirubin is known to be excreted in bile exclusively in the form of glucuronides and therefore a decrease in its level in the bile of rats with acute toxic hepatitis indicates inhibition of UDP-glucuronyltransferase activity, which is also localized in the endoplasmic reticulum [5,12,13].

In animals with acute toxic hepatitis, after treatment with Legalon and Rutan, there is a clear restoration of the functional state of the liver. Thus, the volume of excreted bile in 4 hours of experience in rats treated with Legalon increases by 22.5%, and by Rutan - by 40%. At the same time, the value of the studied indicator does not differ statistically significantly from the level of healthy animals. Along with this, in animals treated with Legalon, bile in comparison with the untreated group increases the content of bile acids by 35.2%, cholesterol by 18.2% and bilirubin by 42.9%, and in those treated with Rutan, the increase in these substances was 57 , 5%, 30.4% and 93%. It can be seen that the effectiveness of Rutan in the correction of disorders of the biliary function of the liver in acute toxic hepatitis induced by carbon tetrachloride was somewhat high in comparison with Legalon. Thus, the presented results indicate the high pharmacological activity of Rutan as a choleric agent.

As noted above, violations of the bile-forming function of the liver are based on a violation of the functional activity of the monooxygenase enzyme system localized in the endoplasmic reticulum of hepatocytes. Based on this, it can be assumed that the investigated pharmacological agents have a restorative effect on this enzyme system of hepatocytes. To assess the intensity of the processes of bio-transformation of xenobiotics in the liver by the monooxygenase system in vivo, experimental studies with the use of test drugs such as sodium etaminal are widely used, the duration of sleep caused by it fully depends on the intensity of its metabolism [1,14 ,fifteen]. Considering this circumstance, in a separate series of experiments, in a comparative aspect, we studied the effect of Legalon and Rutan, during their therapeutic use, on the duration of sleep caused by sodium etaminal. The results of this series of experiments showed that in the group of rats with acute toxic hepatoma, the duration of barbituric sleep is  $178.2 \pm 15.23$  min versus  $82.4 \pm 3.74$  min in healthy rats, that is, compared with the latter in acute hepatitis, the duration of the hypnotic effect of sodium etaminal is extended by 116.3% (more than twice). Therefore, it can be assumed that in acute toxic hepatitis, the intensity of biotransformation of this barbiturate is significantly slowed down. This fact is in line with the results of other researchers [1,14,15]. In contrast to this, after experimental therapy, the duration of sleep is shortened: in the group of rats treated with Legalon by 33.2%, and in the group treated by Rutan - by 45.8%. Moreover, in the

latter, the duration of the hypnotic effect of sodium etaminal does not statistically significantly differ from the values of healthy rats. These data allow us to conclude that the hepatoprotector Legalon, and especially Rutan in rats with acute toxic hepatitis, clearly restore the functional activity of the monooxygenase system, which is manifested in the shortening of barbituric sleep due to the acceleration of the biotransformation of the drug.

These results fully confirm the assumption that it is the restoration of the functional activity of the monooxygenase enzyme systems of hepatocytes that underlies the beneficial effect of Legalon and Rutan on the bile-forming function of the liver in acute toxic hepatitis induced by tetrachloromethane.

Since the pathogenetic link in the harmful effect of carbon tetrachloride is associated with the formation of free radicals, the results of this work allow us to assume that Rutan has antioxidant activity, because flavonoids have the greatest ability to quench free radical activity [7,8,9,10,11] and have important pathogenetic importance in the restoration of damaged cell-cell structures of hepatocytes, ensuring the full functioning of membrane-bound enzymes involved in various metabolic processes. Considering the given data, it can be stated that Rutan has a high antioxidant activity, which does not differ in its strength from Legalon. The results of this work can serve as the basis for further research on the creation of drugs with a selective effect on the liver. It is relevant not only to search for new effective and safe hepatoprotective drugs, but also to further experimental and clinical studies in a comparative aspect of the pharmacodynamic features and intimate mechanisms of action of already known hepatoprotective agents.

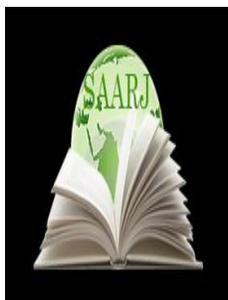
## CONCLUSIONS

1. An increase in the secretion of bile and the restoration of the content of its main components in it after the experimental pharmacotherapy with Rutan in rats with acute toxic hepatitis suggests that the drug has a pronounced choleric activity.
2. Rutan in its choleric activity is not inferior to the well-known hepatoprotector Legalon .
3. The basis of the beneficial effect of Rutan on the biliary function of the liver in its acute toxic lesion is the restoration of the functional activity of the monooxygenase enzyme system of hepatocytes.

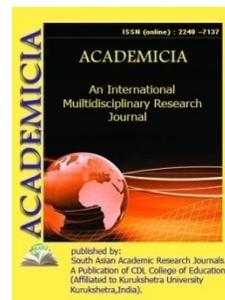
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## SLANG AND CONFUSING HYPOTHESIS IN IT'S DEFINITION

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### ABSTRACT

*This article briefly describes the confusion within the subject of semantics and lexicology, dysphemism and cocophemism, dysphemism and vulgar words, dysphemism and slang, slang and neologisms, slang and jargon, slang relations as one of the current problems in world linguistics. The concept of slang is defined, different from other units. In this regard, the views of world linguists are compared, and attitudes to them are expressed.*

**KEYWORDS:** *Semantics, Lexicology, Trop, Dysphemism, Cocofemism, Vulgarism, Neologism, Slang, Slang, Kant, Official Status, Standard And Nostandard Words;*

### INTRODUCTION

As the subject of semantics, dysphemism is a manifestation of the trop, and the trop is the expression of a concept, the derivative meaning of a particular word. O.S.Akhmanova evaluates dysphemism and cocofemism as a mutual lexical doublet. It should be noted that dysphemisms have, first of all, an expression based on the derivative meaning of the word, as well as a crude, crude meaning.

In the part of M.N. Kozhina's book on russian stylistics entitled "Literary and colloquial lexicon" he discusses "barbarism" and gives it a commentary in the form of "colloquial lexicon used in written-biblical communication, albeit unpleasant" [1,117]. This comment is also consistent with the commentary for vulgarisms in O.S. Akhmanova's "Dictionary of linguistic terms" [2,92]. Thus, barbarism has nothing to do with semantics, especially dysphemism, and it is the object of lexicon. O.S.Akhmanova puzo/`belly`, rylo /`pig's, harya /`face`, sterva /`raven` and others cites the barbarisms spoken of in relation to man, and emphasizes that they express a rough, crude expression only in the sense of a product [1,117]. Professor M. Mirtojiev does not agree with O.S.Akhmanova's opinion, he considers that these words belong to the trop, ie dysphemism, and not to barbarism [3,129].

There is almost no information about dysphemism in English linguistics. Instead, the concept of slang has been extensively analyzed. This should not lead to the conclusion that the duplication of the terms dysphemism with slang gives the same meaning of language. The concept of slang is much broader than the concept of dysphemism. According to I.V. Arnold, important features of slang are their rudeness and rudeness, rudeness and emotionality, lack of compliments and lively humor. These signs attributed to slangism are almost identical to the sign of dysphemisms. Only the sign of live humor is absent in dysphemisms. The breadth of slang from dysphemism is not limited to this, that is, it is expressed in the form of a trop, the lexical unit is also common within the phraseology [4,90]

For this reason, the study of slang has been of interest to many linguists. Of particular note is the existence of a bibliography of articles and scientific works, a dictionary, and even a literature on the study of slang, written by I.V. Arnold [5,269].

Some English linguists are in favor of a sharp struggle against it, claiming that slang corrupts and defiles the literary language [5,266]. This claim is unfounded. Every event and every fact in language cannot and will not be created outside the general law. As long as he is wounded at certain stages of the laws of language, the very declaration of a struggle against it is in vain, a utterly contrary to the laws of the nature of language.

Sources include sailors, soldiers, athletes, actors, lawyers, students, and other types of slang, according to the coverage of slang [5,267]. They are the unique slang of each industry. But slang is not associated with dysphemism. The distinction of slangs from dysphemisms on certain grounds has been noted in the literature [3].

Jargon and slang come from the French, and the term slang comes from the English word slang. These three terms are often used as synonyms. Jargon is a set of words and phrases used by members of a social group to differentiate themselves from others, but slang, unlike jargon, is a more or less artificial language that is deliberately misunderstood by any social group. They are more common in the speech of criminals, thieves, drug addicts who are considered the lower strata of society.

Slang is an emotionally-expressive word or phrase used in the oral discourse of certain professionals or social groups. Slang is more common in the speech of young people [9,366].

I.V. Arnold considers some neologisms as slang. It is well known that neologisms cannot be either jargon or dysphemism. Because for dysphemism and slang it is necessary to express a subjective attitude to the referent. There is no such condition in neologism.

Today, the study of slang is one of the current problems of linguistics. Every linguist has his or her own views in this area, and a number of conflicting opinions have emerged as a result of the debate and discussion on this issue.

So, "What is slang?". There are also words in the lexicon of world languages that are difficult to understand and not universal. At first glance, they seem to have their own meaning, but they are not the same for everyone.

This term has been variously defined by linguists. Linguists distinguish slang from other words or dialects, colloquial speech, popular phrases, gestures, or jargon. Because slang, unlike other words, can mean (concisely) easily.

According to “Wonderopolis” (Wonder of the Day), the term slang first appeared as a dialect word in North America, and for some time they were used by people selling products and advertising their products in certain areas. Gradually, the slangs became the most brilliant, unconventional sociologists for the “advertising” of merchants selling their products [10, 2130].

Linguist I.R.Galperin, on the other hand, describes the origin of the term slang more according to Western American linguistic traditions [11,6].

It is known that the newly emerging slangs in the language is gaining popularity very quickly. They begin to appear as words that give new meaning instead of existing words, or in the form of shortening words. So what is the source of so many slang? Language is constantly evolving. People are looking for new creative ways to express their thoughts and attitudes, and as a result, new words are starting to appear instead of old words and expressions.

Well-known linguist I.R. Galperin notes in his 1971 book, “Stylistics”, that many linguists have expressed their views on “slang”, but have not been able to fully elucidate its essence. What amazes him and other linguists is that there is no special layer called “slang” in any European language, but they are all studied in the context of slang, and similar words.

I.R.Galperin why it became necessary to create a special term for something that was not clear, such as jargon and kant; this phenomenon is unique to English; a special feature that is not present in nonverbal words is sought on questions such as whether it is present in slang, and a definite conclusion is drawn.

While acknowledging that “the difference between slangs and non-traditional words is not noticeable, but a little complicated to understand”, I.R. Galperin denies its existence in language altogether, noting in his scientific article “About termin slang” that the concept of slang is ambiguous. Based on the research findings of English lexicographers, that is, each word (term, dictionary, lexeme) should have its own different linguistic interpretation, the linguist does not include slang as a group of words with independent meanings, but recommends their use as a synonym for slang [12, 96].

Despite the above considerations, while another group of linguists recognizes the existence of slang as a separate social dialect, another group considers them to be in the context of “separate” (private) use. In particular, A.V. Ovchinnikova in her article suggests that the Norwegian term slang means “slengenamn”, “nickname”. Explains that slang was first used in English in the mid-18th century (1756) in a dictionary of thieves and swindlers. In colloquial language, slang with modern expressions begins to appear in the 1818 year [13,59].

The slang is defined in the Great Oxford dictionary of modern English “Oxford dictionary” as “separate informal words and phrases widely used in speech by members of a particular group (children, criminals, the military, etc.)” [14].

According to another linguist V.V.Khimikov, slang is a non-normative lexical-phraseologically simple colloquial language unit under a practically open system, whose stylistic appearance or distinctive feature can be seen only in the enhancement of expressiveness (negative meanings) and emphasizes that it belongs to people, young people to the elderly, and at the same time to those who have a social affinity for a stranger (ours) [15].

English linguist Mariam Webster notes that slang is a means of communication, they are among the most informal and non-standard dictionaries, and slang serves as a means of social signals. In his book, “New world dictionary of the American language”, he explains the term *slang* as: in fact, criminals, a special dictionary of idioms, and colloquial expressions whose purpose is to mask the opinions of others (now they “cant” in English); special (specialized) dictionaries and phrases for people with the same job (field) and the same way of life (now they are commonly referred to as “argot”); colloquial language has two meanings in addition to the standard and ordinary language used in sketch speech: new and expanded meanings. They develop in search of new, powerful, sharp, or humorous phrases, from a database of unused words, or from words that have official status [12,96].

In The book “The New Oxford English Dictionary, slang is defined as follows: a special dictionary which is used by lower-class or unscrupulous individuals, i.e., “rude” words (1); cant or jargon belonging to a particular class (class) or period (2); the use of new words or current everyday words in specific meanings, which do not belong to the standard literary language, belong to the type of high-spoken speech (3) [12,96].

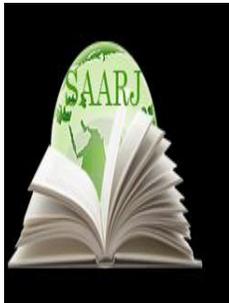
Conflicts between standard and non-standard words are eliminated in the language, leading to the creation of a single universal dictionary system. However, it should also be borne in mind that such sociolects play an important linguistic role in determining the non-standard words in a language as a social lexical unit, the speaker’s worldview, the possibility of discourse, and which social group they belong to.

From the above considerations, it is clear that there is some confusion in world linguistics within the subject of semantics and lexicology. For example, dysphemism and cocofemism, dysphemism and vulgar words, dysphemism and slang, slang and neologisms, slang and jargon, slang and so on. Based on the analysis, it can be said that slang is a broader concept than dysphemism. So, if so, what other units does its coverage include? The question naturally arises. It is natural that the equating of the term slang to dysphemism, neologism in the sources further complicates the problem. To this end, the study of the nature of slang is becoming more relevant and necessary than ever.

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## POETICS OF PROVERBS INVOLVING LEXOANTONYMS (ON THE EXAMPLE OF A. QAHHOR'S WORKS)

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### ABSTRACT

*The article focuses on the analysis of articles involving antonyms. Theoretical information about antonyms is based on examples. The role of this phenomenon in the lexical level, in particular in the structure of proverbs from paremiological units, is of particular importance. The use of stable combinations, especially proverbs, is important in artistic discourse. One can see contextual antonymic units such as lubrication // thorn bonding in the parema of someone who speaks on the basis of a proverb, someone who speaks on the basis of a proverb. The antonyms are based on the smooth, thorny semantics of the lexeme of lubrication, such as bitterness and pain.*

**KEYWORDS:** *Lexoantonyms, Paremiological Unity, Connotation, Oppositional Attitude, Contextual Antonymy, Aesthetic Function.*

### INTRODUCTION

There are a lot of descriptive means and special lexical possibilities of language. These include synonyms and antonyms, archaism and neologisms, jargon and professionalism, barbarism. Contradictory words play an important lingvopoetic role in expressing the effectiveness and expressiveness of a work of art. In the classical literature of the East, the possibility of this expression in language has been widely used since time immemorial. Linguist A. Rustamov writes about it: "One of the most important arts for a poet is valid. In the art of hazard, art critics say the opposite is true. " The fact that this art is called "antithesis" in the European philological tradition is emphasized in the linguistic literature. Antithesis - (Greek. Antithesis - contrast) is a stylistic figure consisting of contrasting ideas, concepts and images. S.Karimov describes this method as follows: "The method of antithesis in the language of fiction (in classical literature, this method is called tazod) is based on

The antonym is Greek for "anti", onoma - "name". Contradictory words, phrases and additional antonyms. Lexical units in the language of a work of art, such as synonyms, antonyms, homonyms, and polysemous words, are a convenient and productive tool for expressing the artistic and aesthetic purpose of the artist. "Antonyms play an important role in the language of a work of art: they reveal the object of the image with its internal contradictions, exaggerate and brighten the event."

In order to increase the expressiveness of the speech, the content is contrasted with the contradictory concepts, and logically with the contradictory ideas. The phenomenon of antithesis is observed at all levels of language. The role of this phenomenon in the lexical level, in particular in the structure of proverbs from paremiological units, is of particular importance. The use of stable combinations, especially proverbs, is important in artistic discourse. Abdullah Qahhor, a master of words, also used proverbs with antonyms in his works.

The use of proverbs in the speech process enhances the per location expressed in context. In this sense, we believe that the place of proverbs in the literary text is individual. The artist uses proverbs creatively to describe the inner world of his characters and to describe them verbally. This is especially true of Abdullah Qahhor's stories. The following is an analysis of articles with antonyms:

In the story, "Hypocrite" Nizomiddinov is portrayed as a clumsy, lazy, greedy character. The participants of the meeting are bored with his speech and often demand that he come to clear conclusions without repeating the views expressed. *"I will, of course, go to the concrete facts,"* said Nizomiddinov, turning the pages frequently. *"Be patient, and the meat will not be without bones."*

The last sentence of the character's speech seems out of place. . In this way, Nizomiddinov exposes himself and admits that his words are baseless. The proverb that the meat used in the speech is not boneless has a hidden meaning and indicates the existence of good/bad people in life. In this case, the semantics of the meat lexeme, such as softness, edible, bone lexeme, hardness, inedible, create a contextual antonym.

From the story of the "tailed people": "After dinner, the guest went to bed. I went to the office to pour all my poison on my nephew. My nephew laughed when he heard the story, and he made me angry. "Besides, this man is a trust to you, and you should not betray the trust, but hand it over to me in good health." I lost my temper. The protagonist entrusts an unnatural foreign visitor to his uncle to turn the city into a deposit. The lexemes of deposit betrayal in the article on treason can be taken as an antonym unit.

The proverb is one of the most ancient forms of folklore, in which the various means of artistic expression - the repetition of melodic sounds. The immortal lines and wise sayings of great masters of words with a great life and creative experience often resemble folk sayings. For example, a number of wise sayings of Alisher Navoi in his book "**Mahbub ul-qulub**" include: "Little by little one becomes wise, one gathers little by little and becomes a river", "You have no choice but to speak." ignore. " A similar situation can be seen in the work of Abdullah Qahhor.

When a writer uses folklore samples, he does not copy them in this way, but creatively reworks and designs them. Creates a number of new proverbs by analogy based on existing article

templates: listen a lot, buy a sentence based on a few words, sell tons by sentence. This proverb is found in the speech of Kalandarov in the story "**Sinchalak**".

"I know, Comrade Suleymanov, that I came to you only because it was difficult. You are humbled now that it is difficult. If you hide the donkey, will be embarrassed. Don't think about it again, for example, because I'm a little bit If you bury the hood of a cart in the ground, God damn it, the cucumber will sprout. " In the speech of the protagonist of the story "Two halves and one whole", the writer uses the parema of Laghanbardor Kamolkhanov, who hides the sick, reveals the fever, hides the donkey in the form of a proverb. The proverb serves to make the reader laugh at the protagonist, and the hidden // reveal antonyms in it serve to reinforce the meaning. The title of the story also consists of a proverb. But the words half-and-half // whole antonyms here did not serve the meaning of contradiction, but the meaning of commonality, solidarity.

The popular saying, "The woman who makes the earth a woman, and the woman who makes the earth black," is slightly modified in the story of Sinchak. Finally, Kalandarov laughed to hide his frustration.

*"Sir, shall we promise the guest, shall we?" -Huriniso took the advice:*

-Speak from the back! I'm not telling you to be bad. At this point, the metaphorical meanings of the lexeme to kill, such as to elevate, and the lexeme to kill, to discredit, are the basis for antonyms.

"Someone knows how to behave," Saida said with extreme coldness, "someone doesn't know; someone speaks in a greasy way, someone speaks with a thorn in his side... so it would be correct to look at what the person who came to work said, not how he said the word. One can see contextual antonymic units such as lubrication // thorn bonding in the parema of someone who speaks on the basis of a proverb, someone who speaks on the basis of a proverb. The antonyms are based on the smooth, thorny semantics of the lexeme of lubrication, such as bitterness and pain.

*Let's look at the next example.*

Then Tillabuvam came and said, "The value is not foolishness, it is not cheap beillat, there is a flaw under it, let's be patient." Here, too, a modified version of the proverb "cheap soup does not taste" is used, and the lexemes of value // cheap, wisdom // vowel create a mutual antonym.

*"If I tell you, the one who doesn't see the big sees the small, the one who doesn't see the big sees the big, and when they look at each other, nothing is overlooked,"* people say. I wanted to say. The exemplary idea given in the text corresponds to the content of the article in the beginning, not in the age of reason. creates a contextual antonym. From our observations, it is clear that the author used this article effectively in several places:

Qambarali jumped up and stood up. Don't get me wrong, Botaboy, it's not about age, it's about age.

*Zakir shook his head.*

-Blessings of the past... I'm not against science anymore, but I want to be against this Ibragimov... Yes, he has the knowledge, he has good knowledge! Sometimes he says

unimaginable things, but he's young! He's bigger than he is, and Allanechuk doesn't seem to agree. If this knowledge is old if these words come from the mouth of an old man...

*Botaboy laughed and froze.*

"It's not the age of the mind, it's the head," he said, wiping away tears of laughter.

Well-known literary scholar O.Sharafiddinov noted that the stories "The Thief", "The Sick", "Pomegranate", "The Old Women Wired" created by A. Qahhor in the 30s and 40s of the XX century, the story "Sinchalak" and other works have been read with great interest by readers. One of the factors that ensured the international spirit in the author's works was his skilful use of folk proverbs and sayings. The same can be said of The Lights of the Cross. Literary critic Tokhta Boboyev says: "The skilful use of folk proverbs, sayings, aphorisms and phrases increases the popularity of the language of the work."

*Let's focus on the text.*

His mother would sniff from time to time, and his father would yell at him! "Don't teach me wisdom! I've come to my senses, and I will continue to do so. I didn't find it in my wealth, I didn't find it in my water, I found it in my mind. True, but what do you say if the time is like this? They set foot on your chest yesterday, they set foot on your chest today, they set foot on your throat tomorrow. You're going to die, do you need John? Seek death, if you must. If time does not look at you, you look at the time! "

This proverb, used in Zunnunhoja's speech, serves to express the life philosophy of the protagonist. She does not want to give up her poor son-in-law "now is the time" to keep her land and water, but she wants to seduce him with a sweet word. But if time does not look at you, then the lexemes in the proverb are not antonyms, but only two different forms of the same lexeme. While describing the character of Zunnunhoja, the writer also evaluates his goodness through folk proverbs:

Aunt Khadija, Sidiqjon's mother, is an old woman who grows old as fast as anyone who has lived a life of humiliation, but who, like all village elders, does not promise old age. He lived with his youngest son, Abidjan, in his native village of Bakhrabad. While the lexoantonyms of gratitude in the proverb enter into an oppositional relationship in a denotative way (in which the affixes that make up the lexeme are mutually antonyms), such an attitude of the lexoantonyms // punch occurs through connotation.

*We refer to the next text.*

But now, even though he had come in to see Aunt Khadija on the way, he saw Siddiqjon and sat for a while, as if annoyed for some reason, and asked him sarcastically, " You don't have an axe to be rich, you don't have a bag to be a beggar. "

The rich // simple antonymic units in the proverb give a clear idea of the current social situation of the protagonist Sidiqjon.

"Look at me, Tolagan aka," Safarov said politely. It's called a seven-dimensional cut. The next regret will not help. The seven lexemes in a proverb form a quantitative contextual antonym with one lexeme, with more than one semantics. The same situation is observed in the following text:

Abidjan: *Tell Captain Navruz everything you know!*

Hojar: *Wow.*

Obidjon: *Yes.*

Hagar said, "*Greet the place where you drank salt one day for forty days.*"

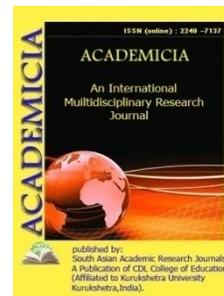
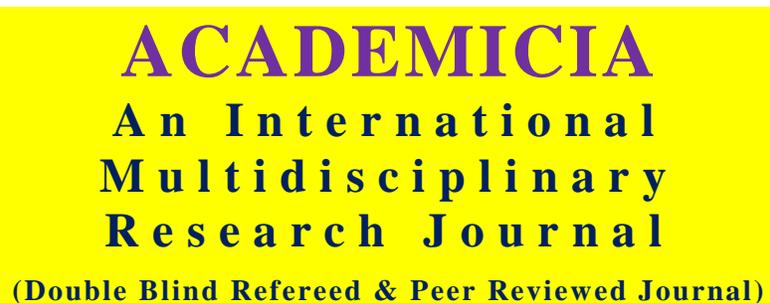
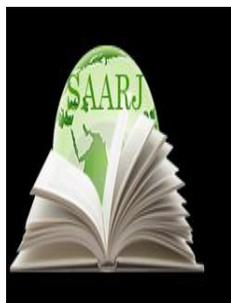
"Let me tell you," said Ruzimat with a smile. "I'm surprised my brother Butaboy didn't have a cold on his lips. If the wind blows a camel, look at a goat in the sky. What will we say to others if the person in charge of us sits like that?" The kolkhoz was not built by outsiders who thought it would be "destroyed," but by people who hoped to fix it. They say, "I need to explain," but it's true, "say the word to the one who reads it, to the one who hurts it;" You don't say a word, your mother gave birth prematurely! " Two folk proverbs are used in this text. The proverb "A camel and a goat are used figuratively here" means that if a camel is blown by the wind, the person who supports the goat in the sky will be harmed even more when he is punished. is the basis for expressive contextual antonyms.

The units in the next proverb that read // the mother gave birth prematurely are the product of the shooting event. Given that the lexeme she reads represents a context-sensitive semaphore, it can be said that her mother creates a contextual antonym with the beta semaphore represented by the unit of the speech she was born with. Because lexical usage does not create an antonym. When there is a contradiction between linguistic meaning and the verbal meaning, it is called contextual antonymy. Antonyms occur between language units. In a literary text, the author's goal is to make an aesthetic impression on the reader or reader, while in a non-literary text, the author's main goal is to have a communicative effect on the reader or reader. Thus, in a non-literary text, the communicative function is to convey information, while the primary function of the literary text is to increase the aesthetic value of the information conveyed.

In conclusion, the art of using proverbs in artistic speech has a special artistic and aesthetic significance. Creating such works requires strong skills from the creator. The analysis of proverbs used in the semantic expression of an expression, especially in artistic speech, is an aspect of linguopoetic research.

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## ANALYSIS OF CONTINUOUS IN LITERARY EDUCATION PROGRAMS AND SOME ISSUES

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### ABSTRACT

*The article highlights the importance of improving the quality and effectiveness of teaching literature by ensuring the continuity of literary education, the important factors that ensure continuity. Literary education programs, the characteristics of students in the educational stages, the attitude to literary education, the factors of organizing literature lessons are also studied.*

**KEYWORDS:** *Stage Continuous, Non-Stop, Literary Education, Quality And Efficiency, Tendency, Educational System.*

### INTRODUCTION

It is well known that the system of continuing education is based on the continuity of education, which requires a certain consistency between all types of education. The implementation of this process involves not only the interdisciplinary continuity of the disciplines taught in each type of education, but also between the types of education.

State educational standards, curricula not only express the content of the educational process in general secondary schools and academic lyceums, which are the main links of continuing education, and the topics of newly created textbooks, but also It also determines the amount and level of knowledge, skills and competencies that future young professionals need to acquire, taking into account the specific characteristics of educational institutions. Therefore, in general secondary education, it is impossible to distinguish between the curricula of literature.

In our opinion, one of the most important indicators of the continuity between the curriculum of general education in primary and general secondary education is their suitability for the specialty curriculum. Thus, the integration of curricula in each type of education is considered in terms of

interdisciplinary and theoretical and practical integration, based on the continuity and continuity of the education system, the types and stages of education.

The concept of curriculum continuous is related to the concept of educational integrity and structure. In solving this problem, we have limited ourselves to giving a scientific analysis of the content of literary education in grades 5-9 and the State Education Standards and textbooks in the field of secondary special, vocational education.

From the point of view of continuity and continuity of literary education, we study the programs of 5th-9th grades and secondary special, vocational education in two groups: in the first group, we analyzed State Educational Standards, curricula, and textbooks, including literary education for grades 5-9.

The most important aspect of our research is the three main content of the literature curriculum and textbooks, which are considered to be the basis of the research and included in the second direction: 1) study of information on the history of literature, including the life and work of writers; 2) acquaintance with the basis of literary-theoretical concepts; 3) to develop students' speech and creative activity.

Concepts about the life and creative work of selected writers were approached in a study in grades 5–9 that differed from the traditional type of education. Innovative teaching technologies were used as the main teaching method. In particular, in addition to the concepts given in the textbook "Literature" in the 5th grade, in accordance with the requirements of the teacher's program and the textbook, the creative activity of the writer, his childhood (in the national literary education Navoi), interest in fiction, the study of students in accordance with their age and individual characteristics.

If in one textbook the concepts of the biographies of all writers are given, in another literature the creative activity of writers in literary education is not given in full in comparison with the above literature textbook.

The content of some subjects and textbooks has not changed much from the 5th to the 9th grade. There are some shortcomings in the education system.

In order to correct the mistakes made in ensuring the coherence of the general secondary education system, it was necessary to reconsider the scope of literary and theoretical concepts in this area. In particular, the literary-theoretical concepts in the 5th grade curriculum were analyzed. It was found that the materials of this program do not provide a clear definition of theoretical concepts. In some places, the use of terms that are difficult for a 5th grader without explanation requires the teacher to be vigilant.

In another program, the focus of the program on the coverage of theoretical material for each class is the formation of artistic word art through theoretical materials. In this research center, the concepts of the system of events, composition, general connection, introduction, introduction are considered, and the importance of teaching the structure of the work and the development of speech in relation to the above program. The general scientific approach of the work does not allow to compare and contrast the programs in this area in the process of analysis.

Another curriculum emphasizes that the teaching of each class syllabus is a basic teaching in literary education that focuses on the identification of a particular competency in the student and

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the problems of the literary genre. In Grade 5, the genres of fiction are hardly covered, and some of the visual aids are listed as familiar concepts.

In all the analyzes discussed above, the literary-theoretical concepts presented by the authors are considered in terms of the possibilities of literary education.

In literary education, when this or that material is viewed objectively, it is found that they are not in demand. It turned out that the concepts of literature and education are the basic concepts of the scientific worldview, and the data are not sufficiently covered.

**Literary Concepts** In the curriculum and textbooks for grades 5-9, we considered it important to review and analyze a course in terms of teaching literature and innovative pedagogical technologies, and we came to the conclusion that creating an optimal teaching option.

There is little emphasis on teaching theoretical material in large-scale literature classes. In this program, some teaching methods will need to be clarified in order for students to master the subject of literature. Most importantly, the acquisition of concepts should take into account the age and individual characteristics of students.

Students in grades 5-9 have a hard time mastering the concepts of literature in the above program. Therefore, it was found that in the teaching of literature lessons in grades 5-9, enriching the minds of students with theoretical materials and ensuring that they have a basic understanding of literary education, it is important to teach by ensuring that class materials are related to 9th grade or that they are related to 9th grade and 10th - 11th grade materials. In our opinion, due to the lack of coordination or coordination in the teaching methodology in the 9th and upper grade curricula, we have set a goal to develop a consensus and continuity in the teaching of literature in education, as the curricula the concept of continuous is poorly covered. Therefore, we found it necessary to improve the teaching system in this area and provide methodological recommendations in terms of improving the level of mastery of students.

It is time to update the content of traditional education and radically change the organization of the educational process. At the same time, the introduction of pedagogical and information technologies in the education system will accelerate the training of students.

The use of elements of pedagogical technology in the classroom has its own advantages. In particular, the educational process is organized in a certain sequence, that is, in a systematic way. The following should be considered in the design:

- Defining the purpose of the subject;
- Identify the learning elements that need to be mastered according to the State Education Standards;
- Set goals for each learning element;
- Choosing the right (optimal) teaching aids;
- Identify ways to absorb the content of learning elements into the student based on didactic principles;
- Identify methods and criteria for assessing student performance;
- The result of the subject's (teacher's) activity is compared with the goal set for the student in the learning process, that is, the learning outcome is analyzed.

Ensuring continuity and continuity in the content of education alone will not achieve the effectiveness of education. Therefore, the whole education system must be restructured on the basis of the principles of continuous and system. To this end, while maintaining the continuity of existing curricula, it may be effective to address the existing disparities between the curricula created on the basis of these programs and to systematize them using new teaching methods. The use of innovative forms and methods of teaching in the organization of literary education has a positive effect.

It is known that for each stage of the system of continuing education, the approved normative documents define the minimum amount of knowledge, skills and competencies that students need to acquire. It is well known that the first stage of school literature education begins with the "Alphabet" in the primary grades and then continues with the subject of "Reading" and "Literature" in high school. In this case, students are gradually taught literacy, such as letters and sounds, their formation, syllables, words, their pronunciation and spelling, phrases, sentence construction, text creation. initial exercises and artistic-aesthetic speech, introduction to the development of creative thinking. This, of course, applies to the integration of the content of primary education in the areas of education, such as mother tongue, reading, mathematics, nature, man and society, as defined in the State Education Standards.

The field of human and social education encompasses a wide range of concepts, including morality, mental and physical education, law, and economics. By organizing the process of literary education on the principle of continuity and continuity, the spiritual maturity of students and the effectiveness of the learning process are taken into account. The following forms of continuity and continuity have a positive effect in this regard:

**1. Gradual presentation of topics.** This provides a link between the learning materials. The given training material is built on the condition that the previous ones do not duplicate each other, mainly focusing on the fact that one complements the other, there is new information that has not been studied. For example, A. Kadyri's work is presented in the form of a story "In the kid" in the 5th grade, "Scorpion from the altar" in the 7th grade, "Last days" in the 9th grade, and excerpts from these novels in academic lyceums and vocational colleges. A similar principle can be observed in the process of continuous literary education in the study of the works of writers such as Chulpon, Oybek, G. Gulom, A. Kahhor. However, in academic high schools or vocational colleges, "Literature" programs allow for the reprinting of certain works that are studied in general secondary schools, or the repetition of excerpts from other chapters of the same work. This leads to a mismatch between the curricula and programs of the continuing education phases, disruption of continuity and coherence.

For example: a) A. Kodiri's "Scorpion from the altar", Chulpon's "Night and day", M. Shaykhzoda's "Tashkentnoma", Mirtemir's "Mother", "Cloud", S. Ahmad's "Horizon", P. Kadirov's "Starry nights", "Uzbegim" by E. Vakhidov, "Genetics" by A. Oripov, "Works of the world" by O. Hashimov, "Treasure of Ulugbek" by O. Yakubov and others;

b) The complementarity of information about the work of a particular writer can be substantiated by the fact that information about the work of a poet or writer is based on the principle of simple to complex works of different genres. In particular, the biography of the writers differs in that the materials on their creative heritage are covered in more detail in the upper classes than in the

lower classes. This, of course, takes into account the age and psychological characteristics of the student.

**2. Integrate curriculum coherence.** Interdisciplinary coherence eliminates repetitive tautology-based teaching materials. For example, in elementary school, a particular season, seasonal change, or natural phenomenon is replaced by “Reading” instead of essentially similar information in “The World Around Us”, “Reading” or “Mother Tongue” textbooks. “Winter” can include text, information, pictures, or illustrations that detail the features of the subject.

In the upper grades, such a combination can be combined in Chemistry, Geography, Physics, and Biology. It is also advisable to refer to the integration between the disciplines of "Psychology", "Fine Arts" and "Literature" in the analysis of external portraits in the analysis of the inner experiences of a particular hero's psyche. For example, this process of cognition, which is characteristic of the protagonist's inner world in a work of art, is expected to be interpreted based on the concept of "fantasy" in psychology, the etymology and meaning of the word.

In psychology:

"Imagination, like thinking, is one of the processes of cognition, which is involved in the internal and external nature of human activity and research, in the emergence and solution of a problem situation with a certain degree" [6; 21-p.].

Linguistics (Explanatory Dictionary):

Imagination is thinking and imagining in Arabic; a dream, a strange desire; the ghost.

1. The process of thinking; thought. *A thousand fantasies in every head.* Proverbs.
2. Imagination. *Gulnara's eyes and face are smiling and smiling only in the thoughts of the Lonely Traveler.* Oybek, Selected works. *[Bobur's] Sick Suddenly Tanbal, who was holding a sword, appeared in the patient's mind.* P. Kadyrov, *Starry Nights.*
3. Dream, fantasy. *Buried in the sweet dreams of the future, Mahdum used to perform ablution for the Asr prayer.* A.Kodiriy, *Scorpion from the Altar. But I came back to myself and thought that what I thought and fell in love with in Shama was a sweet dream!* A.Kodiriy, *The past days.*
4. Es, memory. *At that moment, the girl came to life in the eyes of [the Memorial] like an angel, and left a sacred mark in her mind.* O. Hoshimov, *Listen to your heart* [5; 373-p.].

Curriculum harmonization focuses on the commonalities between objects in the environment, the physical and chemical properties of events, and artistic expression.

**3. Modular connection.** This connection allows for the presentation of knowledge and concepts related to related disciplines as a whole system. In particular, knowledge of specific, natural or social sciences (works that detail the life and work of al-Fargani, Beruni, al-Khwarizmi, Ibn Sino, MirzoUlugbek) is based on the purpose of the study based on a certain system. It is advisable to give the same topic in the plan once within the specified system, but in an integral whole. For example, the work of encyclopedic scholars, including Farobi's "City of Noble People", which deals with the ideal society, a just system, and just rulers, is related to Beruni's calendar, science, customs, and beliefs of different peoples. “Monuments from Ancient Peoples” is a proof of our opinion. This can be done by:

a) saves students' time, has a positive effect on the development of learning processes;

- b) prevents excessive force on materials of the same content;  
c) save public funds for education.

**4. Integrative programs.** Such programs, which combine multiple subjects or subject-specific topics, should be designed to take into account the increasing number of subjects in the curriculum. Programs of this kind are useful both in terms of pedagogical and economical hours. For example, the integration of subjects such as "Etiquette", "Sense of Homeland", "Rules of the Road" into the "Reading" program.

**5. Related topics.** Learning materials in one subject are given in sequence to closely related material in another subject. Mathematics can also be used to sharpen the mind, broaden the imagination, and develop connected speech in textbooks such as Fundamentals of Economics, Literature, or Mother Tongue. For example:

"It simply came to our notice then. A goose came and said, "Hey hundred geese, how are you?" he said. Then one of them said, "We are not a hundred geese, and if we have a goose, then we have a half goose, and if we have a half goose, then we have a hundred geese". How many geese are there in the sky?"

Answer: 36. That is  $36 + 36 + 18 + 9 + 1 = 100$ ".

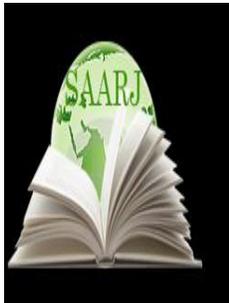
Finding the answer to the riddles of this content, of course, involves the achievement of the goal of forming logical thinking in addition to mathematical operations.

With the aim of conveying moral and aesthetic education, speech development, communicative norms, concepts of the environment through works (proverbs, sayings, poems, exercises) in the content of the native language and literature, "Fundamentals of Economic Knowledge" , "Etiquette", "Constitution lessons" will save time and reduce the workload.

In order to achieve the above goals, as Professor R.G.Safarova noted, "the development of scientific and pedagogical bases for the integration of academic disciplines in the context of education; improve the curriculum based on the requirements of the student-centered learning process; create a new generation of integrated curricula and textbooks; the content of integrated education should be selected, scientifically substantiated and put into practice" [4; 16-p.].

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**AMERICAN- CHINESE ECONOMIC RELATIONS AT THE PRESENT  
 STAGE: CONTRADICTIONS OR COOPERATION?**

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**ABSTRACT**

*In today's system of international economic relations, the interaction of two economic giants, such as the United States and China, is of particular importance. In 2013, US exports to China had a positive impact on the development of many areas of America's industry, including automobile manufacturing, agriculture, computer and electronics manufacturing, the chemical industry and others. As a result of this phenomenon, the US trade deficit for these East Asian countries has decreased, and the trade deficit with China has increased. China was in second place in terms of trade with the United States after Canada, the third export market and the largest supplier of goods for the United States. In the future, it is planned to continue negotiations to overcome this situation by discussing mutual requirements. The significance of these negotiations is that in addition to the fact that the introduction of such duties will harm the economies of both countries, it will also lead to an imbalance.*

**KEYWORDS:** *Negotiations, Economic Giants, Interaction*

**INTRODUCTION**

Over the past few years, China has been one of the fastest growing US export markets, the significance of which will only increase. Over the past decade, US exports to China have grown five-fold with an average global growth of 123%.

In today's system of international economic relations, the interaction of two economic giants, such as the United States and China, is of particular importance. The future development of other economic processes in the world largely depends on how these relations will develop. Despite the rapid growth of mutual trade and the increase in foreign direct investment (FDI)

between China and the United States, relations between the two countries remain very unbalanced, and they are burdened by many contradictions. This circumstance, however, does not interfere with the active cooperation of the two countries and the expansion of the range of joint interaction.

The article also analyzes the new contradictions that complicate the development of economic relations between the two countries, such as cyber attacks performed by Chinese hackers or violation of intellectual property rights. While investigating this issue qualitative, quantitative and comparative methods of research have been applied.

Many American economists attribute the growing negative balance of America to the policy of the Chinese leadership, which deliberately understates the renminbi in order to create more favorable conditions for the export of their goods abroad, in particular to the United States. Americans at the same time blame Beijing for the fact that its policies contribute to increasing unemployment in the United States. However, in a detailed review of official materials from US government agencies, it is determined that such statements are not entirely accurate. This is just a hypothesis that has not yet been fully confirmed or even rejected by some Americans.

## **Theoretical background**

### **1. The US unemployment.**

American companies do not compete with cheaper Chinese manufacturers, which leads to their ruin. Thus, according to a study carried out by the Economic Policy Institute (EPI) in 2011, in the United States from 2001 (from the moment China joined the WTO) to 2011, about 2.7 million people lost their jobs mainly in manufacturing sector due to the inability to compete with cheap Chinese goods. Nevertheless, accusing China of dumping, there are several points to consider. First, the export of American goods to the Chinese market plays a significant role in the US economy and in the growth of employment. In 2013, US exports to China had a positive impact on the development of many areas of America's industry, including automobile manufacturing, agriculture, computer and electronics manufacturing, the chemical industry and others. Total US exports to China supported 11.3 million US jobs. In addition, the attraction of FDI from China plays an important role in increasing US employment. Over the past five years, China has significantly increased its FDI in the United States, which has led to the creation of new jobs in America and the maintenance of its employment. For example, according to the American private research company Rhodium Group, about 70,000 Americans currently work in factories or enterprises created with the help of FDI in China, which is 7 times more than in 2007.

#### **1.1 Movement of production capacities**

According to the authors of this report, the growth of the US trade deficit is the result of the objective **movement of production capacities** from East Asian countries to China, which we have witnessed in the last two decades. As a result of the increase in the cost of production, traditional suppliers of labor-intensive products for the United States from East Asia, such as Japan, Taiwan or Hong Kong, moved their production to China, where the final assembly of goods takes place and where production is cheaper. As a result of this phenomenon, the US trade deficit for these East Asian countries has decreased, and the trade deficit with China has increased. China was in second place in terms of trade with the United States after Canada, the

third export market and the largest supplier of goods for the United States. The volume of US merchandise exports to China amounted to 110.5 billion dollars (which is 6.2% more compared to 2011).

A similar point of view is expressed by American economist David Hale, who believes that mainland China is just a place for final processing of goods, but many other components and raw materials for production are imported from other countries, primarily from Asia. Such a “production chain” leads to the fact that China has a negative balance in trade with the rest of Asia and a positive balance with the United States. According to the chief economist of the Asian Development Bank, Shang Jinwei, in the production of one Apple iPhone mobile phone, the added value created in China is \$ 6, but the total cost of the phone (\$ 358) is reflected in the statistics of US customs import.

### **1.2 .Tariffs**

The trade confrontation between Washington and Beijing began in the middle of last year, when each country introduced additional import **tariffs** totaling \$ 50 billion. Since then, tension has only grown - both sides are taking new responses.

In December last year, Beijing and Washington entered into a temporary truce until March 2019. It lasted until the middle of the year, when the United States resumed the trade war, increasing tariffs from 10 percent to 25. China responded proportionally.

UNCTAD decided to study the effects of a trade war unfolding between the two largest global economies. The main conclusion is that both sides suffered. Thus, the introduction of additional tariffs on the import of Chinese goods into the United States led to a reduction in imports from China by 25 percent. Taiwan (the province of China), Mexico, the European Union, Vietnam and others took advantage of the vacant place in the American market. However, according to experts, China, which seeks to maintain its market segment, has for some time begun to reduce export prices.

In the USA, American consumers felt the confrontation and had to buy goods at higher prices. The authors of this study did not study how Chinese tariffs affected the competitiveness of American goods, but they believe that the situation is likely to develop according to a similar scenario: Chinese consumers pay a higher price and exporters to the United States incur losses.

### **1.3. Intellectual property rights IPR**

Today, innovation and intellectual property are a significant factor in US economic growth, so they perceive the protection of intellectual property rights as one of the most sensitive topics in economic relations with China. Another type of crime is related to the problem of violation of intellectual property rights - cybercrime. According to US intelligence, despite the existence of the Sino-US Cyber Security Working Group, which was created during the fifth meeting of the Sino-US Strategic and Economic Dialogue (SED) in 2013, the US is constantly being attacked by Chinese hackers. Despite a significant improvement in the enforcement of intellectual property rights in China over recent years, many U.S. companies acknowledge that the proportion of IPR infringement in China is still significantly high, and therefore suffer significant economic losses. As noted in the report of the Commission of the American Committee on theft of intellectual property, the United States incurs losses of approximately \$ 300 billion a year,

with China accounting for 50 to 80% of all losses (URL: [http:// dataweb.usitc.gov/.](http://dataweb.usitc.gov/)) This is an impressive amount, which indicates the seriousness of this issue.

In May 2014, the US Department of Justice charged cyber espionage and other offenses against five PLA members who reportedly attacked five U.S. companies for commercial gain .As noted in the report “Cyber espionage and theft of US intellectual property and technology”, today there is evidence that the PRC government not only supports cyber attacks against the United States, but also actively leads them. A report to the US Congress notes that the US Department of Defense is subjected to 50,000 cyber attacks every year, most of which are carried out by the Chinese .Thus, cyber crime remains one of the main contradictions in relations between China and the United States. Cyberattacks not only violate the trusting basis in bilateral relations and lead to economic losses in the United States.

An equally serious source for the contradictions in China's economic relations is the US accusation of Beijing's failure to fulfill its obligations under the WTO. The extraordinary behavior of the PRC and the special practice of conducting trade policy became the reason for the Americans to file 15 complaints against the actions of the PRC within the framework of the WTO ( E. Katkova ,2018) These complaints were related to a variety of Chinese trade policy practices, such as the special tax regime for domestic production of integrated circuits, access to the Chinese market for foreign audiovisual products or entertainment, restrictions on the export of raw materials, etc.

## **METHODOLOGY**

Despite the prepared plan for imposing retaliatory duties, China is not interested in waging a trade war with the United States, and expects to hold peace talks. But the opinion of Donald Trump on this issue is the opposite, he is confident that the negotiations will not bring any results.

It is important to note that from May 2 to 4, 2018, negotiations were held in Beijing, which, however, have not led to a resolution of the current situation. Among the demands made by the United States are the reduction of the trade deficit between the two countries by at least \$ 200 billion by 2020, the recall of several lawsuits from the WTO and the implementation of quarterly reports on progress in reaching joint agreements. Beijing, in turn, demanded an end to the investigation of the theft of American intellectual property by Chinese companies, the renunciation of 25 percent duties on Chinese goods and an end to discrimination against Chinese companies in the interests of national security, as well as the opening of an electronic payment market for Chinese companies and the issuance of investment company China International Capital Corp. licenses for financial activities.

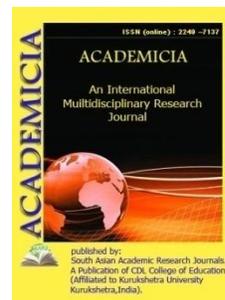
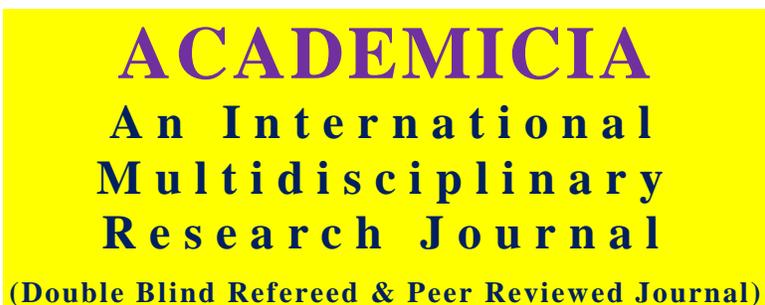
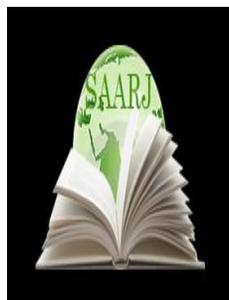
## **CONCLUSION**

Despite the fact that no agreement was reached on these requirements, each of the parties recognized the key importance of stable relations between the countries. In the future, it is planned to continue negotiations to overcome this situation by discussing mutual requirements. The significance of these negotiations is that in addition to the fact that the introduction of such duties will harm the economies of both countries, it will also lead to an imbalance. Taking into account all the given data, I would make a contribution, by offering a qualitative research method, which would survey two huge populations of both countries, suffering the most from

existing uncertainty. Opinion selection of ordinary people will possibly affect the authorities of two huge economies to make a right decision and avoid the catastrophic end.

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## HYGIENIC SUBSTANTIATION OF WORKING CONDITIONS FOR WORKERS INVOLVED IN GROWING VEGETABLES IN OPEN GROUND

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### ABSTRACT

*In this article, the purpose of the study is a hygienic assessment of the working conditions of workers involved in growing vegetables in the open field. It has been established that, when growing vegetables, workers can be affected by such production factors as high load dustiness noise vibration impact of carbon monoxide insolation in summer relatively low temperature in autumn-winter period vapors and gases of mineral fertilizers and pesticides. In this regard, sanitary supervision over the working conditions of vegetable growers should be carried out taking into account the specific features of growing vegetable crops.*

**KEYWORDS:** *Hygienic Requirement, Working Conditions, Production Factors, Manual Labor.*

### INTRODUCTION

In recent years, the cultivation of vegetables in greenhouses has been widely developed. However, the main source of supply of vegetables to the population of the Republic is still open ground vegetable growing, which provides about 85-90% of the total volume of agricultural products grown in our Republic. To fully meet the needs of the population of the Republic of vegetables, to ensure an abundance of markets to increase the country's export potential and especially to improve the living standards of the population, the President of the Republic of Uzbekistan adopted the Decree on October 9, 2017 No. UP 5199 "On measures to radically improve the system of protecting the rights and legitimate interests of farms and owners of household land and the efficient use of cultivated areas. " According to this Decree, the sown area of cotton growing was reduced due to which the sowing of vegetables was increased. So, in the region, cotton fields have been reduced by 27%, the sowing of vegetables has been increased and for 2018 it is 28.5 thousand hectares. 852 farms are organized on this area. In addition to this region, there are 43,071 private vegetable farms that grow vegetable products.

Purpose of the research: To give a hygienic assessment of the working conditions of workers involved in growing vegetables in the open field.

Materials and research methods: The work was carried out in 3 vegetable farms of Gijduvan district of Bukhara region W / sq., relative humidity 32-69%, air speed 0.4-5.2 m / s. With such types of work as planting seedlings and watering, the workers' clothes are constantly wet and dirty. Manual operations are carried out in a forced bent working position with a static tension of the muscles of the back and shoulder girdle, requiring the need to lift and carry weights, the application of significant efforts to manual tools.

A qualitatively new stage in the development of the vegetable growing industry is the transition to an industrial technology for growing vegetables, which became possible due to the specialization and enlargement of farms on the basis of inter-farm cooperation and agro-industrial integration. When clearing areas from weeds, loosening and preparation of areas for sowing this agricultural technique is carried out with tractors of the Magnum, Orion brands MTZ-80, TTZ-80, PORON, T-28, T-4 and. etc. Orion magnum tractors are equipped with sealed cabins and air conditioners. The cabs of the TTZ-80 MTZ-80 tractor have technical defects in the form of leaks in places of dust formation and sun protection. In addition, in the cabins of the above equipment, the vibration noise level of carbon monoxide dust often exceeds the permissible standards. The main step in growing vegetables is sowing seeds (seedlings). This agrotechnical activity is mainly carried out manually (sowing tomatoes, cucumbers, bell peppers, eggplants, etc.) while the workers perform work in a forced position.

When caring for plants (loosening the soil, applying organic biological mineral fertilizers), dust, gases of biological organic and mineral fertilizers, is present in the air of the working area. The main sanitary and agrotechnical event at this stage of production is the mechanized farms Shukur Tukhta MK "Sarmijon" Uktam Kayum MK "Bukhtaroy" and "Gulistonobod". The total number of employees is 72 people. The study of physical activity was carried out by the method of sanitary examination and observation. Temperature and humidity were measured using an aspiration psychrometer (SanPin R Uz 0325-16), air velocity with a vane anemometer (SanPin R Uz 0324-16), noise and vibration-sound level meter VSHV-003M3 (SanPin R Uz 0325-16), dustiness air by weight method (guidelines for the determination of harmful substances in the air, 1981) carbon monoxide by the method of E. Peregud (fast method for the determination of harmful substances in the air, 1970).

**Results and discussion:** the technology of vegetable production is characterized by the complexity of multi-operation and the predominance of manual labor due to the limited possibilities of mechanization. The organization of specialized vegetable farms on large areas requires the development of new technologies and machines, as well as the creation of conditions for their early introduction into agricultural practice. In the technology for the production of vegetables in open areas, several stages are distinguished, covering operations that are interrelated in the nature and object of action: clearing areas of weeds, loosening and preparing land for sowing planting seedlings (seeds) in open ground, caring for plants (loosening and hilling, weeding, watering, pesticide treatment, etc.), harvesting, commercial processing of some vegetables, etc. The implementation of these operations is associated with the effect on the organism of vegetable growers of a complex of unequal harmful factors of the production environment.

Non-mechanized types of work are carried out in the open air under the influence of various combinations of meteorological factors, observed in summer during weeding, loosening, soil and harvesting, when the air temperature reaches 25-34 °C (degrees), radiation 697-997

Based on the analysis of the influence of indicators of production factors on working conditions of workers in the cultivation of vegetable crops, the following extremely important recreational measures are necessary to improve working conditions:

- providing mechanization and automation of the most labor-intensive and difficult types of work (planting, weeding, watering, cleaning), for which it is necessary to accelerate the improvement of the designs of serial production of new units and machines that meet hygienic requirements;
- When choosing irrigation systems, give preference to automated and then mechanized systems replacing outdated installations;
- To improve the working conditions of irrigators, watering vegetable crops by sprinkling;
- In order to prevent the impact of vapors and gases of mineral fertilizers and pesticides, it is necessary to centralized and mechanized their supply for agricultural crops;
- In order to reduce the need for auxiliary workers and ensure their labor, it is necessary to develop mechanisms and techniques for sowing and harvesting all types of vegetable crops;
- when rationing and tariffication of vegetable growers' labor, take into account the severity of tension and harmfulness of certain types of work The same data should be taken into account when deciding on the examination of the ability to work and employment of vegetable growers;
- taking into account the sharp increase in the needs of the population of the Republic and the whole world in vegetable products in order to grow high-quality and environmentally friendly vegetables, we propose the introduction of biological microfertilizers and the transition from chemical methods of pest and weed control of vegetable crops, 21 types of pesticides were used in 2016-15 names, in In 2017, 12 items, and for 6 months of 2018, 7 types of pesticides were used, of which 3 types were biostimulants.

However, the decrease in the volume and amount of pesticides used did not contribute to a decrease in the contamination of vegetable products with pesticides. These data are confirmed by laboratory data from the sanitary and hygienic laboratory of the TsGSEN. Thus, during laboratory analysis in 2000, out of 3912 samples of vegetable products, pesticides were found in 302 cases (7.75%). Exceeding the MPC has not been established. In 2016, out of 3826 vegetable products studied, 92 (2.4%) were found to contain pesticides, and no excess of the MPC norm was found. In 2017, out of 3,632 tested samples, pesticides were detected in 61 (1.6%) cases, and for 6 months of 2019, no residual amount of pesticides was found in 886 tested samples of vegetable products. At the same time, during the direct processing of vegetable crops, workers come into contact with pesticides, and if safety rules are violated, the harmful effects of chemicals on their body are possible.

Thus, when growing vegetables, workers may be affected by the following production factors such as high physical activity, dustiness, noise, vibration, exposure to carbon monoxide (for machine operators), high temperature, insolation in summer, relatively low temperatures in autumn and winter, vapors and gases when feeding mineral fertilizers and pesticides, when treating plants against weeds, pests and diseases of vegetable plants. In this regard, sanitary

supervision over the working conditions of vegetable growers should be carried out taking into account the specific features of growing vegetable crops. In this case, one should take into account the need to supply organic and mineral fertilizers centrally, i.e. through the sprinkler hose. The use of a sprinkler system solves the problem of mechanizing irrigation and saving irrigation water. However, the need for auxiliary workers remains. Due consideration should be given to the structural and operational reliability of the irrigation nozzles in order to reduce the time the installers spend in the irrigation zone.

When working under irrigation conditions, irrigators must be provided with overalls (light, non-soaking jackets and a raincoat with a hood in cold weather, additional quilted jackets) and rubber boots. Performing non-mechanized types of work is accompanied by significant physical conditions and requires a lot of energy. In the group of non-mechanized work, operations with a particularly high level of energy costs are distinguished: watering, weeding, loosening and harvesting. The manual removal of the collected products on the road requires energy costs in the amount of 327.6-359. J / s. The full implementation of comprehensive mechanization in vegetable growing will not abolish the use of manual labor, since individual processes (selective harvesting of vegetables that have ripened at different times: tomatoes, cucumbers, eggplants, peppers, etc.) will be carried out manually.

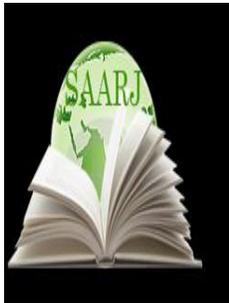
This necessitates the development of recreational activities for manual types of work. At all stages of the cultivation of vegetable crops, workers may come into contact with pesticides. Since different types of pesticides are used to control weeds, pests and diseases of vegetable crops.

It should be noted that the use of pesticides for vegetable crops decreases annually. So, in 2000, on the territory of Bukhara and diseases of vegetable crops on biological methods of plant protection.

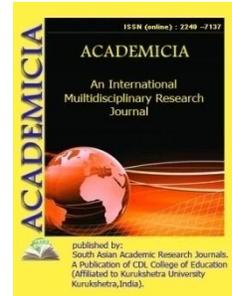
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## ISSUES OF DEVELOPMENT OF FOREIGN ECONOMIC ACTIVITY IN THE REPUBLIC OF UZBEKISTAN WITH THE HELP OF FOREIGN INVESTMENTS

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### ABSTRACT

*The article considers that the development of export-oriented economy in the Republic of Uzbekistan, as well as the improvement of export activities of foreign economic activity is important at the current stage of economic restructuring. At the same time, Uzbekistan is presented with issues of reducing the country's dependence on exports of raw materials, diversification of import and export markets and accelerating the export of high value-added goods, as well as the dynamics of the export situation in the regions.*

**KEYWORDS:** *Investment Policy, Infrastructure Structure, Investment Projects, Foreign Economic Activity, Financial Incentives, Modernization, Diversification.*

### INTRODUCTION

In order to ensure the stability of the economy in the Republic of Uzbekistan, increase production patterns and thereby improve the living standards of the population, reduce social problems among the population, a wide range of investment opportunities is created in a modern market economy. The Republic of Uzbekistan pays great attention to the development of multilateral relations with Central Asian countries. The proximity of our country to developing countries in the Middle East and Southeast Asia, its borders, trade routes to Europe and Asia have a positive impact on the development of foreign economic activity. In other words, large investment projects are characterized by long-term implementation, first of all, the creation of a favorable investment climate and confidence in foreign investors to do business, positive conditions in world commodity markets and favorable prices for key goods in national exports. . As a result, large national exporters are trying to expand their financial opportunities and intensify their investment projects. There are positive changes in the structure of foreign investment in the Republic of Uzbekistan. At a time when global economic competition is

intensifying, the key to stability is to expand production and gain a foothold in foreign markets. Indeed, in the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, the improvement of the investment climate in the new perspective, the active attraction of foreign, engaging, foreign direct investment by sectors and regions of the economy and the performance of their duties. At the same time, we can see the growing interest and confidence of foreign investors in the economy of our country through the introduction of a number of laws.

In particular, as a result of the establishment of the "Foreign Investors Support Group" to provide objective information to foreign investors on the ongoing socio-economic reforms in the Republic of Uzbekistan, the investment climate and foreign trade regime, the essence and significance of legislation, appeals from foreign investors. It is planned to ensure the timely entry into the information system "gov.uz".[4]

As the President said, "In order to further attract investors to new projects, it is necessary to hold investment forums with foreign investors at least once a year in all regions, as well as to ensure the participation of domestic entrepreneurs in major international investment forums. Most importantly, investment projects need to be placed correctly. The only requirement for investors in this regard is that the project site has the necessary infrastructure. If we have infrastructure and attract investors to places where development is convenient, we can achieve the systematic development of industry, where there is industry, there will be jobs and income, housing, social facilities, towns will be built. [5]

No matter how large-scale and targeted the measures are in line with the requirements of a market economy, there are still challenges in improving the investment climate, implementing effective investment policies, improving infrastructure in the regions and attracting foreign investment in industries. Indeed, the implementation of theoretical, methodological and organizational issues aimed at creating new jobs, especially in the regions, in order to ensure the well-being of the population and improve their quality of life is very important today.

## **ANALYSIS OF THE LITERATURE ON THE SUBJECT**

The role of foreign investment in a market economy in the works of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev on ensuring the stability of the economy in the Republic of Uzbekistan, the growth of economic growth, the role of investment, in particular, foreign investment in increasing export potential the mobilization of reforms to improve the quality of life of the population, in particular the need to pay attention to social issues and their main components. Foreign experience MMNovikov, ASNeshitoy, OSSukharev, KVShvandar, AVSisoyev, VSShapran, LVShkvarya, OVXmiz, YE on the requirements of the consistency of reforms and the feasibility of implementing investment policy, the gradual implementation of the level of competition between enterprises. The structure of the investment climate, the importance of increasing the efficiency of foreign investment, the importance of state support in the improvement of mechanisms for attracting foreign investment, the analysis of economic problems and Issues of the ratio between efficiency AVVakhobov, SH.Khajibakiyev, NGMuminov, K.Djurayeva, NG.Karimov, R.Khodjayev, N.Kuziyeva, LRShayusupova's monograph, textbook, researched in scientific-methodical works and scientific articles. The research of the above-named scientists is aimed at analyzing the conceptual, theoretical and practical aspects of mechanisms for attracting foreign investment and their application in

accordance with the laws of a market economy. It should be noted that despite the scientific and practical research and theoretical research to date. Issues aimed at attracting foreign investment in the global economy, improving the comprehensive statistical analysis of guarantees and benefits, as well as the assessment of factors affecting the favorable placement of foreign investment in the regions on the basis of statistical models are not systematically covered.

## **ANALYSIS AND RESULTS**

The term "investment" is derived from the Latin word "invest", which means "to invest", "to mobilize funds", "to invest capital". In a broad sense, investment is the mobilization of capital to increase and recoup capital. "[2] In many cases, the term "investment" is defined as the tangible and intangible benefits and rights associated with economic and other activities. Investment means all kinds of national and intellectual wealth, which must be directed to the objects of entrepreneurial activity to generate income or achieve some positive results. The main purpose of investing is to earn income and achieve a positive social effect. It is also appropriate to define the concept of investment as the cost of building new capital. To fully explain the concept of investment, it is necessary to give its definitions. Investment is capital that has not yet been converted into a product, but invested in the means of production. In its financial form, they are assets invested in economic activities for profit, while in economic terms, they are associated with the construction of new enterprises, long-term maintenance of machinery and equipment, and so on. which is the cost of changing working capital. Foreign investment takes the lead in this regard, and the following rates for foreign investment can be cited. Any form of property that is transferred from one country to another for profit is completely foreign investment. If we specify the sources of their formation in the "Foreign Investment" tariff, it will be as follows. Foreign investment is all the property, financial, intellectual wealth that foreign investors mobilize in the economy, entrepreneurship and other activities of an absolutely different state in order to achieve a high level of income and efficiency. General description of foreign investment The 2nd edition of the Xenius Dictionary of Foreign Trade, published in the United States in 1947, states: "Foreign investment is an investment made from the territory of one country to the territory of another, exported." The impact of foreign investment on the economy is based on a number of approaches. There are two approaches in the economic literature to determine the impact on the economy of the host country. The first approach is based on traditional theories of foreign trade. The main condition for such an approach is that foreign investment increases the marginal product of labor and reduces the marginal product of capital. The second approach to industrial organization focuses on the indirect and external benefits of investment. Proponents of this theory try to understand why firms invest abroad without producing the same goods or services in their own country. They believe that foreign investment contributes to the economic development of the host country by increasing labor productivity and expanding exports. , it will be possible to use it more efficiently. It is desirable for the host country to create an investment climate that provides the most important criteria for the benefits to be provided by foreign investment. Creating a conducive environment for businesses and investors to provide sustainable conditions and support, promote fair competition, and prevent abuse is a prerequisite for export development and diversification and, consequently, economic growth. The measures taken over the past years to support exporting enterprises will increase the export potential of our economy, achieve positive changes in the structure of foreign trade, and increase its volume in a sustainable manner. Export diversification, ie the expansion of the range of goods and services

sold abroad, the elimination of a large share of certain goods or services (especially raw materials) in total exports, expanding the geography of countries where our products are exported will ensure stable export volumes, reduces the sensitivity of the national economy to adverse changes in foreign markets. A significant increase in the share of one or more goods in exports can put exporters in a difficult position when prices for these goods fall or external demand for them declines. As a result, the decline in exports could lead to a decrease in foreign exchange earnings, a deterioration of the foreign trade balance and a crisis in the financial condition of enterprises. It is also risky that the total volume of exports depends on a small number of countries. Diversification of exported goods, expansion of the geography of their importing countries can prevent a sharp decline in exports, even if there are problems in the economy of one or a group of countries. will give. Only in Kashkadarya region in 2016-2019, as a result of measures to diversify exports and imports, improve its structure, there have been positive changes in the commodity structure of exports of our country.

TABLE-1

Indicators	2016 year	2017 year	2018 year	2019 year
Total exports (mln. USD)	239,0	226,3	270,8	366,1
Exports total, in percent	88,6	119,6	119,2	135,2
Including (as a percentage of total):	31,3	37,9	35,4	44,4
Cotton fiber	141,8	64,7	48,5	68,2
Chemical products, plastics and plastic products	46,6	64,3	68,2	68,5
Ferrous and non-ferrous metals	0,0	0,0	0,0	0,1
Machinery and equipment	0,3	0,2	0,1	1,5
Food products	20,2	37,9	31,3	97,9
Energy resources	7,1	9,2	30,2	30,2
Services	11,2	20,5	9,4	7,0
Other	11,7	29,6	83,0	92,6

Based on the above data, we can say that in Kashkadarya region in 2016-2019 there were positive changes in the structure of exports. In particular, the export of cotton fiber in 2016 amounted to 141.8 million US dollars, and in 2019 - 68.2 million. The policy of reducing the volume of exports of cotton fiber and processing and export of finished products was also implemented. In addition, the level of food exports in 2016 amounted to 20.2 million US dollars, and by 2019 - 97 million US dollars. , \$ 9 million, an increase of \$ 77.7 million in 2019 compared to 2016. Now let's look at the composition of imported goods in Kashkadarya region.

Commodity structure of imports of Kashkadarya region. Table-1.1

Indicators	2016 year	2017 year	2018 year	2019 year
Total import (mln. USD)	525,1	370,6	495,0	458,7
Total import, in percent	78,2	133,6	133,6	92,7
Including (as a percentage of total):	68,7	62,1	64,6	55,6
Chemical products, plastics and plastic products	34,2	23,7	35,7	51,7
Ferrous and non-ferrous metals	20,6	55,5	86,0	22,0

Machinery and equipment	434,9	249,2	309,9	289,4
Food products	13,0	7,6	16,9	17,3
Energy resources	3,2	3,3	2,1	7,3
Services	1,9	16,3	2,7	1,8
Other	17,2	14,9	41,7	69,3

According to Table 1.1, positive changes are taking place in the supply of imported goods in Kashkadarya region. The volume of chemical products, plastics and plastic products in 2016 amounted to 34.2 million US dollars, and in 2019 - 51. , 7 mln. In the structure of imports of machinery and equipment, from 434.9 million US dollars in 2016 to 289.4 million US dollars in 2019.

The Government of Uzbekistan attaches great importance to the active involvement of foreign investment in this process as an important factor in the systemic reconstruction of the economy of the country and its regions. In order to achieve economic growth, it is important not only to increase the volume of investments, but also to choose the right direction and structure. In order to invest, it is necessary to choose the types of production and enterprises that can quickly pay for themselves and provide high economic and technological efficiency. In this case, the quick return on investment and how effective it is are important. This can provide an incentive to revitalize the investment process, and then allow you to choose the sectors and businesses that you prefer to invest in. The formation of a market economy in Uzbekistan requires a favorable investment climate in the regions and a sharp strengthening of a number of macroeconomic factors. The processes taking place in this area are explained by the intense exchange of events. Production investments should play a key role in creating and supporting economic growth and a favorable investment climate in the regions. Only on the basis of investments can the competitiveness of the product be increased in exchange for the renewal of fixed capital and on this basis the reduction of production costs and the improvement of quality. However, in today's highly integrated economy, the coordinating role of the state is objectively more important. In this regard, in improving the investment climate, it is important to consider the active state intervention in the activities of investors in all regions as part of macroeconomic policy in the coming years. This is a strategic goal - to ensure the economic growth of the regions, which must meet the criteria of competitiveness and sustainable economic development of the region. Achieving the strategic goal can be achieved through the creation of a favorable investment climate, where macro-government management of investment processes is one of the most important areas of such planning. The current stage of formation of the investment climate in the regions is explained by the transition to the path of economic growth. Such growth will require the development and implementation of a separate investment policy, which will be based on the experience of developed countries, the existing opportunities for the use of funds as investment resources and the attraction of foreign investment. Without attracting foreign investment, it is impossible to ensure the organization of production that meets modern requirements. One of the important tasks of investment policy is to create the economic basis for the regulation of investment processes in the regions, to create the conditions for the implementation of the developed policy, and in this way to create a favorable investment climate in the regions.

In general, in order to increase foreign investment in the economy, it is necessary to bring the investment climate up to the standards set by world practice. At the same time, it is important to

identify the factors that hinder the flow of investment, to find ways to eliminate them. Especially in a situation where the export of raw materials in practice does not hinder access to foreign markets, exports of finished goods in foreign countries faces tariff and non-tariff barriers. At the same time, high trade barriers restrict not only the import of consumer goods (goods for final use), but also the import of intermediate goods, which are necessary for the development of domestic production, both for export and for the domestic market. In addition, limiting external competition in the domestic market creates a factor for inefficient distribution of economic resources. As a result, the relative competitiveness of import-protected industries will decline in the medium and long term.

## CONCLUSIONS AND RECOMMENDATIONS

In short, the main goal of socio-economic reforms in our country is to ensure economic stability and increase the welfare of the population, thereby improving their quality of life and sustainable development of social sectors. New jobs in the Republic of Uzbekistan by attracting foreign investment. Enterprises are being equipped with modern equipment and technologies, increasing production efficiency and having a positive impact on the level of exports.

Based on the above data, it can be said that in order to increase the inflow of foreign investors into the economy, it is important to further improve the mechanisms for attracting foreign investment, in particular, based on the content of analytical materials to make the following conclusions and recommendations you can:

First of all, increasing the volume of exports, improving its structure, diversifying foreign trade turnover in general serves the purpose of achieving qualitative changes in the structure of our economy, increasing its competitiveness, economic growth and further improving the welfare of the population. is an integral part of the general economic policy of the state, aimed at ensuring, developing production, stimulating investment activity.

The geography of our foreign trade relations is changing qualitatively, primarily due to the growth of trade turnover with emerging markets in Asia.

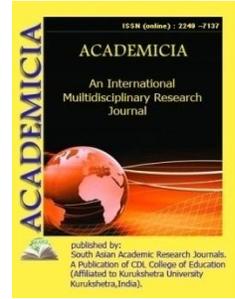
Secondly, the achievements in the field of exports in recent years, first of all, radically restructure and diversify the economy of the country, in the short term to build completely new, locomotive industries, modernize production, implement technical and technological renewal programs, is the result of timely, well-thought-out and long-term work on the formation of a modern market infrastructure.

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## FEATURES OF LABOR OF WORKERS IN AGRO-INDUSTRIAL LABOR

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### ABSTARCT

*The authors analyzed the main stages of cotton cultivation. The data on the influence of the main factors of agricultural production on the health of cotton growers are presented. Hygienic measures have been developed based on the health protection of workers employed in cotton growing. More responsible and laborious work is the work of irrigators. The irrigators were exposed to a whole range of climatic factors: low or high temperatures, solar radiation, winds, precipitation, low or high humidity. A more effective measure for protecting the environment from chemical plant protection products is the transition to a biological and agrotechnical method of combating pests and diseases of cotton.*

**KEYWORDS:** Cotton Growing, Microclimate, Pesticides, Dustiness, Labor Protection.

### INTRODUCTION

The environment of agro-industrial workers is occupied by cotton - a valuable raw material for the textile, oil and fat and other industries. [1,3]

The technological process of growing cotton differs from the technologies of growing cereals and other industrial crops. It consists of several stages: soil preparation, seed treatment and sowing, seedling thinning, cultivation, watering of plants, chasing, weed, pest and disease control, preparation for harvesting, machine and manual harvesting. Cultivation of cotton begins with preparing the soil for sowing: macro- and micro-planning of cotton maps with the help of graders, planners and other mechanisms and plowing. Sowing of cotton is carried out in a square-nested way with special machines - seeders, which are hung on a tractor MTZ-80 "Magnum" "ORIEN". Sowing is preceded by seed dressing. After emergence, the crops are thinned out. During the growing season (May-July) 5-6 times are processed between the rows (loosening the soil). More work is done by watering the plants. It is carried out throughout the growing season and ends 2-3 weeks before harvest. [2.4]

A significant amount of work in the cultivation of cotton is devoted to the control of weeds, pests and diseases. The chemical method is widely used for this purpose. In May-August, herbicides, insecticides, acaricides are used, and in September - defoliants and desiccants. The hygienic features characterizing the use of pesticides in cotton growing are mainly the following: the use of a significant range of chemicals, simultaneous use over large areas, the combined effect of chemical and meteorological factors (high temperature, solar radiation). The single most time consuming process in cotton growing is the picking of raw cotton. [3,4]

At all stages of the production process in agriculture, physical (temperature, humidity, solar radiation), chemical (pesticides, mineral fertilizers), biological factors affect the workers' organism. In addition, agricultural labor is characterized by great physical overstrain.

All of the above urgently requires the development of hygienic regulations that guarantee the safety and health of workers employed in cotton growing. [5,6,7]

This issue became especially relevant with the release of the Decree of the President of the Republic of Uzbekistan dated November 28, 2017 No. UP-3608. "On measures to radically improve the cotton industry."

Purpose of the study: to give a hygienic assessment of the working conditions of workers in cotton-growing farms and the development of hygienic regulations for the protection of their health.

## **MATERIAL AND RESEARCH METHODS**

The objects of the study were the farms "Karvon" of the mahalla committee "Bukhtaroy", "Faiz" of the mahalla committee "Gulistonobod", Shukur-Tukhta of the mahalla committee "Sarmizhan".

The work was carried out jointly with the regional center of the State Sanitary Inspection. The study of physical activity was carried out by the method of sanitary supervision. Air temperature and humidity were measured using an aspiration psychrometer (SanPiN RUZ 0324-16), air velocity - with a wing anemometer (0324-16), noise and vibration - with a Sumer brand VShV-003 (SanPin RUZ0325-16), air dustiness - by weight by the method (guidelines for the determination of harmful substances in the air), the content of carbon dioxide - by the ANT-3 gas analyzer (MU012-3 / 0015), the determination of the residual amounts of pesticides in the air and soil - by the method of thin-layer chromatography (Kiev-1985).

## **RESEARCH RESULTS**

The leading professions in cotton growing are machine operators, irrigators, crop care workers, and cotton pickers.

The microclimate at workplaces was largely determined by the climatic conditions of the area, since almost all types of work were carried out in the open air. It is characterized by a long summer and a rather cold winter, large fluctuations in air temperature both throughout the year and during the day, a significant amount of atmospheric precipitation, which falls mainly in the winter-spring period.

The first stage of preparation for sowing cotton was the dressing of cotton seeds. For this purpose, on a specially constructed concrete site, seeds were treated with phytovac and P-4. All

workers involved in seed dressing underwent a medical examination and were provided with personal protective equipment.

When preparing the soil for sowing, workers were exposed to low and subnormal temperatures (March-April). The air temperature during the day ranged from +4 + 6C, relative humidity 70-95% and air speed - 4-6m / sec. Under these conditions, the heat-shielding properties of clothing and thermal regulation capabilities turned out to be insufficient (according to a survey of 8 workers from each farm).

During the period of cotton thinning (at the end of April, beginning of May), the air temperature in the field fluctuated 21-34 C0, and in the cab of the MTZ-80, KhTZ-80 tractor - from 28-36C0. The highest air temperature was observed during the cultivation period and summer irrigation of cotton (May - June), at 12:00 and 16:00 it was on average 36.4-38.6C and periodically reached + 41 + 45C0.

The effects of high air temperature during work in the summer period of the year were aggravated by the presence of positive thermal radiation from the heated metal parts of the tractors. The temperature in the cab of tractors during this period reached 58-59C0. The relative humidity at the workplace during these works was 50-60%, and the air velocity was 2.5-5 m / sec.

All processes related to soil preparation, cultivation and uprooting of stems were accompanied by the formation of a fairly significant amount of dust. When preparing the soil for sowing during harrowing and plowing of land in the breathing zone of tractor drivers, the dust concentration ranged from 16 to 21 mg / m<sup>3</sup>, which exceeded the permissible norm. During the cultivation period (tractor MTZ-80. KhTZ-80), the concentration of dust in the workplace was 14-17 mg / m<sup>3</sup>.

During winter plowing with the help of the "Mag Nim" brand tractor and a 4-body plow, the dust content of the air in the tractor cab was 6-9mg / m<sup>3</sup>, MTZ-80, T-4, averaged 26mg / m<sup>3</sup>, with reservations -38 mg / m<sup>3</sup>.

When manually picking raw cotton, the concentration of dust in the air of the working area, depending on the distance from the road and the agrotechnical state of the maps, averaged 3.2-13.4 mg / m<sup>3</sup>, which corresponds to the data of F.T.Dzhumaev (1987). During autumn plowing of the soil with tractors of various brands (MTZ-80, KhTZ-80, T-4) in the breathing zone of tractor drivers, the concentration of carbon monoxide during the period from the leeward side was in the range of 8.4-42 mg / m<sup>3</sup>, while booking 8.2 -36.1 mg / m<sup>3</sup>. The development of carbon monoxide poisoning in people working on modern agricultural machines is not observed, however, a number of authors have established that prolonged exposure to relatively low concentrations of carbon monoxide is not harmless. So, according to F.T. Dzhumaeva (1987), the level of carboxyhemoglobin in the blood of cotton growers of machine operators before contact with carbon monoxide averaged 2.5%, and at the end of the work in most of the surveyed, on average, increased to 7.7%.

The tractors used in the cotton cultivation of the workers were exposed to noise and general vibration. So, in the cab of the MTZ-80, KhTZ-80 tractor, the noise intensity reached 109-120 dB.

More responsible and laborious work is the work of irrigators. The irrigators were exposed to a whole range of climatic factors: low or high temperatures, solar radiation, winds, precipitation, low or high humidity. When watering in the autumn-winter period, the irrigators were exposed to pronounced cooling effects (November - January). The air temperature during these periods of the year ranged from +7 to - 9 C<sup>0</sup>. In the spring period (March), the cooling effects were less pronounced, but at this time the water temperature still did not exceed -3-6 C, and the air temperature fluctuated 4-6 C in the morning and 18-20 C in the daytime. Significant wind strength was often noted (up to 16-21 m / s). In the summer period, irrigators also worked under unfavorable meteorological conditions, in June-August the air temperature even in the early morning hours reached 30 + 35 C<sup>0</sup>, 12-16 hours - 42 + 48C<sup>0</sup>, and at 19-20 hours - 38 + 39 C. High the air temperature is combined with low humidity and low air velocity. Workers often irrigated cotton while being in the water of relatively low temperature (it ranged from 12 to 16 C in June and 18-20 C in July). At the same time, the head and body of the irrigators were exposed to high temperatures and insolation. Thus, irrigators have physiological reactions reflecting the effect of multidirectional influences: the head and body of workers are exposed to intense solar irradiation, the effect of increased and low temperatures. Polivals often complained of joint pain, burning sensation, paresthesia in the limbs, especially at night (21 workers were interviewed). A significant amount of work in the cultivation of cotton fell on the control of weeds, pests and diseases. For this purpose, starting from May to August, "Altin" "Dalate" and "Killer" preparations were used in the fields in all three studied farms. The drugs were used by ground vehicles. Tractor drivers and 2 workers were exposed to these chemicals. No residual amounts of drugs were found in the air 2 hours after treatment. The drugs were found to be unstable in the external environment.

Concluding that workers associated with the cultivation of cotton are exposed to physical (temperature, humidity, air velocity, noise, vibration, solar radiation), chemical (carbon monoxide, pesticides, mineral fertilizers).

## CONCLUSIONS

Working conditions in cotton growing depend on the level of mechanization of the cultivated crop, the technology of its cultivation, as well as on the organization of labor. To improve working conditions and protect the health of tractor drivers, it is necessary to introduce modern agricultural machinery in all cotton-growing farms, most of which meet the requirements of occupational health and ergonomics. To reduce noise, the cabins of tractors designated for cotton cultivation are sealed. Vibration reduction requires adjustment of the seat to suit the operator's body weight. To reduce environmental pollution and the harmful effects of pesticides on the body of workers, it is advisable to prepare working solutions, mixtures of pesticides and fertilizers at stationary specially equipped points. It is advisable to provide workers with overalls and personal protective equipment for the skin and organs of vision. A more effective measure for protecting the environment from chemical plant protection products is the transition to a biological and agrotechnical method of combating pests and diseases of cotton.

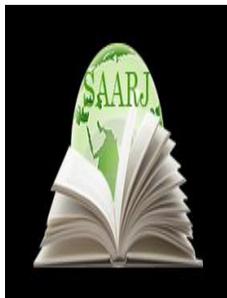
Of great importance for improving the working conditions of irrigators is the widespread use of irrigation mechanization. In the cold season, overalls should be waterproof and windproof, insulated. In the summer, it is necessary to protect the waterer from insolation and high temperatures (a hat with brim, cotton underwear and light-colored clothing), it is imperative to

use special shoes made of waterproof material. In the field camps for workers, it is necessary to organize food rich in proteins and vitamins. A prerequisite for working cotton growers is compliance with the water-salt regime and the organization of hot tea. Further improvement of working conditions in cotton growing is necessary for the organization of comprehensive mechanization of cotton cultivation, as well as automation of technological processes (control of seeding, control of the accuracy of the movement of the unit, drip and sprinkler irrigation).

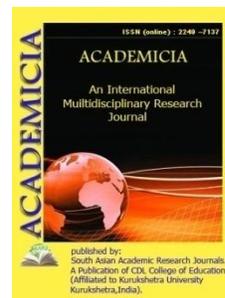
For the purpose of prevention and timely detection of diseases in persons engaged in cotton cultivation, it is advisable to carry out seasonal and periodic medical examinations.

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**EFFECTS OF MINERAL FERTILIZER NORMS AND NITRAGINE APPLICATION ON GROWTH, DEVELOPMENT AND YIELD OF REPRODUCTIVE CROPS OF MUNG BEAN**

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**ABSTRACT**

*The article provides information on the effects of inoculation with nitragin and application of mineral fertilizers on plant growth, development, dry mass accumulation, NPK levels in the vegetative and generative organs, the number of root buds and grain yield before sowing the seeds of mung bean grown as a secondary crop after winter wheat. In the control variant, which was grown without the use of any mineral fertilizers, the nitrogen content of the root was 0.97%, 0.84% in the stem, 1.77% in the leaf, 1.17% in the pod, and 3.34% in the grain. in variant 5, which was inoculated with nitragin before sowing the seeds of mung bean crop, these figures were 1.00%, 0.88%, 1.85%, 1.27%, and 3.44%, respectively. The highest amounts of nutrients in the vegetative and generative parts of the plant were observed in variant 7 in which they were treated with nitragin before sowing the seeds of mung bean and also used NPK 30:90:60 kg/ha, and was 1.18%, 1.22%, 2.24%, 1.57%, 3.84%, respectively.*

**KEYWORDS:** *Nitragin, Nitrogen, Phosphorus, Potassium, Growth, Development, Dry Mass, Tuber Bacteria, Grain Yield.*

## INTRODUCTION

The basis of agricultural crops grown on irrigated lands of the Republic of Uzbekistan are cotton and winter cereals. Every year, more than one million hectares of irrigated lands of the country are planted with winter cereals. This means that once the winter wheat is harvested, there will be an opportunity to grow secondary and intermediate crops on the same amount of land. In this regard, the main focus in the areas freed from winter wheat is to grow legumes, cereals and vegetables as a secondary and intermediate crop, which will increase soil fertility, meet the needs of the population for daily food and fodder, further strengthen food security in the country. to fully meet the needs of the population in agricultural products and increase the efficiency of land use. [10].

One of such crops is mung bean, which is one of the legumes used for food, which is distinguished by the nutritional value of grain, rich in protein and vitamins, and high in calories. Mung bean is 1.5-2 times more nutritious than wheat, beans, peas, green peas and rye grains, and 1.5 times more nutritious. The digestibility of protein in mung bean reaches 86%. Mung bean contains 24-28% protein, 8% lysine and 7% arginine. Therefore, the improvement of agro-technologies for the cultivation and maintenance of mung bean as a secondary crop will serve to meet the food and nutritional needs of the population [6].

**Relevance of the problem.** After the winter harvest of cereals, the cultivation of legumes as a secondary crop yields two grains per field per year, which in turn increases soil fertility and reduces weeds in the fields [1].

The combination of nitragin with mineral fertilizers, i.e.,  $P_{90} K_{60+}$  nitragin and  $N_{30} P_{90} K_{60} +$  nitragin variants, resulted in the formation of the highest number of endogenous bacteria and an increase in yield of 3.3–5.4 center / ha. An increase in the amount of nitrogen led to a decrease in the production of tuber bacteria or no production at all. It was observed that the yield increased only due to nitrogen fertilizers [7].

The tuber bacteria that live in the roots of legumes absorb atmospheric nitrogen and enrich the soil with nitrogen. In Uzbekistan, mung bean, soybeans and peas accumulate 40 kg to 120 kg of easily assimilated nitrogen per hectare. Most of the nitrogen assimilated by legumes remains in the plant itself, and after harvesting, some of it returns to the soil through the remains of roots and stems [8].

It was found that the yield of legumes was 20.3-23.2 centner / ha when they were planted at an early stage as a repeat crop and fed with 100 kg / ha of phosphorus and 50 kg / ha of potassium [2, 3].

**Research conditions and methods.** Our research was conducted in 2015-2017 in the conditions of typical gray soils of Tashkent region, Mineral fertilizers were tested on the background of treated and not fed nitragin seeds of mung bean *Phaseolus radiatus* 148 as a secondary crop, as follows PK 90:60, NPK 30:90:60, NPK 60:90:60 and NPK 90:90:60 kg/ha.

The experiment included 8 options, each with an area of 240 m<sup>2</sup>, of which 120 m<sup>2</sup> were taken into account. Three replications were conducted and the total area of the experiment was 0.576 hectares.

The research was conducted in the field and in the laboratory, where the placement of field experiments, calculations and observations were carried out on the basis of “Dala tajribalarini utkazish uslublari” (“Methods of field experiments”), soil and plant analysis “Metodi agrohimicheskikh analizov pochv i rasteniy” (“Methods of agrochemical analysis of soil and plants”) Statistical analysis of the obtained results was carried out on the basis of Microsoft Excel and B.A. Dospekhov's handbook “Metodikapolevogoopita” (“Methodology of field experiment”) [4, 5, 9].

In the experiment, the early maturing variety of mung bean “Pobeda-104” was planted in the first ten days of July at a depth of 3-4 cm at a rate of 14 kg per hectare. Upon completion of planting, seed water was given in order to obtain full seedlings.

In the care of moss from mineral fertilizers: ammonium nitrate (N 33-34%), ammophos (N 11-12%, P<sub>2</sub>O<sub>5</sub>-46%), suprefos (N 5-6%, P<sub>2</sub>O<sub>5</sub>-32%), potassium chloride (K<sub>2</sub>O-60%) ) was applied.

**Research results.** In different soil and climatic conditions of the country, after the harvest of winter cereals, mosh is grown in large areas as a secondary crop.

In our field studies, it was found that the seedling thickness of moss was 113.4-114.8 thousand / ha at the beginning of the application period in 2016, and by the end of the application period this figure was 109.3-110.7 thousand / ha.

According to data on the growth and development of moss in 2016, on August 1, the plant height was 18.5 cm in variant 3, where the norm of mineral fertilizers NPK 60:90:60 kg / ha was applied, while the norm of NPK 90:90:60 kg / ha was found to be 20.0 cm in variant 4 used. In the control variant, where no mineral fertilizers were applied, the figure was 16.4 cm. Before sowing the seeds of mungbean were treated with nitragin, the height of the plant in the variant without any mineral fertilizers was 17.3 cm, the height of the plant in variant 7 was 18.9 cm, treated with nitragin and mineral fertilizers NPK 30:90:60 kg / ha. cm (Table 1). In the remaining years of the experiment, this regularity was maintained.

According to the data obtained at the end of the plant's application period, the plant height was 58.7 cm in Option 3 with NPK 60:90:60 kg / ha, while NPK was 90:90:60 kg / ha in Option 3 was found to be 60.4 cm in the variant. In the control variant, where no mineral fertilizers were applied, the figure was 48.0 cm. In the variant where the seeds of mosh were treated with nitragin before sowing and no mineral fertilizers were used, the plant height was 50.3 cm, the height of the plant was 59.3 in variant 7, where the norm of mineral fertilizers was NPK 30:90:60 kg / ha. 0 cm. The number of pods per plant in the fertilizer-free control variant was 18.3, while the highest rate was observed in variant 8, where the seeds of mosh were treated with nitragin before sowing and mineral fertilizers were applied at a rate of NPK 60:90:60 kg / ha. pieces.

This ensured that fertilizer-free control and moss were treated with nitragin before sowing the seeds, which was 8.2-6.5 units higher than the non-fertilized variants, respectively. While the number of grains per pod was 8.8 in the fertilizer-free control variant, the highest rate was observed in variant 7, where the NPK 30:90:60 kg / ha application rate of mineral fertilizers was

treated with nitragin before sowing mung bean seeds formed. The weight of 1000 grains in the fertilizer-free control variant is 46.3 g. The highest rate was observed in variant 7, where the NPK of mineral fertilizers was treated at 30:90:60 kg / ha, treated with nitragin before sowing the seeds of mung bean, 53.8 g formed.

**TABLE 1 GROWTH AND DEVELOPMENT OF MUNG BEAN PLANTED AS A SECONDARY CROP (2016)**

№ Variant	1.08		1.09			1.10				
	Plant height, cm	Number of leaves	Plant height, cm	Number of flowers, pcs	Number of legumin, pcs	Plant height, cm	Branch, pcs	Number of legumin, pcs	Number of grains in a legumin, pcs	1000 pieces of mass, g
1	12,7	3,3	31,8	1,2	2,5	46,2	4,1	16,5	9,3	48,1
2	14,3	3,6	33,5	2,0	4,2	52,7	6,2	22,4	10,7	53,3
3	15,1	3,9	35,2	2,8	6,1	55,4	7,8	24,6	11,0	55,1
4	15,8	3,8	36,0	2,1	5,4	57,0	6,9	24,1	10,9	54,8
5	13,9	3,5	33,0	1,7	3,4	49,4	5,0	19,6	9,8	50,0
6	14,2	3,6	34,1	2,2	4,1	51,6	6,1	21,9	10,7	52,4
7	15,4	4,1	37,6	3,0	6,6	57,3	7,9	25,7	11,5	55,7
8	16,0	4,0	38,3	2,9	6,8	58,9	8,0	26,0	11,1	55,3

According to the data obtained on the dry mass collection of mung bean, the highest value at the end of the growing season was observed in the variant where the NPK 60:90:60 kg / ha of mineral fertilizers were treated with nitragin before sowing the mung bean seeds, the dry mass of the root was 5.4 g, the dry mass of the stem is 25.0 g, the dry mass of the leaf is 26.8 g, the dry mass of the grain is 15.6 g, the dry mass of the pod is 6.0 g, the total dry mass of one plant is 78.8 g. In the fertilizer-free control variant, the dry mass of the root is 4.3 g, the dry mass of the stem is 14.4 g, the dry mass of the leaf is 16.1 g, the dry mass of the grain is 8.3 g, and the dry mass of the pod is 3.6 g. The total dry mass of one plant in total is 46.7 g. was found to be. Before sowing the seeds of mung bean were treated with nitragin and no mineral fertilizers were applied. In variant 5, the dry mass of mung bean root was 4.5 g, the dry mass of the stem was 15.8 g, the dry mass of the leaf was 17.9 g. The dry mass of the grain was 10.2 g, the dry mass of the pod peel was 3.9 g, and the total dry mass of the plant was 52.3 g compared to the fertilizer-free control option, the total dry mass of the plant was 5.6 g higher (Table 2).

According to the results of observations on the formation of tuber bacteria in the roots of the plant during the development of mung bean, the NPK 60:90:60 kg / ha of mineral fertilizers in the period of mowing was 14.1 in variant 3, while mineral fertilizers NPK 90:90:60 kg / ha norm was found to be 11.0 units in option 4. In the control variant, where no mineral fertilizers were applied, the figure was 9.8.

The highest rate of bush formation at the root of the plant was determined in Option 7, where the NPK of mineral fertilizers was 30:90:60 kg / ha, treated with nitragin before sowing of mung

bean seeds. previously treated with nitragin and treated without the use of any mineral fertilizers in option 5 amounted to 12.8 units (Table 3).

**TABLE 2 INFLUENCE OF MINERAL FERTILIZER NORMS AND NITRAGIN APPLICATION ON DRY MASS ACCUMULATION OF MUNG BEAN, G**

No var	The norm of mineral fertilizers, kg/ha (NPK)	Root	Stem	Leaf	Grain	Legumin bark	A total of 1 plant
1	Without fertilizer	4,3	14,4	16,1	8,3	3,6	46,7
2	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub>	4,6	17,3	19,2	12,4	5,9	59,4
3	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub>	5,0	19,6	21,4	14,6	7,1	67,7
4	N <sub>90</sub> P <sub>90</sub> K <sub>60</sub>	5,2	22,5	24,3	14,1	6,4	72,5
5	Nitragin (without fertilizer)	4,5	15,8	17,9	10,2	3,9	52,3
6	P <sub>90</sub> K <sub>60</sub> + Nitragin	4,7	17,9	19,8	12,0	5,1	59,5
7	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub> + Nitragin	5,1	21,7	23,6	16,1	6,2	72,7
8	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub> + Nitragin	5,4	25,0	26,8	15,6	6,0	78,8

According to the data obtained during the period of legumincultivation, the number of tubers in variant 3, where the norm of mineral fertilizers NPK 60:90:60 kg / ha was applied, was 23.8 pieces. In the control variant of mung bean cultivation, where no mineral fertilizers were applied, the figure was 18.5 pieces. Even in the period of mung bean legume production, the highest rate was observed with nitragin before sowing of mung bean seeds, and the number of tubers in variant 7, which was applied in the norm of NPK 30:90:60 kg / ha of mineral fertilizers, was 33.4, the seeds of the mung bean crop were treated with nitragin before sowing, and in Option 5, which was cared for without the use of any fertilizer, there were 25.3. Before sowing the seeds of mung bean, they were treated with nitragin, and in variant 8, where the norm of mineral fertilizers NPK 60:90:60 kg / ha was applied, it was found that the number of tubers was 25.5 pieces. It can be seen that excessive use of nitrogen fertilizers in mung bean leads to a decrease in the number of tubers formed at the root of the plant..

**TABLE 3 MINERAL FERTILIZER STANDARDS AND THE EFFECT OF NITRAGIN APPLICATION ON THE AMOUNT OF TUBERS FORMED AT THE ROOT OF THE MUNG BEAN PLANT, PIECE / PLANT (2016)**

No	The norm of mineral fertilizers, kg/ha (NPK)	Phases of development		
		honing	flowering	legumin formation
1	Without fertilizers	11,4	18,6	22,3
2	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub>	14,3	22,0	26,0
3	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub>	16,7	25,6	29,2
4	N <sub>90</sub> P <sub>90</sub> K <sub>60</sub>	13,2	19,4	25,4
5	Nitragin (without fertilizer)	14,6	21,3	28,0
6	P <sub>90</sub> K <sub>60</sub> + Nitragin	18,4	26,1	33,6
7	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub> + Nitragin	21,2	30,0	36,7
8	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub> + Nitragin	13,8	20,8	26,2

According to a 2016 study, the nitrogen content in the root of mung bean grown as a secondary crop was 0.97-1.18%, 0.84-1.22% in the stem part, 1.77-2.24% in the leaf part, and in the legume 1.17-1.57%, and the grain content was 3.34-3.84%, while the phosphorus content was 1.50-2.30%, 1.18-1.82%, 1.18-1.55%, 1.30-1.99%, 1.66-2.22%, respectively and potassium content were 2.250-2.525%, 2.625-2.925%, 2.250-2.425%, 2.400-2.670%, 2.400-2.675 % respectively (Table 4).

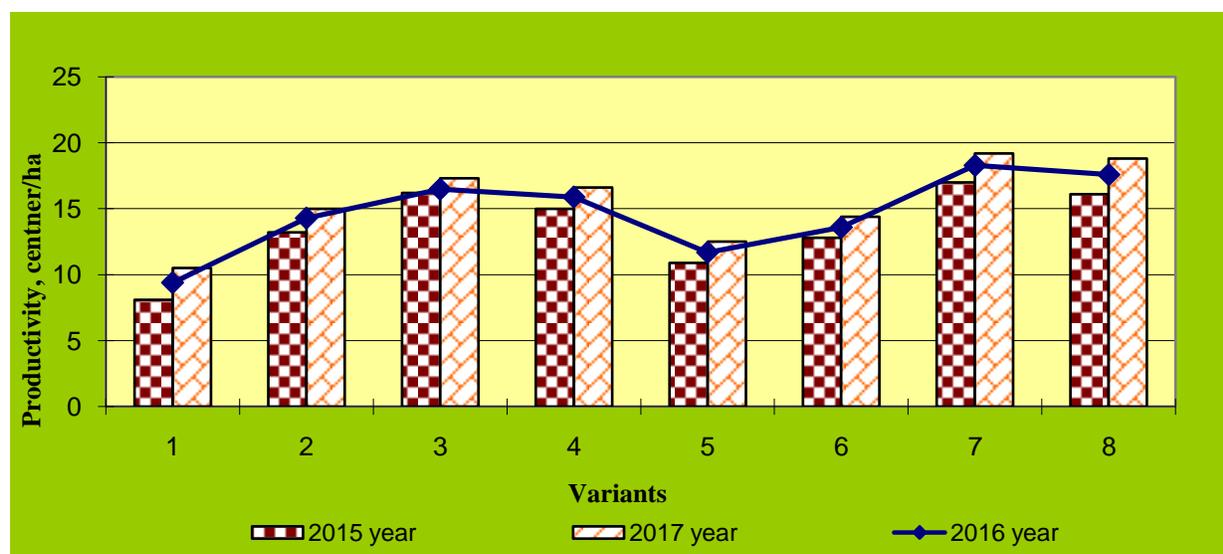
When mung bean grown without any mineral fertilizers, the nitrogen content of the root was 0.97%, 0.84% in the stem, 1.77% in the leaf, 1.17% in the legumin and 3.34% in the grain, in variant 5 without fertilizer treated with nitragin before sowing the seeds of mung bean, these figures were 1.00%, 0.88%, 1.85%, 1.27%, 3.44% respectively. The highest amounts of nutrients in the vegetative and generative organs of the plant were treated with nitragin before sowing the seeds of mung bean, and the rate of mineral fertilizers NPK 30:90:60 kg / ha was observed in option 7, which is 1.18%, 1.22%, 2.24%, 1.57%, and 3.84%, respectively. In the remaining years of the experiment, these laws were maintained.

According to the data obtained on the grain yield of mung bean grown as a secondary crop, which was treated with nitragin before sowing the seeds of mung bean after winter wheat and applied at a rate of NPK 30:90:60 kg / ha of mineral fertilizers, the highest grain yield was obtained from variant 7, which was 18.2 centner / ha in 3 years, while mineral fertilizers of NPK 90:90:60 kg / ha used in variant 4, a grain yield of 15.8 centner / ha was obtained. The lowest grain yield was 9.3 centner / ha from the control variant where the mung bean crop was grown without the use of any mineral fertilizers (Fig. 1).

**TABLE 4 INFLUENCE OF MINERAL FERTILIZER NORMS ON THE AMOUNT OF NUTRIENTS IN THE VEGETATIVE AND GENERATIVE ORGANS OF THE PLANT, % (2016)**

№ bap	The norm of mineral fertilizers, kg/ha (NPK)	Root	Stem	Leaf	Grain	Legumin bark
Nitrogen						
1	Without fertilizer	0,97	0,84	1,77	3,34	1,17
2	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub>	1,02	0,88	1,85	3,55	1,32
3	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub>	1,12	1,02	2,04	3,67	1,55
4	N <sub>90</sub> P <sub>90</sub> K <sub>60</sub>	1,07	0,97	1,94	3,75	1,42
5	Without fertilizer	1,00	0,88	1,85	3,44	1,27
6	P <sub>90</sub> K <sub>60</sub> +Nitragin	1,07	1,07	2,03	3,66	1,36
7	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub> +Nitragin	1,18	1,22	2,24	3,84	1,57
8	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub> +Nitragin	1,14	1,12	2,11	3,72	1,42
Phosphorus						
1	Without fertilizer	1,50	1,18	1,18	1,66	1,30
2	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub>	1,91	1,36	1,25	1,74	1,43
3	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub>	2,22	1,64	1,36	2,10	1,91
4	N <sub>90</sub> P <sub>90</sub> K <sub>60</sub>	2,10	1,58	1,30	1,82	1,50
5	Nitragin (without fertilizer)	1,82	1,36	1,22	1,78	1,36
6	P <sub>90</sub> K <sub>60</sub> +Nitragin	1,96	1,43	1,34	1,91	1,58

7	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub> +Nitragin	2,30	1,82	1,55	2,22	1,99
8	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub> +Nitragin	2,24	1,66	1,46	2,15	1,93
Potassium						
1	Without fertilizer	2,250	2,625	2,250	2,400	2,400
2	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub>	2,325	2,700	2,325	2,475	2,470
3	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub>	2,475	2,775	2,400	2,625	2,625
4	N <sub>90</sub> P <sub>90</sub> K <sub>60</sub>	2,400	2,850	2,350	2,550	2,525
5	Nitragin (without fertilizer)	2,325	2,650	2,325	2,550	2,475
6	P <sub>90</sub> K <sub>60</sub> +Nitragin	2,400	2,725	2,350	2,600	2,500
7	N <sub>30</sub> P <sub>90</sub> K <sub>60</sub> +Nitragin	2,525	2,925	2,425	2,675	2,670
8	N <sub>60</sub> P <sub>90</sub> K <sub>60</sub> +Nitragin	2,500	2,900	2,400	2,650	2,650



2015 year

$$Sd = \sqrt{2 \cdot S^2 / n} = 0,71 \text{ ts}$$

$$HCP05 = 1,53 \text{ ts}$$

$$Sx = \sqrt{S^2 / n} = 0,50 \text{ ts}$$

$$Sx\% = Sx \cdot 100 / X = 3,60\%$$

2016 year

$$Sd = \sqrt{2 \cdot S^2 / n} = 0,33 \text{ ts}$$

$$HCP05 = 0,70 \text{ ts}$$

$$Sx = \sqrt{S^2 / n} = 0,23 \text{ ts}$$

$$Sx\% = Sx \cdot 100 / X = 1,57\%$$

2017 year

$$Sd = \sqrt{2 \cdot S^2 / n} = 0,48 \text{ ts}$$

$$HCP05 = 1,04 \text{ ts}$$

$$Sx = \sqrt{S^2 / n} = 0,34 \text{ ts}$$

$$Sx\% = Sx \cdot 100 / X = 2,19\%$$

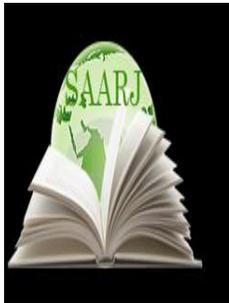
Figure 1. Grain yield of mung bean grown as a secondary crop, centner / ha

## CONCLUSION

Based on the data obtained from the research, it can be concluded that sowing of mung bean as a secondary crop after winter wheat sowing an additional grain yield of 7.4 ts / ha was obtained compared to the fertilizer-free control option when the NPK 60:90:60 kg / ha norm of mineral fertilizers was applied, the application of mineral fertilizers at the rate of NPK 30:90:60 kg / ha in the backgrounds treated with nitragin before sowing of mung bean seeds provided an additional grain yield of 8.9 ts / ha compared to the fertilizer-free control option.

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## THE MONUMENTS OF ANCIENT URGENCH ARE UNIQUE MASTERPIECES OF KHOREZMIAN ARCHITECTURE

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### ABSTRACT

*This article provides examples of the rich cultural heritage of the city of old Urgench, the capital of the Khorezmshahs, one of the largest medieval cultural centers of Central Asia. Through this article, we will enjoy the great spiritual heritage of our monuments, which testifies to the high skill of our people.*

**KEYWORDS:** *Khorezmshahs, Urgench, Kufa, Moghuddar, Mongol, Tower, Delicacy, Ancient,*

### INTRODUCTION

Central Asia, especially Uzbekistan, is one of the oldest centers of world culture.

Even before the advent of Islam, the peoples of Central Asia had a rich tradition of architecture and craftsmanship.

Urgench planning, which began in the IX-X centuries, was completed in the XI-XII centuries.

In the memoirs of tourists of that time, large cities such as Bukhara, Samarkand, Kesh, Termez, Urgench were described as beautiful cities, rich in handicrafts and trade, with crowded markets.

Located on the Great Silk Road, these cities were the main places where trade caravans stopped and traded. The nearly 9,000-kilometer cultural and trade route stretching from west to east was of great political, economic, and cultural significance. At the same time, he made an invaluable contribution to the development of handicrafts.

One of the largest medieval cultural centers of Central Asia is the capital of Khorezmshahs, the city of old Urgench.

The rule of Khorezmshahs, which began in the second half of the 11th century, lasted until the beginning of the 13th century, before the invasion of Genghis Khan. Starting from Khorezmshah Anush, Qutbiddin Muhammad, Atsiz, Il-Arslan, Takesh, Alovuddin Muhammad and Jaloliddin Manguberdilar formed the dynasty of Khorezmshahs. One of the last representatives of the dynasty, the father of our great compatriot Jaloliddin Manguberdi, the period of Muhammad Khorezmshah (1200-1220), the state of Khorezmshahs covered a huge area. It was during this period that it finally became a powerful state. The capital, old Urgench, is flourishing.

In 1220, at the beginning of Genghis Khan's invasion of Moghuddar, after long resistance and heavy battles, the Khorezmshah state faced a crisis. Muhammad Khorezmshah died on one of the islands of the Caspian Sea.

His brave son Jaloliddin Manguberdi bravely resisted the Mongols with his brave compatriots like Najmiddin Kubro. Jaloliddin Manguberdi, who had repeatedly defeated Genghis Khan's armies in an unequal battle, was besieged by divisions and disagreements within the army. A brave warrior, a skilled commander breaks through the siege and crosses the Amu Darya with his family and relatives to India. After two years of preparation, in 1225 he ruled Azerbaijan. He remained the most formidable cousin of the Mongol invaders until 1231.

It is no coincidence that Genghis Khan did not say about our brave compatriot Jaloliddin Manguberdi, "If I had such a son, I would conquer the earth." Our people have created songs and epics, legends and myths, poems about his way of life, his unparalleled courage.

The power of the Khorezmshah state was no less than that of the Seljuk state. Old Urgench, which was ruthlessly destroyed by the Mongol invasion, was reduced to rubble. In the following centuries, the city was rebuilt. But by the second half of the fourteenth century, the capital had become a dead city. Several historical architectural monuments, which are an invaluable legacy of this ancient city, have been preserved.

The ruins of the city, the fragments of pottery, the rows of bricks on the foundations of buildings and structures, and the half-ruined buildings of four architectural monuments have survived.

Information about the ancient city of Urgench came from the literature of the early period of the era. By the 10th century, the city was one of the largest cities in Central Asia.

Ancient Urgench has been the capital of the Khorezm state since 995.

In 1220, the geographer Yakut wrote about the city: "Among the cities of Khorezm, I have never seen such a large, prosperous, rich, densely populated city." The city, destroyed by the Mongols in 1221, was rebuilt in the late thirteenth century. Fourteenth-century geographer Ion Batuta is recognized as the "largest city." In 1378, the city was last destroyed by the army of Amir Temur.

The mausoleum of Fakhriddin Razi (XII century) The mausoleum of Khorezmshah II-Arslan is so called. This miniature mausoleum has a cone-shaped dome-shaped dome on an octagonal drum on a tall square base in an elongated shape.

The monuments of such a project are traditional in Khorezmian architecture. This is a Khorezm-type mausoleum.

The structure of the main facade is executed with great taste. The carved ornament made of baked clay is a unique work of art made with great delicacy and great skill.

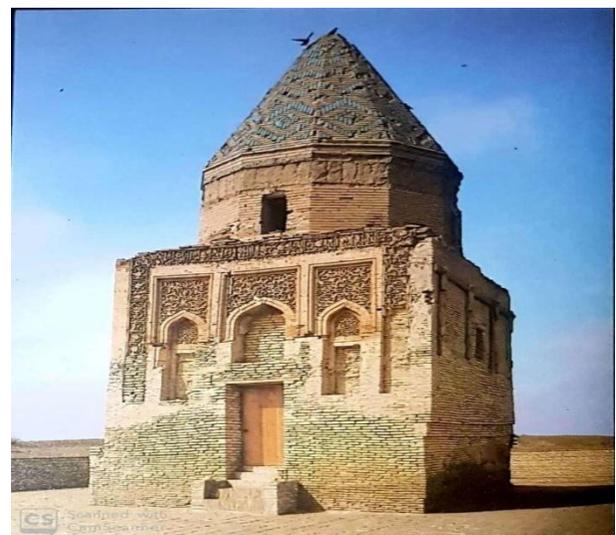
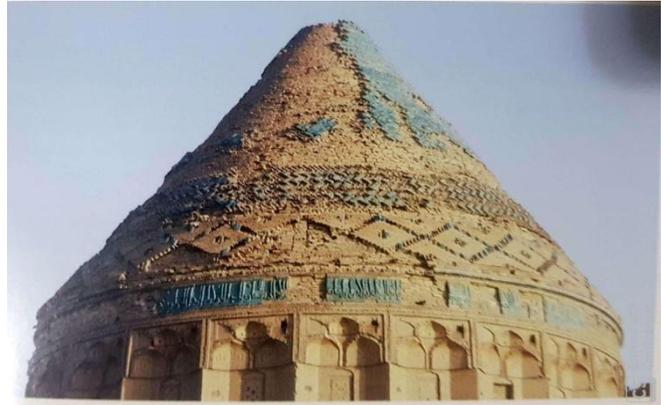
Its method of preparation is unique, with a 3 cm thick carved pattern carved on the raw brick for the main facade of the mausoleum. Then the embossed brick is baked in a jar. The finished brick pieces are then stacked on the wall surface to form a composition.

The dome of the mausoleum is decorated with geometric patterns with mysterious tiles of blue color.

The Kufa inscription and terracotta patterns on the façade of the mausoleum (12th century) are reminiscent of the roof of the Magoki Attori mosque in Bukhara and the roof of the Raboti Malik caravanserai near Karmana (12th century). The conical dome is reminiscent of the dome of the Chashmayi Ayyub mausoleum in Bukhara (XII-XVI centuries).

The mausoleum of Khorezmshah Takesh (1220) is one of the most unique monuments of this ancient city.

The mausoleum is one of the priceless monuments of the East and is a 13th century architectural masterpiece built on the royal tomb. Mausoleums of this type are made in the style common in Khorezm. The mausoleum is cube-shaped, the upper part of the drum is covered with a conical dome. The outer side of the dome is decorated with a glazed tile with a blue glaze. At the beginning of the conical dome from the drum is a blue Kufa inscription. Tiles and clay terracotta ornaments on the dome are widespread in the 12th century Khorezmian architecture.



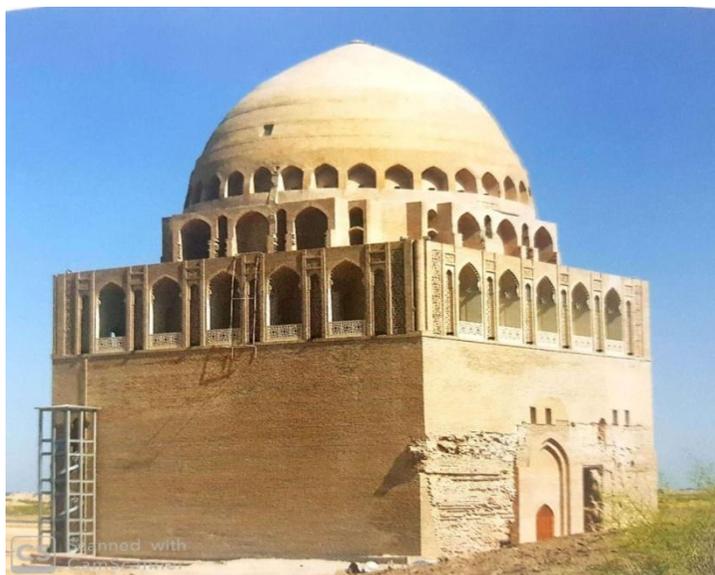
**Kutlug Timur Tower** (1321-1326). The tower is one of the tallest towers in Central Asia (62 meters), with 143 steps leading up to the top of the tower. At the top of the tower there is a wooden beacon. The tower, which narrowed sharply upwards, later served as a prototype for the Islamkhoja tower, which was built in Khiva. The date of its construction from the glazed brick fragments on the upper belt of the tower is inscribed in the ancient Arabic Kufa inscription.

The next surviving monument is the mausoleum of the Sufi dynasty, built in the second half of the fourteenth century. The mausoleum is known as the mausoleum of Turabekhanim. The mausoleum is similar in appearance to the mausoleum of Sayfiddin Bahorzi in Bukhara (XIV century).

These monuments are monuments built in Movounnahr different cities built at the same time, forming an integrity in terms of art, performance art and style. So it follows that the masters who built these monuments were representatives of the same school.

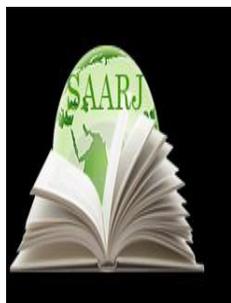
These monuments, which testify to the high skill of our people, are our great spiritual heritage.

Tourists visiting our country, which has an ancient and rich history, would be more impressed if they could see the monuments of Samarkand, Bukhara, Shakhrisabz, Khiva, as well as the monuments of Old Urgench, now located in the fraternal Republic of Turkmenistan.

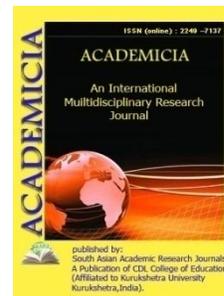


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## PRODUCTION TRENDS OF IMPORTANT CROPS IN INDIA

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### ABSTRACT

*Production of rice had gone up from around 21 million tonnes to 31 million tonnes between 1950-51 and 1965-66. In the green revolution period, production increased substantially and stood at 99 million tonnes by 2008-09. The performance of the wheat was much better than that of rice as wheat production rose from a mere 6 million tonnes to 80 million tonnes during the period from 1950-51 to 2008-09. Cereals as also foodgrains have shown better performance during the green revolution period. The period under study has been divided into four periods, viz. Pre-Green Revolution Period (1949-50 to 1965-66), Green Revolution Phase-I (1966-67 to 1980-81), Green Revolution Phase-II (1981-82 to 1990-91) and Green Revolution Phase-III (1990-91 to 2008-09). The last period is also known as economic reforms period or liberalization period. To understand the overall trend, overall period from (1949-50 to 2008-09), is also taken for the study. The worked out production compound growth rates for the overall period for crops like wheat, sugarcane, cereals, rice, food grains and groundnut were, 4.78, 3.12, 2.75, 2.59, 2.50 and 1.20 respectively.*

**KEYWORDS:** *Growth, Trend, Long-Run Modal, Rice Wheat, Cereals, Food Grains, Groundnut And Sugarcane*

### INTRODUCTION

Indian agriculture has achieved a significant break-through in production since mid-sixties with the introduction of new agricultural technology and the consequent increase in yield rates. The achievement in food production and productivity in the post-independence period, especially

since mid-sixties, is quite significant and substantial. The magnitude of technological change, as observed by Hanumantha Rao, can be assessed by estimating the increase in output attributable to modern inputs or by measuring the growth in the use of modern inputs themselves.

In the context of the success of the new technology in increasing food production, one can safely assert that there is evidence to show that a change has occurred in India's foodgrains production, the evidence does show that increase in output obtained since 1967-68 are not attributable exclusively to favorable rainfall. In fact, even if the effect of weather is held constant in statistical analysis, the effect of new technology show up quite strongly in the form of enhanced output. Thus earlier gloomy prediction has lost its validity in the context of new technology in India. Details pertaining to production of important crops, such as, rice, wheat, sugarcane, groundnut as also total cereals and foodgrains are set-out in table 1.

### Objectives

1. To study the growth rates of principal crops in India
2. Suggest suitable measures for improving area growth rates

### Data and Methodology:

Only secondary data was used for the study which was obtained from different sources such as administrative reports, Handbook of Statistics, records and reports from ministry of agriculture, government of India, and Directorate of Agriculture, crop reports, supplemented by published and unpublished articles, journals, books, newspaper etc. Besides simple averages and percentages, compound growth rates have been computed in order to study the long-run rate of growth in the production of important crops viz., rice, Wheat, cereals, food-grains, sugarcane and groundnut in India.

$$Y = AB^X \text{ or}$$

$$\text{Log } Y = \text{Log } A + X \text{ Log } B$$

$$\text{Where } Y = \text{Production of major crops}$$

$$X = \text{Time}$$

'A' and 'B' are constants

Compound Growth Rate = anti-log of  $(B-1) \times 100$  For testing the significance of Compound Growth Rate, the following test has been employed.

$$t = \frac{B}{SE(b)}$$

$$\text{Where } SE(B) = \frac{1}{n-2} \left\{ \frac{S_{yy}}{S_{xx}} - B^2 \right\}$$

$$S_{yy} = \sum \log^2 Y - \frac{(\sum \log y)^2}{n} \text{ and}$$

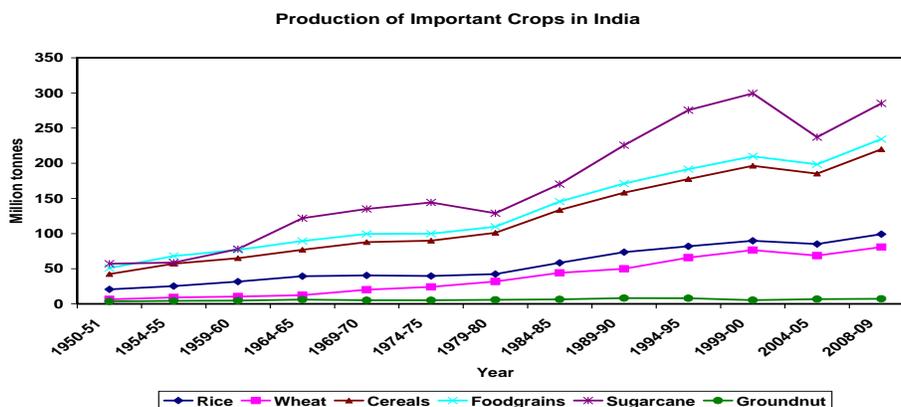
$$S_{xx} = \sum x^2 - \frac{(\sum x)^2}{n}$$

**TABLE:1. PRODUCTION OF IMPORTANT CROPS IN INDIA**  
(Million tonnes)

Year	Rice	Wheat	Cereals	Foodgrains	Sugarcane	Groundnut
1950-51	20.58	6.46	42.42	50.83	57.05	3.48
1954-55	25.22	9.04	57.08	68.03	58.74	4.25
1959-60	31.68	10.32	64.87	76.67	77.82	4.56
1964-65	39.31	12.26	76.94	89.36	121.91	6
1969-70	40.43	20.09	87.81	99.5	135.02	5.13
1974-75	39.58	24.1	89.81	99.83	144.29	5.11
1979-80	42.33	31.83	101.13	109.7	128.83	5.77
1984-85	58.34	44.07	133.58	145.54	170.32	6.44
1989-90	73.57	49.85	158.18	171.04	225.57	8.1
1994-95	81.81	65.77	177.46	191.5	275.54	8.06
1999-00	89.68	76.37	196.39	209.8	299.32	5.26
2004-05	85.13	68.64	185.23	198.36	237.08	6.77
2008-09	99.18	80.68	219.92	234.47	285.03	7.17

Source: Ministry of Agricultural Government of India.

[www.indiastat.com](http://www.indiastat.com)



**TABLE.2. GROWTH OF PRODUCTION OF RICE, WHEAT, CEREALS, FOODGRAINS, SUGARCANE AND GROUNDNUT (1950-51 TO 2008-09) (Per cent)**

Crops	P.G.R		G.R.P-I		G.R.P-II		G.R.P-III		G.R.P		T.P	
	CG R	“t” Value	CG R	“t” Value	C G R	“t” Value	C G R	“t” Value	C G R	“t” Value	C G R	“t” Value
Rice	3.694	7.264**	2.706	4.648**	4.197	4.741**	1.379	5.348**	2.531	22.678**	2.594	36.133**
Wheat	3.801	3.734**	6.576	8.148**	3.389	5.441**	1.743	7.095**	3.866	20.768**	4.780	32.942**

Cereals	3.1 95	6.75 0**	3.1 14	6.37 7**	3.1 22	4.53 4**	1.4 50	6.26 3**	2.4 88	25.4 01**	2.7 52	41.0 69**
Foodgrains	2.9 59	6.09 9**	2.8 23	5.52 3**	2.9 87	4.32 3**	1.3 75	5.85 8**	2.3 40	24.1 30**	2.4 98	39.0 99**
Sugarcane	6.4 17	9.03 2**	3.1 04	4.52 0**	2.9 67	3.34 3**	1.2 57	2.76 5**	2.7 37	19.1 54**	3.1 21	27.5 56**
Groundnut	3.5 41	5.47 7**	1.0 92	1.29 9@	2.1 91	1.37 4@	- 0.9 49	1.08 3@	0.8 82	3.66 3**	1.2 05	8.33 3**

**Note:** \*\*: Significant at 1 Per cent Level

@ : Not Significant

**P.G.R.P** : Pre Green Revolution Period (1950-51 to 1965-1966)

**G.R.P** : Green Revolution Period (1966-1967 to 2008-2009)

**G.R.P-I** : Green Revolution Phase-I (1966-1967 to 1980-1981)

**G.R.P-II** : Green Revolution Phase-II (1981-82 to 1989-1990)

**G.R.P-III** : Green Revolution Phase-III (1990-91 to 2008-2009)

**T.P** : Overall Period (1950-1951 to 2008-2009)

**C.G.R** : Compound Growth Rate

**Source** : using the data computed

It is clear from the table that rice production grew at a compound rate of 3.69 per cent in the pre-green revolution period. The rice production during different phases of green revolution, with the exception of phase-II grew at a lower rate as compared to pre-green revolution period. Production rose at a compound rate of 2.71 per cent in phase-I and 1.38 per cent phase-III. During phase-II production grew at a compound rate of 4.19 per cent. During the entire green revolution period, it went up at the rate of 2.53 per cent and during the overall period at 2.59 per cent. The growth rates for all the periods were highly significant at 1 per cent level.

Wheat production has shown an impressive trend during the phase-I of green revolution period when compared to pre-green revolution period. Prior to green revolution it grew at 3.80 per cent. The production of wheat has grown at a compound rate of 6.58 per cent during phase-I. However wheat production registered lower growth during the subsequent phases. It rose at the rate of 3.39 per cent during phase-II and 1.74 per cent in phase-III. During the entire green revolution period, production has grown at a compound rate of around 3.87 per cent and for the overall period covering pre-green revolution and green revolution periods, the growth was 4.78 per cent. All the growth rates are significant at 1 per cent level.

Production of cereals grew at a compound rate of 3.20 per cent before the on-set of green revolution, 3.11 per cent in phase-I, 3.12 per cent in phase-II and 1.45 per cent in phase-III of green revolution. As a result, for the entire green revolution period the growth rate was 2.49 per cent and for the overall period 2.75 per cent, which are below the rate of growth recorded during the pre-green revolution period. The growth during all the periods was highly significant.

With regard to foodgrains, production, a similar trend is noticed as pre-green revolution period seems to be better than the green revolution period. The production of foodgrains had grown at a compound rate of 2.96 per cent during the pre-green revolution period, 2.82 per cent during phase-I, 2.99 per cent during the phase-II, and 1.38 per cent during phase-III. The compound growth rates are 2.34 per cent and 2.5 per cent during the entire green revolution period and the overall period respectively. All the growth rates are found to be statistically significant at 1 per cent level.

As for as sugarcane is concerned, an impressive growth in production was recorded during the pre-green revolution period (6.42 per cent) as compared to different phases of green revolution. The compound growth rates registered in three phases of green revolution were 3.10 per cent, 2.97 per cent and 1.26 per cent respectively. During the entire green revolution period it was 2.74 per cent and during the overall period 3.12 per cent. The growth rates in all the phases are highly significant at 1 per cent level.

The growth of groundnut production was 3.54 per cent in pre-green revolution period and the growth rate was significant at 1 per cent level. During the three phases of green revolution period, the growth rates recorded were 1.09 per cent, 2.19 per cent and -0.95 per cent respectively and the growth rates are not significant. The growth rates during green revolution period and entire period are 0.88 and 1.21 per cent respectively and significant at 1 per cent level.

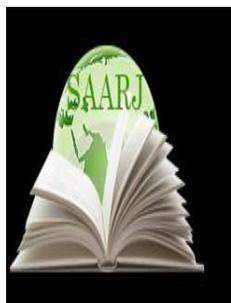
## CONCLUSION

Production of rice had gone up from around 21 million tonnes to 31 million tonnes between 1950-51 and 1965-66. In the green revolution period, production increased substantially and stood at a little over 99 million tonnes by 2008-09. The performance of the wheat was much better than that of rice as wheat production rose from a more 6 million tonnes to 80 million tonnes during the period from 1950-51 to 2008-09. Cereals as also foodgrains had shown better performance during the green revolution period. We find a similar situation in the case of sugarcane and groundnut. In terms of compound growth, with the exception of wheat, the growth achieved during pre-green revolution period was higher than that registered during green revolution period. Only wheat crop could perform well during green revolution period as compared to pre-green revolution period, corroborating the finding of Keith Griffin that in the case of wheat there is a dramatic break-through. As such, there is green revolution in respect of this crop. In the case of rice the growth was moderate during green revolution period. The rice production grew at a compound rate of 3.69 per cent in the pre-green revolution period. The rice production during different phases of green revolution, with the exception of phase-II grew at a lower rate as compared to pre-green revolution period. The production growth rates of crops for all the periods were highly significant at 1 per cent level. Wheat production had shown an impressive trend during the phase-I of green revolution period when compared to pre-green revolution period. Prior to green revolution it grew at 3.80 per cent. The production of wheat had grown at a compound rate of 6.58 per cent during phase-I. Production of cereals grew at a compound rate of as a result, for the entire green revolution period the growth rate was 2.49 per cent and for the overall period 2.75 per cent, which were below the rate of growth recorded during the pre-green revolution period. The growth during all the periods was highly significant. With regard to foodgrains production, a similar trend was noticed as pre-green revolution period

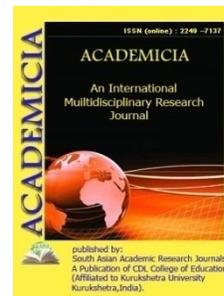
seems to be better than the green revolution period. As for as sugarcane is concerned, an impressive growth in production was recorded during the pre-green revolution period (6.42 per cent) as compared to different phases of green revolution. The growth of groundnut production during green revolution period and entire period are 0.88 and 1.21 per cent respectively and significant at 1 per cent level.

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## EFFECT OF MINERAL FERTILIZER RATE ON BIOMETRIC INDICATORS OF SOFT WHEAT VARIETIES

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### ABSTRACT

*In this article, it is presented an analysis of data obtained on the impact of growth, development, stem height, spike parameters, grain yield and mineral fertilizer application norms on its quality indicators in soft wheat varieties. In the experiment, the increase in the rate of mineral fertilizers did not affect the increase in grain size, but rather its decrease. In particular, the highest yield was achieved when the feeding norm NPK 200:150:100 kg/ha was applied, but when determining the amount of grain formed at the expense of 1 kg NPK, it was 13.62-15.33-14.15 kg by varieties. Grain quality indicators are the highest in the variants applied NPK 200:150: 100 kg / ha, protein (15.0%), gluten (28.6%) and vitreous (63.9%) of the variety "Shavkat", control "Hosildor" (13.5%; 26.3%; 60.6%) and "Turon" (14.0%; 27.8%; 59.7%).*

**KEYWORDS:** *Wheat, Experiment, Design, Replication, Statistic, Flowering, Maturity, Seed Weight, Yield, Quality Of Seeds.*

### INTRODUCTION

Wheat is a grass widely cultivated for its seed, a cereal grain which is a worldwide staple food [2][3][4]. The many species of wheat together make up the genus *Triticum*; the most widely grown is common wheat (*Triticum aestivum*). The archaeological record suggests that wheat was first cultivated in the regions of the Fertile Crescent around 9600 BCE. Botanically, the wheat kernel is a type of fruit called a caryopsis.

Wheat is grown on more land area than any other food crop (220.4 million hectares, 2014).[5] World trade in wheat is greater than for all other crops combined.[6] In 2017, world production of wheat was 772 million tonnes, with a forecast of 2019 production at 766 million tonnes,[7] making it the second most-produced cereal after maize.[7][8] Since 1960, world production of wheat and other grain crops has tripled and is expected to grow further through the middle of the 21<sup>st</sup> century [9]. Global demand for wheat is increasing due to the unique viscoelastic and adhesive properties of gluten proteins, which facilitate the production of processed foods, whose consumption is increasing as a result of the worldwide industrialization process and the westernization of the diet [10] [11].

Mineral fertilizers are materials, either natural or manufactured, containing nutrients essential for the normal growth and development of plants. Three plant nutrients have to be applied in large quantities, nitrogen, phosphorus and potassium. Sulphur, calcium and magnesium also are required in substantial amounts. These nutrients are constituents of many plant components such as proteins, nucleic acids and chlorophyll, and are essential for processes such as energy transfer, maintenance of internal pressure and enzyme action [13].

Nitrogen (N) is often the most deficient of all the plant nutrients. Wheat is very sensitive to insufficient nitrogen and very responsive to nitrogen fertilization. The most important role of N in the plant is its presence in the structure of protein, the most important building substances from which the living material or protoplasm of every cell is made. In addition, nitrogen is also found in chlorophyll, the green colouring matter of leaves. Chlorophyll enables the plant to transfer energy from sunlight by photosynthesis. Therefore, the nitrogen supply to the plant will influence the amount of protein, protoplasm and chlorophyll formed. In turn, this influences cell size and leaf area, and photosynthetic activity [12].

The Republic of Uzbekistan gained grain independence in 2003 and produced 5 million tons of grain. More than 100,000 tons of grain were grown. This was achieved due to the expansion of irrigated areas from 24.0 thousand to 1356.1 thousand hectares over the years. By 2020, productivity will be even higher, at 6 million tons and the average grain yield in the Republic was 55 c / ha.

Agro-climatic zoning of agricultural crops is an urgent problem in Uzbekistan. In particular, in order to ensure sustainable grain independence, our grain growers face important and responsible tasks, such as the selection and introduction into production of varieties that are adapted to each climate and have a high yield [1].

**Purpose and functions of scientific work.** The purpose of the research is to determine the optimal standards of mineral fertilizers that will ensure the production of high quality grain from soft wheat varieties in the conditions of typical irrigated sierozem soils of Tashkent region.

To achieve this purpose, the following tasks are set:

- Germination, wintering rate and number of stem accumulation of wheat varieties;
- Development periods and biometric indicators of wheat varieties;
- agro physical, agrochemical properties of typical sierozem soil of the studied factors in the cultivation of winter wheat;
- The effect of wheat varieties on the leaf area;

- To determine the effect of mineral fertilizers on the yield and quality of wheat varieties, as well as the optimal feeding rate.

### MATERIALS AND METHODS

Field studies were carried out at the experimental station of Tashkent State Agrarian University. The experimental station is located near Tashkent, in the upper part of the Chirchik river, Kibray district of the Tashkent region, at an altitude of 481 m above sea level,  $41^{\circ}11''$  northern latitude and  $38^{\circ}31''$  east longitude. The terrain of the site is uneven, slightly wavy, with a general slope to the Salar canal. Irrigation water was pumped from the Bozsu channel.

The soil of the experimental site is long-irrigated sierozem, non-saline, with a low content of humus 0,9-0,7%, nitrogen 0,082-0,066%, phosphorus 0,153-0,139%, potassium 1,33-1,30%.

**TABLE 1 THE SOIL CHARACTERISTICS OF THE EXPERIMENTAL AREA**

№	Depth (sm)	Gross content, %				Mobile forms, mg/kg		
		humus	nitrogen	phosphorus	potassium	N-NO <sub>3</sub>	P <sub>2</sub> O <sub>5</sub>	K <sub>2</sub> O
1	0-30	0,925	0,083	0,152	1,33	4,8	47,1	180,7
2	30-50	0,715	0,070	0,134	1,30	3,2	40,3	162,0

Field and laboratory methods of research, developed by the Uzbek Research Institute of Plant Production, were used. Phonological observations were conducted according to the Methodology of the State Variety Testing of Agricultural Crops. Statistical processing of data was carried out according to B.Dospekhov [6]. Application of organic and mineral fertilizers and necessary agro techniques on these soils, enable to obtain the high yields of field crops.

### CLIMATIC CONDATIONS

The climate of Tashkent region, as well as of Uzbekistan in general, has a sharply continental character. Spring comes early: at the beginning of March, the air temperature rises noticeably, although sometimes a sharp cooling occurs. During this period a significant part of the annual precipitation falls. Summer is long, hot and dry.

**TABLE 2 THE CLIMATIC CONDITIONS DURING THE GROWING SEASON AND LONG YEARS MEAN (LEM=1960-2019)**

Months	Mean temperature (°C)				Total rainfall (mm)			
	Long years mean	2017	2018	2019	Long years mean	2017	2018	2019
January	0,2	2,6	2,4	6,1	62,3	92,4	98,2	95,9
February	2,4	-3,4	5,9	7,7	74,5	38,7	103,6	7,5
March	8,0	8,9	7,6	12,9	87,8	100,4	91,4	115,4
April	14,8	13,7	17,1	15,3	71,8	70,4	65,5	31,5
May	20,1	23,1	22,1	20,7	39,9	15,2	85,5	54,6
June	25,4	26,8	27,6	26,5	12,1	7	24,9	14,9
July	27,2	26,3	29,1	27,9	4,0	0	0	1,6
August	25,4	26,6	26,4	27,3	2,5	0	3,6	0

September	20	20,7	20,1	23,8	4,8	1,0	4,8	5,8
October	13,7	12,7	14,4	11,6	33,4	61,4	104,8	38,2
November	7,4	5,2	7,4	5,7	55,2	76,4	98,3	57,3
December	2,5	3,1	7,0	5,0	70,2	35,4	65,8	88,6
Average	<b>13,9</b>	<b>13,9</b>	<b>15,6</b>	<b>15,9</b>	<b>518,5</b>	<b>498,3</b>	<b>746,4</b>	<b>511,3</b>

Sometimes precipitation falls in the month of June in the form of rains, but then comes hot and dry weather, usually continuing until late autumn. The maximum air temperature reaches 43 °C in July, sometimes in August.

The following phenological observations, calculations, laboratory analyzes were carried out in the experiment:

1. The degree of germination of grain.
2. The number of grasses, seedling thickness per 1 m<sup>2</sup> was determined at 3 points of all options.
3. Phenological observations were made on the stages of development.
4. The height of the stem of winter wheat according to the options (during the periods of booting and full ripening); spike length (during full ripening); the number of grains per spike; grain weight per grain; Weight of 1000 grains.
5. At the time of harvesting, 1 m<sup>2</sup> of wheat was harvested from 3 points of repetition of all variants in the experiment, the grains in it were milled and the yield of grain and straw was calculated by weighing.
6. Agrochemical analysis of soil was carried out during the experiment. In order to determine the agrochemical composition of the soil, before the experiment put and before the harvest, samples were taken from the topsoil (0-30 cm) and subsoil (30-50 cm) layers of soil: a) the amount of humus (by the method of I.V. Tyurin); b) total amounts of nitrogen and phosphorus in the soil (by the method of LP Gritsenko, IM Maltseva); c) Calorimeter of the mobile form of nitrate nitrogen; phosphorus B.P. Machigin, exchangeable potassium P.V. Determined by the Protasov method.
7. Technological quality indicators of grain (samples were delivered to a special laboratory) were determined.
8. In the mathematical analysis of the yield of winter wheat grain and straw, B.A. Dospikhov's (1985) multiple factory field experiments used the method of variance analysis based on randomized returns.

## EXPERIMENTAL RESULTS

Grain crops go through several developmental stages during development, namely from germination to the formation of new seeds. During the developmental stages, morphological changes occur in plants and new organs are formed. The winter wheat crop, like other cereals, goes through the following stages: seed germination (seedling), stem accumulation, booting, heading, flowering and ripening (milk, dough and full ripening).

The rate of development of wheat sown in autumn depends to some extent on growing conditions, biological characteristics of species and varieties, bush thickness, soil moisture, air temperature, sowing depth of seeds, sowing times, standards, fertilization and irrigation standards and other factors.

Phenological observations were performed continuously every two days from the beginning of each development period (10%) until 75% were manifested in the plant. The grassing period was observed in "Hosildor" and "Turon" varieties on November 4-6, and in "Shavkat" variety on November 6-8. After the germination of winter wheat seeds, the next stage of development of the

plant gradually enters the stem accumulation phase. The experiment showed that the studied varieties entered the stem accumulation phase during the onset of cold winter days.

Booting (stem formation) period: During this period, the plant grows rapidly, its mass increases rapidly. Therefore, during this period, the demand of plants for nutrients and moisture increases. During this period of development, the second feeding of the plant with the remaining 50% of nitrogen fertilizers led to the rapid development of wheat varieties. Booting wrapping period March 26-28 in “Hosildor” variety; The Turon variety was observed on March 14-16 and the Shavkat variety on March 20-22. During this period, the differences in varieties were significant, and the development of the variety "Turon" was accelerated.

The results of observations between the varieties show that the Turon variety passed 111-114 days, the Shavkat variety 113-116 days, and the Hosildor variety 117-121 days later.

The heading period was observed on April 26-28 in “Hosildor” variety, on April 18-22 in “Turon” variety, and on April 22-24 in “Shavkat” variety. By this time, there was a rapid development of the variety "Turon". Data on the impact of fertilizer standards on the development periods of prospective wheat varieties are given in Table 3.

**TABLE 3 DEVELOPMENT PERIODS OF WINTER WHEAT VARIETIES, 2018-2019**

№	Rate of mineral fertilizers, kg/ha	Transition period of developmental phases				
		Grassing	Stem accumulation	Heading	Flowering	Full ripening
<b>“Hosildor”</b>						
1	N <sub>100</sub> P <sub>75</sub> K <sub>50</sub>	20.X	26.III	26.IV	4.V	16.VI
2	N <sub>150</sub> P <sub>110</sub> K <sub>75</sub>	24.X	26.III	28.IV	6.V	18.VI
3	N <sub>200</sub> P <sub>150</sub> K <sub>100</sub>	22.X	28.III	28.IV	6.V	18.VI
<b>“Turon”</b>						
4	N <sub>100</sub> P <sub>75</sub> K <sub>50</sub>	20.X	14.III	18.IV	26.IV	10.VI
5	N <sub>150</sub> P <sub>110</sub> K <sub>75</sub>	20.X	16.III	20.IV	28.IV	12.VI
6	N <sub>200</sub> P <sub>150</sub> K <sub>100</sub>	22.X	16.III	22.IV	28.IV	12.VI
<b>“Shavkat”</b>						
7	N <sub>100</sub> P <sub>75</sub> K <sub>50</sub>	24.X	20.III	22.IV	30.IV	12.VI
8	N <sub>150</sub> P <sub>110</sub> K <sub>75</sub>	22.X	22.III	24.IV	2.V	14.VI
9	N <sub>200</sub> P <sub>150</sub> K <sub>100</sub>	24.X	22.III	24.IV	2.V	14.VI

Ripening: In the winter wheat plant, the ripening period is divided into three periods: milk, dough and full ripening. During these periods, a decrease in the amount of moisture in the grain is observed (55-60%; 25-30%; 13-14%). According to Table 3, full ripening of grain in the variety «Turon» 10-12.VI.; «Shavkat» variety 12-14.VI. and 13-18. VI days in the “Hosildor” variety.

It is known that the high yield of agricultural crops means that the crop structure is well formed. The main indicators that determine the weight of winter wheat are: the length of the spike, the number of grains in the spike, the weight of the grain in the spike, and the weight of 1000 grains, almost all of which depend on the biological characteristics of the variety.

Feeding the wheat plant with mineral fertilizers has a major impact on the number of grains. Especially if nitrogen is not enough for the formation and formed spikes, the number and weight of grains in the spike decreases (Shatilov 1990, Turaev, Khojakulov, 1999).

In the experiment, the effect of the norm of mineral fertilizers on the biometric indicators of prospective wheat varieties was observed. According to Table 5, in variants 1,4 and 7 mineral fertilizers NPK 100:75:50 kg / ha were applied, while in the first variant the average spike length was 8.0 cm, in Turon variety 8.7 cm and in Shavkat 8.7. On the sequence of varieties when applied NPK 150:110:75 kg per hectare, while the variety was 8.5 cm; 9.4 and 9.3 cm; mineral fertilizers high NPK 200:150:100 kg / ha when applied norm 1; 4 and 7 - 1.7 cm compared to options; caused an increase of 0.3 cm and, 1.7 cm.

Another yield element of winter wheat is the number of grains per spike, with NPK applied at 100:75:50 kg / ha per hectare; 4 and 7 - 40.0 in options; 41.5 and 41.6 piece, respectively.

**TABLE 4 SPIKE ANALYSIS OF WHEAT VARIETIES**

№	The rate of mineral fertilizers, kg/ha	Spike length, cm	Number of grain per spike, piece	Grain weight per spike, gr	Grain weight of 1000 pieces, gr
Hosildor					
1	N <sub>100</sub> P <sub>75</sub> K <sub>50</sub>	8,0	40,0	1,58	40,1
2	N <sub>150</sub> P <sub>110</sub> K <sub>75</sub>	8,7	41,9	1,70	41,2
3	N <sub>200</sub> P <sub>150</sub> K <sub>100</sub>	9,7	43,9	1,76	42,2
Turon					
4	N <sub>100</sub> P <sub>75</sub> K <sub>50</sub>	8,7	41,5	1,59	38,8
5	N <sub>150</sub> P <sub>110</sub> K <sub>75</sub>	9,4	44,3	1,80	41,4
6	N <sub>200</sub> P <sub>150</sub> K <sub>100</sub>	9,0	43,1	1,69	40,1
Shavkat					
7	N <sub>100</sub> P <sub>75</sub> K <sub>50</sub>	8,5	41,6	1,63	40,8
8	N <sub>150</sub> P <sub>110</sub> K <sub>75</sub>	9,3	43,6	1,71	42,5
9	N <sub>200</sub> P <sub>150</sub> K <sub>100</sub>	10,2	44,7	1,80	43,4

In options 2, 5 and 8, the grain weight per grain applied to mineral fertilizers N<sub>150</sub>P<sub>110</sub>K<sub>75</sub> kg / ha was 1.70, 1.80 and 1.71 grams, respectively. It can be seen that the feeding norms with mineral fertilizers affected the length of the spike, the number and weight of grains per spike.

Affecting factors to the yield of cereals include: first of all, the biological characteristics of the variety, natural climatic conditions, optimal planting method, duration time and norm, nutrient content and duration of application, moisture supply, disease and pest infestation, timely harvest (Atabaeva, Khudaykulov 2018, Amanov 2019).

When the analysis of grain yield, the average yield of Hosildor variety was reached to 49.2-61.3 c / ha, Turon variety is 53.9-69.0 c / ha, Shavkat variety is 51.7-63.7 c/ha.

The main problem in grain production remains quality indicators. The reason for the fact that the quality of grain grown in Uzbekistan does not fully meet the requirements for the closure of bakery bread: the average vitreous content is 63% (15-90%), gluten content is 26.7% (23.6-

33.2%), IDK - 95 (65-120) In Kazakhstan, the figures are relatively high: 81 (41-95%), 32.6 (24.0-37.6%), and IDK 80 (60-95).

According to the experimental data, the quality of winter wheat was affected by the amount of mineral fertilizers.

One of the indicators of grain quality is the amount of protein. The protein content of winter wheat varies depending on varietal characteristics, soil climatic conditions, fertilization, moisture content, plant disease and pest infestation, and a number of other factors (Kodanev 1976; Corbellini 1996, Amanov 2001, Anderson 2001). The importance of protein is that it is easily digested in the human body, increasing its physical and mental capacity.

In the experiment, it was found that the values of protein, gluten, vitreousness in the studied varieties were different in terms of the biology of the varieties. The data obtained are presented in Table 5.

In the experiment, the amount of grain (in kg) formed at the expense of 1 kg of NRK fertilizers in the formation of grain yield was determined.

In the experiment, when calculating the amount of grain formed per 1 kg of NPK, NPK in the variants used 100:75:50 kg / ha was 21.87 - 24.06 - 22.98 kg by varieties.

The increase in the rate of mineral fertilizers did not affect the increase in grain content, but rather its decrease. In particular, the highest yield was achieved when the feeding rate NPK 200:150:100 kg / ha, but when determining the amount of grain formed at the expense of 1 kg of NPK was 13.62-15.33-14.15 kg for varieties.

## CONCLUSION

In the conditions of typical sierozem soils of Tashkent region, the effect of mineral fertilizers used in the cultivation of high and high-quality crops from soft wheat varieties was observed.

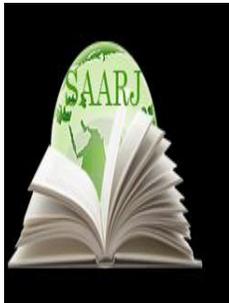
In the experiment, the increase in the rate of mineral fertilizers did not affect the increase in grain size, but rather its decrease. In particular, the highest yield was achieved when the feeding norm NPK 200: 150: 100 kg / ha was applied, but when determining the amount of grain formed at the expense of 1 kg of NPK, it was 13.62-15.33-14.15 kg by varieties.

Grain quality indicators NPK 200:150:100 kg / ha are the highest in the applied variants, protein (15.0%), gluten (28.6%) and vitreous (63.9%) of the variety "Shavkat" compared to control "Hosildor" (13.5%; 26.3%; 60.6%) and Turon (14.0%; 27.8%; 59.7%).

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## SOME COMMENTS ON THE GEOGRAPHICAL STRUCTURE AND ETHNOGRAPHY OF THE JIZZAKH OASIS

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### ABSTRACT

*The article analyzes the geographical and ethnographic features of the Jizzakh oasis based on a number of historical sources, archival documents and field records, and also discusses the Uzbek tribes living in the oasis, their branches and main types of economic activities.*

**KEYWORDS:** *Jizzakh Oasis, Turkestan And Morguzar Mountain Ranges, 92 Uzbek Tribes, Dashti Kipchak Uzbeks, Yuz, Qirq, Uzbek-Turkmen, Kangli, Mangit, Nomadic Cattle Breeding, Sedentary Agriculture.*

### INTRODUCTION

The Jizzakh oasis has a long history and is a micro-ethnographic region located in the central part of Uzbekistan. Geographically, it is located between Nurata, an offshoot of the Turkestan ridge, the Morguzar, Koytash and Mirzachul ranges in the east, it borders on Samarkand in the west, Syr Darya in the east and the Republic of Tajikistan in the south [1. 95]. From the north-east of the oasis it is connected to Haydarkul (Aydarkol) through Pakhtakor, Dustlik, Zafarabad districts, from the north-west to the Kyzylkum deserts, from the south-west to the Zaamin and Oykar ridges [2. 593].

To the southeast, the Ilonotti mountain pass on the Sangzor River separates the Nurata Range from the Morguzar Range [1]. The western part of both mountain ranges is a plain, and the eastern part is connected to the Aktag, Karatag, and thus the Koytash mountains through the Nurata oasis.

While a part of the oasis is occupied by deserts and steppes, the connection of the region with the mountains, foothills and deserts defines its uniqueness. From the north and northeast, the stair-shaped plains rise towards the mountains. Most of the area is occupied by Mirzachul, which consists of plains [3. 24-25]. The terrain of the oasis is not uniform it descends from south-east to

north-west. The part of the plain is sloping to the north-west, with an average height of 250-300 meters. In the southern foothills, the height reaches 450-530 meters [4. 14].

### **The Main Findings and Results**

The average height of Morguzar Mountain, which is the northern branch of the Turkestan ridge, is 1500-2000 meters, the height of some peaks is up to 2621 meters. It is separated from Mount Nurata by a valley of the Sangzor River to the north. The largest river in the oasis, the Sangzor (123 km long), is saturated with snow and ice from the Turkestan, Koytash and Morguzar ridges, increasing in summer and decreasing in winter. The average monthly water consumption is 6.1 cubic meters per second [3. 27]. At the same time, such rivers as Zominsuv, Ravotsay, Khojamushkentsay, Saykhansay, Turkmansay, Achchisay, Koshchisay, Jaloyirsay start from the northern slope of the Turkestan ridge and supply the oasis with water.[5]

In general, the location of the oasis, favorable geographical features have created all the natural conditions for the economy of the ancient settled and semi-settled population. This has led to the constant and seasonal development of agriculture and animal husbandry in the region. The all-round convenience of the oasis's pasture opportunities (meadows) has led to the co-development of nomadic pastoralism with sedentary farming here and the settlement of many ethnic groups.

The population of the oasis has an ethnically complex composition. Today, 89.0% of Uzbeks, 3.1% of Kyrgyz, 3.0% of Tajiks, 2.1% of Kazakhs, 0.7% of Russians and 2.1% of other nationalities live in the Jizzakh region. 4.1% of the population of the Republic of Uzbekistan live there. In particular, Uzbeks - 1208.7 thousand people, Kyrgyz - 41.6 thousand people, Kazakhs - 28.4 thousand people, Tajiks - 31.6 thousand people, Russians - 14.9 thousand people, Tatars - 6.4 thousand people, Koreans - 2.7 thousand people, Turkmens - 0.4 thousand people, Karakalpaks - 0.2 thousand people of other nationalities and ethnic groups - 17.3 thousand people [6].

An analysis of surviving written sources shows that in the late 15th and early 16th centuries, the people of Dashti Kipchak began to migrate en masse to Central Asia, especially between the two rivers, under the leadership of Shaibanikhan, and most of them settled in convenient oases. By this time, the influx of Dashti Kipchak Uzbeks into the oasis had a unique impact on the local ethnic system. However, the Uzbek tribes began to mingle with the local settlers and slowly began to forget their tribal traditions. As a result of their assimilation of the high cultural achievements and traditions of the local population, the process of formation of the majority of the population between the two rivers as a single Uzbek people throughout the sixteenth century entered a decisive phase. Now an entire nation has begun to develop as the Uzbek people. Although we see the Uzbeks as a whole nation, it is divided into several tribes.

As in other nations, the Uzbeks have preserved their tribal division until recently. Indigenous people call themselves "92 bovli (connected) Uzbeks." This means that the Uzbeks consist of 92 bov (connected) sections. There is a lot of historical evidence that the Uzbek people are made up of 92 parts (tribes)[7. 3]. In particular, Turdi Farogi, a democratic poet of the Uzbek people who lived in the 17th century and came from the Yuz tribe, wrote in his ghazal "Tor kongillik bekalar" that the Uzbek people consisted of 92 tribes[8. 282]. In addition, Abdullah II's correspondence with the 16th century Indian king Akbarshah contains information about the division of Uzbek tribes[9. 76].

Written data on the ethnic composition and lifestyle of the population living in the Jizzakh oasis and adjacent areas, mainly some statistical materials for the 60-90s of the XIX century and 20s of the XX century[10. 75].Chapter V of the book “Ancient Earth” by Y.F. Buryakov and A.A. Gritsina, published by “Fan” in 1994, describes the historical and ethnographic description of the country in the late Middle Ages, albeit in short lines.Chapter IV of this book, written by T.U. Salimov, is devoted to the ethnic formation of the population of the region in the late Middle Ages. The author reveals the ethno-historical roots of the population of the Jizzakh oasis on the example of Zaamin district.In it, the author studies the Turkic, yuz, kirk, Kipchak tribes, their subdivisions on the basis of historical written sources and ethnographic sources[11. 86-102] .

In the Jizzakh oasis we can meet representatives of almost all 92 Uzbek tribes. In the early days, large groups of forty came and settled in Jizzakh. As a result of the settlement of Uzbeks in the eastern, northern and northwestern regions of the oasis, the ethnic composition of the population of the oasis will thicken.

If we pay attention to the history of the formation of ethnic and ethnographic groups mentioned above and the composition of their way of life, we can witness the formation of a unique ethnic landscape in the oasis from time immemorial. In particular, one of the many ethnic groups among these ethnic components is the yuzs, kirks, va qangils.The yuzs are mainly in Zaamin, Yangiabad, Zarbdor districts, Jizzakh city and its environs, Qangils in Takali, Chayonli, Sayfinota, Chuvillak villages of Gallaorol district, in Zaamin district, in Kangli, Sherkongli, Karangul villages of Gallaorol district and in Jizzakh city of Jizzakh. along with animal husbandry and agriculture[5].In his research, K. Shoniyazov emphasizes that Gallaorol ganglia are yellow ganglia[12. 123-128].

A number of expeditions were organized to study the ethnic composition of the oasis. In particular, an ethnographic expedition led by T.U. Salimov in 1988-1989 to study the ethnic history of Zaamin district provided an opportunity to study in depth the ethnic units in the oasis.As a result of this research, the names of Uzbek tribes and settlements in the oasis, their habitats were studied.In addition, the well-known ethnographer V.Radlov in his work “On the settled Turkic tribes of Central Asia” gives a detailed description of the faces of Zaamin, based on the work of General A.Maksheev.According to Maksheev, the composition of the Yuz Tribes, Piece yuz (Boymoqli, Biran sadoq, Olmachi, Mirza uch tamgali, Sergeli yuz, Uyuvli, Karakalpak, Puchugoy, Ak kigiz, Kuyonkulokli, Bolgali four tamgali, Eshquli, Tokboy),Chinese yuz (Khan Khoja, Norin, Chunkan, Sirboyinlik, Kokani, Double logo, Ochamayli, Mangit), Solin (Shodmon topi, Nauferash, Togayi balli, Kavrak, Davlat, Qirq sadoq, Boyovut, Kenayuz), Uyas (Oq chakmon, Norin, Chunkan, Sirboyinlik), Qarapchi (Burjigen, Kongirboy, Sakkiz sari, Naiman, Qoqoni, Kushtamgali, Ochamay , Mangit), Naiman Erganakli (Chiljuvut), Besh yuz (Koshtamgali) and Soloqli (Kultepalik, Beshkal, Gafur, Chirkirovuq, Mirza, Ariq, Beklar topi) [11. 86-102].

Forty people, who make up the majority of the population of the oasis, now live in the area adjacent to Morguzar Mountain in the village of Pishagor in the Zaamin district, and in several villages in the Sharof Rashidov district, Ethnic and ethnographic groups such as Kipchak, Sarai, Chuvillak, Iranian, Turkish, Turkmen, and Yuz live in and around Jizzakh.

During this period, the above-mentioned representatives of the above-mentioned clan also established intensive economic and trade relations with the Uzbek-Turkmen of the Nurata oasis.

Livestock districts brought cattle, camels, and yearlings to the oasis hunters to start or sell for cash, and bought fresh fruit, tobacco, and handicrafts from local markets. According to sources, in the “Sarbozor” in the Gallaorol district until the 30s and 40s of the XX century there was a constant trade in cattle, horses and camels[13. 66].

In the late 19th and early 20th centuries, traditional steppe cattle-breeding played an important role in the Kangli economy, but in the foothills of the Morguzar and Koytash mountains, along springs and reservoirs, the population was engaged in irrigated agriculture by planting sesame, maxsar, wheat, millet, watermelon. As a result of the complementarity of the two types of economy, irrigated agriculture and steppe pastoralism of the oasis, ethnocultural ties were established between the Turkmen, Sarai, Nayman, Qirq, and Mangits. This led to the formation of a unique economic and cultural type in the oasis. After all, economic and cultural types are a historical set of farms and cultures that exist in certain natural and geographical conditions and at the same level of socio-economic development[14.13].

Mangits are scattered in Ilonchi, Osmonsay, Deristan, Yomchi, Sayyod, Osmon villages of Forish district of Jizzakh region, especially in the villages from Ustukhan desert to Ogzikent[15. 13-14]. Later, the process of settlement, which is typical for all ethnic groups, also affects the way of life of the Mangits, and a large part of the population settles near rivers and springs. The Forish mangits are basically divided into two large tribes. These are called “kyrlik” and “soylik”. The steppes consisted of tribes such as Odinasariq, Shotolib, Oqaat and Soylik-Khojakorson, Mansur, Jalmat, Qurbonaji, Chuli[5].

As a result of the settlement processes that began to end in all regions in the early twentieth century, the main groups of mangits, including the Kirghiz, were engaged in animal husbandry as well as handicrafts and agriculture, while the valleys were engaged in agriculture, growing grapes and cereals. The Mangits sold their products mainly in Forish, Sintob, Josh, and Juma markets. The Turks settled in the villages near the northern ridge of Mount Nurata, most of them in the Forish and Morguzar mountain oases, mainly in Balandosmon and Ajrim[5].

The natural-geographical location and climatic conditions of the oasis have affected the family and economic life of the population. On the vast hills and irrigated oases on both sides of the Nurata and Koytash Mountains, three main types of farming were formed, consisting of oasis irrigated agriculture, steppe cattle-breeding, and mountain-pastoral cattle-breeding. Part of the population was also engaged in driving livestock during this period. By the middle of the twentieth century, these ethnic groups, which had become fully settled, had ethnocultural ties with other ethnic groups and ethnic groups in the oasis who had been engaged in these types of farming. Indeed, the fact that these peoples lived in the same area for many years and interacted with each other was an important factor for them to fully adapt to the ethno-cultural environment of the oasis.

As for the Uzbek-Turkmen of the oasis, in the 1920s, their range was not only Mount Nurata, the villages adjacent to Nurata in the upper Zarafshan oasis, but also villages in the foothills of the Koytash Mountains. By the 1920s, the number of Nurata Turkmen in the Jizzakh and Nurata oases was 30,000-35,000. At the end of the 19th century and the first half of the 20th century, Uzbek-Turkmen lived in most villages without guj (compact), they are divided into two major seed-community associations “Olti ota g’oz oyoqli” “beshota mantiglov”. Olti ota g’oz oyoqli divided “oytamg’ali, qo’shtamg’ali”, “qon-jig’ali”, “bo’gajli” (bo’gajli, bekjig’ali) “g’oz-

oyoqli".VG Moshkova divides each of them into 6 smaller tribes and calls them "yigirma to'rt ota turkmanlar"(twenty-four Turkmen fathers)[16. 155-159].

Currently, ethnologist F. Tolipov records a number of small ethnic groups of Uzbek-Turkmen scattered along the Nurata oasis adjacent to the Jizzakh oasis on the basis of available ethnographic data. According to the author, their settlement in the Nurata oasis is the result of long-term ethnogenetic processes, as a separate ethnic component, fully absorbed into the Uzbeks and became part of it[15. 12-13].However, the Forish and Gallaorol districts adjacent to the Nurata mountain range are administratively part of the Jizzakh region, and the ethnic composition and lifestyle of the population in these regions are also covered in a number of historical and ethnographic materials[17. 125-128] .

## CONCLUSION

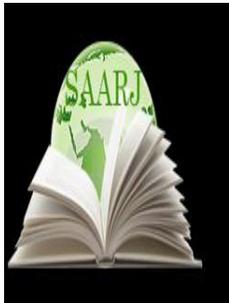
The Uzbek-Turkmen of the second ethnic group, the "olti ota g'oz oyoqli" Turkmen, lived in the villages of Garasha, Karaabdol, Narvon, Eshmoksak, Gulchambar, Bolgali, Jarbulak, Kosa, Shohusmon, and several others in the northeastern part of the Jizzakh oasis.Although the Uzbek-Turkmen Juz tribe's life and customs are similar to those of other Uzbek tribes, they combined irrigated agriculture with traditional steppe farming. The formation and development of such an economic style contributed to the development of economic and cultural relations between ethnic groups.

In short,the peculiar geographical features of the oasis are a unique area of ethno-communication in the migration of ancient and semi-settled population along the Jizzakh oasis,that ispeculiar "contact space" that contributed to the constant and seasonal development of specific economic sectors in the region, in particular, agriculture and animal husbandry.

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## SUFISM AND SPIRITUAL HEALING

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### ABSTRACT

*In today's world individuals struggle the most with mental health and healing. It is a known fact that mental wellness begins from self-realization, which is considered to be the main goal of Sufi perspective. This article defines Sufism and explains the integration between Sufi practices and emotional healing, and its application in real life.*

**KEYWORDS:** *Sufism, Islamic Spirituality, Spiritual Healing, Sufi Practices, Self-Actualization*

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### INTRODUCTION

From time immemorial there is a curiosity in human being to search for the selfhood. Selfhood is a place of order and enlightenment and at the same time it is also inclined towards the Evil commanding self. If it is tempted it loses its purity. Self-purification and self-realization are the main teachings of the Sufi order in Islam.

Sufism is one of the Islamic fields that focuses on cleansing aspects of human spirituality, which in turn raises the virtues of noble character (Frager, 2013). Cleansing the spiritual aspect of a man is then known as the esoteric dimension of the human self (Muhaimin, 2006). Through Sufism, a person can learn about the ways of self-cleaning and apply them in real life. This enables him to maintain self-control, honesty of his heart, sincerity, and responsibility.

Sufi Spiritual Healing is not a mysterious process but is in fact very natural instinct with which every human being is born but fail to realize this potential power. It is an instinctive ability within all individuals as it is a Divine quality which human being possesses. However this skill just like any other talent among humans varies in degrees. Some are gifted with healing ability that

people recognize them as natural healer while others are given the ability of healing in transmission and others through their inner calling take upon this or perform healing out of compassion. Some healers are unaware of their healing ability yet they help others to heal, thus they are saved from their ego-based claim since behind all healing is as-Shafi (the One Healer).

The role of Sufi Spiritual Healing is not only to cure the suffering humanity but to teach them the ways to awaken the God gifted hidden treasure. The goal of the Sufi is awakening and realization. Each and every one of us possesses the energy field or an aura that surrounds and penetrates the physical body and hence associated with the health of the human being. The more we are optimist the more we generate positive energy while more we a pessimist the more we generate negative energy which ultimately affect not only our social circle but also the health.

### **The Sufi approach of Therapy**

Sufis have called the act of zikr "the recognition of flawlessness and the flawlessness of recognition." Chanted, moved, inhaled, in silence and in tone, zikr welcomes us to a complete attention to the living potentials inside our spirit. Reflection in the hush and with different expressions of internal focuses is likewise central for Sufis and will structure a piece of the day's practices and investigating the realm of zikr, breath, heart and insightful moving. The modification and nature of environment produced through such development and a sound practice empowers one to wind up all the more rapidly responsive to the internal planes of awareness.

Therapy and Sufism oblige one to courageously stand up to reality of oneself, and assume liability for the majority of one's encounters - considerations and feelings; decisions and circumstances. Through striving and exertion, one can recuperate from the past, and work to create a blissful present self which is liquid yet grounded, astute, and proper to every circumstance. Sufi experts encounter this procedure as a trip through perpetually developing levels of the profound heart.

Eventually, Sufism as a mystical control goes further than usual remedial objectives: the Sufi search for association with the deepest levels of truth and the most significant aspects of experience - the Sufi search to know the heavenly power . One most likely acquainted with the sonnets of the most famous mystic Moulānā Rumī , whose lyrical interpretations of affection, magnificence and transcendence are broadly utilized as touchstones by specialists, healers, craftsmen, and the profoundly slanted all through the world. Tenderness, trustworthiness, and uniformity of people around the globe are the focal principles of Sufism. So are peace, leniency, opportunity, equity, and truth.

### **Healing Methods and Techniques practice by the Sufi**

It is a known fact now that energy undertakes numerous structures from the unseen to the seen, so does the act of Sufi healing. Certain setting must be met possess by the healer and in the recuperating environment so mending can happen. There are three categories for health practices:

- 1) For the body;
- 2) For the mind or emotions;
- 3) For the soul.

The most ideal amongst these are the one related to the Soul. The practices involved for the soul are highly divine in nature and have blessings above.

### **Spiritual healing**

#### **1) Suras and Verses from the Quran.**

Allah ordained in the Quran that His Book of Wisdom is healing and mercy for those who believe. The Words of Allah in the Quran show a divine energy having spiritual powers that affects and heal the minds, heart and bodies as well as the some specific Surahs and Verses are prescribed for different ailments.

#### **2) Allah's Most Beautiful Names/Attributes**

Allah portrays Himself regarding qualities, called Allah's Most Beautiful Names. There are ninety-nine Names of Allah specified in the Holy Quran. It is mentioned in Hadith (sayings of the Prophet Muhammad (SAW)) that each name/attribute has a significant quality as well as a particular energy connected with it and can be utilized to influence a longing result.

### **Material healing**

#### **1) Diet and Physical Exercise.**

The purpose of the Sufi healing is to seek the simplest and most persistent form of therapy. The key factors to maintain the health are nourishing food and healthy drinks as well as the appropriate amount of physical exercises. For this purpose the medicinal herbs are often prescribed.

#### **2) Environment.**

The need of clean and pleasant environment is the requirement of the human being in which they flourishes. Adding to that purity and calmness provide an atmosphere negative energy and negative forces cannot hit upon a comfortable corner to rest or settle.

The ultimate aim of the Sufi is communion with God through spiritual realization, which is achieved through the knowledge revealed by Quran (*ilm*) and the practice of Islam (*amal*). Since its inception the Sufi philosophy has revolved around the concept of God and the ways and nature of communion with him. The early Sufis adhered strictly to the Quran in their interpretation of the concept of the God as infinite, eternal, unchangeable, creator, all-powerful, merciful and the cause of all existence. With the growth of Sufi philosophy, the concept of God changed from the one as the cause of all existence to the idea of God as the only real existence. This philosophy reached its ultimate in the concept of the *wahdat-ul-wujood*. Sufis regards the soul as the agency for communication with God. It is the higher soul, as Sufis believe, created before any human being came into existence, consisting of heart (*qalb*), spirit (*ruh*), and conscience (*sirr*) that has the ability to know God. The *sirr* is regarded by many Sufis to represent the "secret shrine of God himself, wherein he knows man and man can know him." The heart (*qalb*) has an important place in Sufism and is considered to contain the divine spark that leads to spiritual realization. Sufis cherish the revelation by God that "I, who cannot fit into all the heavens and earths, fit in the heart of the sincere believer." For the heart (*qalb*) to reflect the truth as it is, it has to be cleansed of the rust of worldly influences.

Muhammad, has a special place in Sufism. The spiritual enlightenment or the ascendance of the higher soul for communion with God is believed to go through a chain of transmissions to Muhammad as through him only can the communion be achieved. Sufis refer to the saying of Muhammad “the first thing that Allah created was my light, which originated from his light and derived from the majesty of his greatness” as a basis for this belief. Sufis believe that the ascendance is possible only through the process of purification of the soul – the way (tareeqa).

Spiritual and religious beliefs form an important means of coping with stress for a large number of people but unfortunately this has received little attention by the mental health professionals. Recently, however, religion and spirituality have been incorporated into the therapeutic process and have shown promising results.[46,54] The assimilation of spirituality into the psychotherapeutic processes has been either in the form of an augmentation of an already existing therapeutic technique – spiritually augmented cognitive behavior therapy or the development of new techniques where spirituality itself forms the core – transpersonal psychotherapy. Though Sufi beliefs and practices have been incorporated into the transpersonal psychotherapy but there exists no literature about the incorporation of these into the cognitive behavior therapy models.

A vast number of the mentally ill people in the community go untreated or seeks the help of spiritual healers in most of the developing countries. The reasons lie in the belief systems of the people which foster a spiritually oriented explanation of the mental illnesses and the practically non-existent mental health care services in most of the rural settings. The large number of mentally ill people thronging the shrines (*dargah*) of Sufi saints to seek cure is a testimony to this. The incorporation of spiritual/Sufi elements into the mental health care services needs to be a two-fold process:

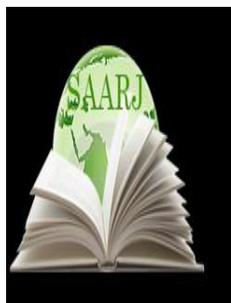
1. Incorporation of the spiritual/Sufi healers into the mental health care delivery system which may include basic training in identification of mental illnesses and appropriate referrals when needed.
2. Incorporation of the spiritual/Sufi beliefs and practices into the therapeutic process which may increase the utilization of mental health services by a largely spiritually oriented population.

The integration of spiritual beliefs and practices into the mental health care delivery system needs efforts both at the organizational and individual level. Sensitization of the trainees in the mental health profession to spiritual issues needs to be given an impetus. The focus of the training should be on understanding of spirituality as an important part of the individual seeking help and a thorough understanding of the belief systems of the people in the practice area.

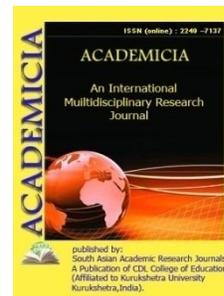
Sufism provides a vital link to the understanding of revelation – the source of religious knowledge in Islam as well as other Semitic religions, and influences the mental health of its believers and practitioners in a significant way. Unfortunately, there is little in terms of research based evidence to draw any conclusions in both these directions. There is a need for research to evolve scientifically sound means of incorporation of Sufi beliefs and practices into the mental health care system before any dogmas strike their roots. At the same time, mental health professionals should not slide into the role of preachers and start promoting the Sufi beliefs and practices; the role should rather be restricted to utilizing these beliefs and practices where it forms a part of the belief system.

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**DESTRUCTION OF FAMILY RELATIONS PSYCHOPROPHYLAXIS  
 FAMILY-NEIGHBORHOOD-EDUCATIONAL INSTITUTION  
 COOPERATION**

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**ABSTRACT**

*This article describes the content of the concept of personality destruction, the cooperation of family and educational institution in the psychoprophylaxis of personality destruction, as well as psychological training exercises aimed at obtaining the consequences of personality destruction and ways of their application.*

**KEYWORDS:** *Personality, Psychology, Destruction, Personality Destruction, Psychoprophylactics.*

**INTRODUCTION**

The highest product of family-human thinking. After all, this small place not only gives meaning and benefit to our lives, but also plays an important role in the development of society and the development of the country. At the same time, harmony and harmony in the family form in the human mind such high human qualities as love of life, devotion to the profession, respect and attention to others. A healthy environment is one of the most important factors in the upbringing and development of children who are able to work for the country and be able to serve the people. Therefore, to ensure the strength of families in our country, to support it materially and spiritually identified as one of the priorities of public policy. As President Sh. Mirziyoyev said, "It should be to further strengthen the foundations of the family, which are sacred to us, to create an atmosphere of peace, harmony and mutual respect in homes, to fill spiritual and educational work with concrete content. It is related to the bitter and unpleasant issues that are not specific to our people, such as crime among women, the increase in family divorces, the exposure of young people to various religious extremist movements and terrorist organizations. The complex and multifaceted interactions between family members have led many scholars, including Uzbek

scholars, to believe that V.M.Karimova, M.Davletshin, G.Shoumarov, E.Goziev, B.Qodirov, H.Karimov, N.Soginov, F.Akramova, G.Yadgarova, M.Salaeva, D.Khalikov, Ruzikulov F.V. studied by. They study the ethno psychological aspects of family relations in terms of customs, traditions and traditions specific to the Uzbek family. But while analyzing the institution of the family as a social reality, its laws have been put forward here in many studies that have focused on the psychological nature, origins, and dynamics of family-specific relationships.

The most important methodological principle in research is that the person studying the family should not forget that there is a complex and multifaceted system of relationships between all family members, rather than as a sum of ordinary family members, which are reflected in the responses of each member. That is, the family and the relationship within it are always in a coma of external psychological influences. Looking at it as a small social group requires taking into account the fact that there are almost all the socio-psychological laws inherent in a small group and that they determine the status of each family member. In fact, the family as a whole, some scientists (GMAndreeva, AIZakharov, VSTorokhtiy, N.Ya.Soloveva and others) according to the rightful confession of, this is the primary group<sup>1</sup>. That is, the emotionality inherent in the primary group, the combination of formality and informality in relationships, the dependence of the socio-psychological environment on human relationships, and h-zones are also inherent in family relationships. In the Republic of Uzbekistan, the Cabinet of Ministers adopted Resolution No. 422 of 06.07.2020 "On measures for the gradual implementation of the subject" Education "in general secondary education<sup>1</sup>.

The requirements for the complex include "Students in this subject to provide quality knowledge, to direct them to the right path of upbringing, the necessary knowledge

It is rich in ethically modern, interesting and psychological-pedagogical materials aimed at providing quality knowledge, directing them to the right path of education, helping them to acquire the necessary knowledge and skills, to adapt to independent life, to form decision-making skills based on legal and moral criteria in different situations. requires the following complex of educational and methodical complexes." - is marked<sup>2</sup>.

At present, public councils "Family-neighborhood-educational institution" have been established in the citizens' self-government bodies of the country, which are taking the necessary measures to strengthen the responsibility of parents in the upbringing of children, to study student attendance.

The concept of cooperation "Family-neighborhood-educational institution", developed in our country in 1994, today is important for the protection of the younger generation from various crimes, extremism, drug addiction, "popular culture", meaningful leisure, career guidance. factor. However, in recent years, the emergence of individuals with different types of destructive behavior in society requires the strengthening of special pedagogical and psychological measures in this regard<sup>3</sup>.

In addition, the types of interpersonal relationships in Uzbek families, their impact on personal development, psychological characteristics, especially the impact of divorce on the formation of a child of different ages in the family, the development of conflict in the family in recent years. the causes of the cases are markedly different from those in other years. This requires an in-depth and comprehensive study of these problems, the development of effective practical measures to address them, the introduction of family psychological services in practice. [1]

The term destruction is derived from the Latin word *detructio*, which means to destroy something, to destroy. In psychology, destruction refers to a person's destructive attitude toward oneself, others, and the outside world. Destruction in a <sup>3</sup>National Database of Legislation, 07.07.2020, No. 09/20/422/1033 person as a personality trait, the inability to express oneself, the use of one's own opportunities limited capacity, lack of communication technique, develops when its internal energy is unable to go out due to an environment of mutual intolerance. Destructiveness in a person can be assessed as a result of barriers to his self-expression.

The problem of destruction has been studied in various directions. In particular, Z. Freud, N.A. Berdyaev, K.G. Jung, Yu.M. Lotman and others studied the causes of personality destruction and ways to overcome it. Well-known psychologist Z. Freud acknowledged the importance of studying the problem of destruction. [4. S. 26 - 80]. Z. Freud explained the concept of "destruction" as a tendency to death, a mysterious, incomprehensible force sealed in human nature. Also, in the teachings of Z. Freud, the term "aggression" is used, which is a negative form of the psyche, focused on the object, subject or self. Thus, destruction is a process that moves from a complex structure to a simple one, from diversity to homogeneity, from life to death.

A destructive person is a person whose activity is aimed at violating social norms and laws. The activity will also focus on creating an alternative identity that is different from the model one seeks to disrupt. Such a person cannot live outside of society because he can only find ways to express himself, affirm himself, and develop himself by entering into relationships with other people. A destructive person is an aggressive type who runs away from freedom. With the help of debauchery, he tries to get rid of the feeling of inadequacy caused by his inability to show the possibility of self-improvement. By its destructive actions it destroys the moral, physical capabilities of others. A person with this trait is not able to adequately evaluate his actions, he is biased towards the world.

Man and society, the role of man in nature and society, the role of education in the formation of the perfect man, the issues of improving the moral culture in the family are widely interpreted not only in scientific and theoretical teachings, but also in philosophical, didactic and artistic works. In particular, Yusuf Khos Hajib in his book "Qutadg'u bilig" gives a series of advice to the son of Aitoldy Ogdilmush: My only concern, he says, is your next life. When a father's work is absorbed in his son, his behavior becomes irritating. Selective control of the child provides light to the parent's face. An uncontrolled child tends to be naughty and naughty. The behavior of sons and daughters who have grown up as husbands brings sorrow and pain to parents. [Yusuf Khas Hajib] This view recognizes the responsibility of parents and children to the upbringing of children and the health of relationships.

In our study, a survey on the factors of the destruction of family relationships conducted a comparative study of the situation in young and middle-aged families on 8 factors. (Table 1) In the results, young (1-5 years of marriage) as factors of destructive attitudes in families: Factor 1 - "Unpreparedness for marriage" 21%; Factor 2 - "Misconceptions about family and marriage" 38%; "Defects in personal psychological characteristics" 27%; "Low level of communication culture 36%; Low tolerance" was 54% higher. This is 0.9% in the destruction of family relations in young families "Socially harmful habits (alcoholism, adultery)"; Dissatisfaction with marriage 14%; Problems with child rearing accounted for 12%, indicating that the share of these factors in the destruction of family relationships is low.

While everyone aims to start a family, to get married, it is based primarily on the perceptions formed among the people about the family and marriage. A married couple always lives in a world of strict circles and norms that are related to the concept of marriage, but the life of each couple is a unique, mysterious world that is unique to them. (V. Karimova Family Psychology)

**TABLE-1 A STUDY OF THE FACTORS OF DESTRUCTIVE ATTITUDES IN FAMILIES**

№	Factors of destructive attitudes in young and middle-aged families	In young families	In middle-aged families
1	Not ready for marriage	21%	0,8 %
2	Misconceptions about family and marriage	38%	17%
3	Defects in personal psychological characteristics	27%	31%
4	Dissatisfaction with marriage	14%	29%
5	Low communication culture	36%	27%
6	Low tolerance	54%	48%
	Socially harmful habits (alcoholism, adultery)	0,9%	32%
8	Problems with child rearing	12%	43%

The results of the study show that the figure in middle-aged families differed slightly on the same factors. "Personal psychological defects" 31%; Dissatisfaction with marriage 29%; Problems with child rearing 43% "Low communication culture 27%; Low tolerance "48%; Socially harmful habits (alcoholism, adultery of a husband or wife) were reported to be 32% higher. Thus, in the breakdown of relations in middle-aged families - "Unpreparedness for marriage" - 0.8%; "Misconceptions about family and marriage" 17%; showed a relatively small share.

In practice, when a husband and wife decide to divorce, if there are no children between them, they apply to the FXDY offices and their marriage is annulled. If there is a child in the middle, the case is decided by the courts, but in most cases, the mahalla, a self-governing body, and activists who are members of the conciliation commission in it intervene, with little public outcry. Because, In the Uzbek national mentality, it is a great sin to orphan a child alive, so there is a long-standing tradition that adults are involved in the future of a young family and a decision is made after the causes of family conflict are investigated. If a family conflict poses a serious threat to the health, peace, and coexistence of young people, primarily women and In children cases (such as infidelity, husband's constant torture of a woman due to alcohol consumption, domestic violence, non-participation of men in the family budget), the public protects women's rights, and the neighborhood itself determines the fate of women and their children, their social protection. interferes in this work in order to do. Interviews with members of the conciliation commissions in the neighborhood revealed that in most cases they are concerned with protecting the interests of women, but due to the woman's guilt and her unpreparedness for family affairs, her inability to establish proper relations with her husband and relatives, the neighborhood counselors and conducts educational work. (V. Karimova Family Psychology, pages 104-108)

In the current process of globalization, changes in society that lead to radical changes in people's lives, shortcomings in the educational process, the spiritual and moral depravity that spreads around the world under the guise of "popular culture" also seriously threatens the formation of

worldviews and behavior of our youth. To protect the younger generation from their effects and prevent destruction, families and educational institutions should work together to develop and implement special psychoprophylactic programs. Therefore, it is necessary to organize training hours and various events for young people in the family, educational institutions and neighborhoods with the involvement of specialists who can thoroughly analyze today's complex ideological processes. It is necessary to strengthen the foundations of national thinking and a healthy outlook in the hearts of our youth by revealing the essence of such negative attitudes that contradict our national interests, our way of life, the tragic consequences of human behavior for themselves, their families and society.

Every parent raises their child to see his or her maturity, a process that doesn't happen on its own. There is a saying among our people: "What you sow, you reap". In fact, what a person achieves in life is the result of his hard work and relationships. However, because the present age requires a conscious attitude to life, "sow what you want to reap!" requires a change. Parents can give their children property, housing, cars, and other valuable material possessions, but upbringing cannot find happiness. This is achieved by the degree to which they are brought up. In order for adults to be attentive to the upbringing of young people, they must first address the shortcomings in their behavior. "As the father was leading his son, and he said, 'Think of your step,' the son replied, 'Father, I will walk as you walk, for I am following you.' This narration is a proof of our opinion. Upbringing is one of the most complex, wide-ranging issues, and it is important that such a responsible and honorable work is carried out jointly by the family, the educational institution. Psychologically healthy formation of youth, social health such as respect, support, assistance, tolerance in relationships The discipline and discipline established in educational institutions, the quality of education, a healthy spiritual environment have a comprehensive impact on the formation of relationships and prevent the formation of destruction in young people.

Psychoprophylaxis is a field of activity of a practicing psychologist, which consists of measures aimed at preventing factors that negatively affect the mental formation of the individual. The organization of psychoprophylactic measures aimed at preventing the destruction of the individual in educational institutions serves to eliminate such problems. Psychological prevention-every age At the stage of formation of the child as a person, the creation of reasonable conditions for ensuring mental maturity is a factor in the timely prevention of psychological disorders and deficiencies in personality development and education.

Psychoprophylactic work carried out in educational institutions includes:

- The participation of a psychologist in the admission of children to the 1st grade, specialized classes, to determine the level of their psychological readiness for school education;
- participation in the admission of children to specialized classes; -Explain to parents the reasons for their children's lack of learning materials, provide special guidance;
- prevention of psychological stress in children;
- work with children with special needs (acquaintance with family conditions, conversation with parents);
- to give the necessary advice on how to solve problems in the relationship between student and teacher;-

prevention of psychological stress of members of the pedagogical team (conducting psychotrainings);

- Psychological approach to the planning of spiritual and educational work plans, activities of the school;-

to provide psychological assistance to young people in acquiring the qualities of a perfect person, a well-rounded person;

- creating an atmosphere of friendship between students;

- one-on-one conversations with students who are addicted to drugs, alcohol, prone to easy living;

- Teaching young people to think logically. Take measures to prevent the minds of young people from being damaged by various alien ideas;

- to make recommendations on how to stimulate the psyche of depressed students and teachers.  
[2]

Conducting psychological training is especially effective in preventing personality destruction. The following psychological training exercises can be organized for psychoprophylactic purposes in a group of students of different ages. Through these psychoprophylactic exercises, students improve interpersonal relationships, increase their perception of others, and engage in discussions and debates about improving behaviors.

### **Exercise "I like"**

The psychologist asks the children to continue and write the sentences given on the paper:

"I like ..... in our family ..."

"Our class would be great if my friends. . . ».

"It would be nice ..... for me to solve my personal problems myself. . . ».

The children's written responses are collected and analyzed. But it is not said who wrote what answer. The expected result of the exercise is to form positive attitudes of children towards each other, to create friendly relations and mutual support, to analyze the positive and negative aspects of their behavior.

### **Exercise "A gift to my loved ones."**

Before the lesson, the psychologist prepares a card for each participant to write the names of those they know close to them and distributes one to the children. Children need to express in one word the best human qualities that are manifested when they communicate because of the closeness of those they know to be close to them.

The psychologist collects the answers written by the students and assigns them to give the cards as a gift to their loved ones and the attributes belonging to them. Children should roughly describe the attitude their loved ones expressed when they received the gifts they were given.

### **Exercise "Building a positive relationship with others."**

In the lesson, children will be told about the lives of heroes in fiction, the positive aspects of their communication with others, will be given examples. Some aspects of communicating with people are written on the blackboard (e.g., smiling, smiling, sweet talking, kindness, attentiveness, politeness). There is a debate about how to treat people the way they want to be treated.

### **Exercise "Self-assessment"**

The children asked, "How do you rate yourself? Do you like praise? What kind of words do you want your relatives to say to you?" answer the questions. The psychologist draws conclusions and concludes, gives examples.

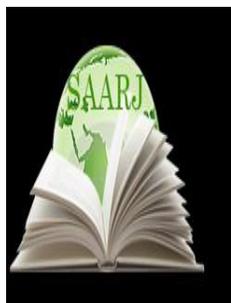
Each student is given a sheet of paper.

Children write down their human qualities (For example: humble, hardworking, industrious, polite, generous, courageous, diligent, enterprising, kind, hospitable, conscientious, cheerful, etc.). After writing, all the answers are analyzed, the psychologist gives the necessary advice. [3] Practical psychologists can creatively add to psychoprophylactic exercises like the one above, based on their own experience.

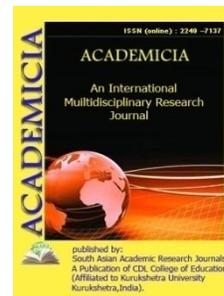
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## CLASSIFICATION AND RESEARCH OF FOOD GAS LIQUID CHROMATOGRAPHY METHOD

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### ABSTRACT

*This article studies the composition of food products. The negative impact of low-quality goods on human health and the country's economy has been substantiated. Modern methods for determining the amount of alpha-tocopherol in chicken meat using the liquid chromatography gas method have been developed and introduced into the customs system. For the first time, established and recommended for implementation in customs practice to determine the code numbers of different types of food products based on their physical and chemical indicators. The problems of food shortages and the production of quality goods are analyzed, and practical recommendations are given for improving the classification of goods. This article examines the composition of food products. The negative impact of low-quality goods on human health and the country's economy has been substantiated. Modern methods for determining the amount of alpha-tocopherol in chicken meat using the liquid chromatography gas method have been*

*developed and introduced into the customs system. For the first time, established and recommended for implementation in customs practice to determine the code numbers of different types of food products based on their physical and chemical indicators. The problems of food shortages and the production of quality goods are analyzed, and practical recommendations are given for improving the classification of goods.*

**KEYWORDS:** *Food Safety, Food Balance, Food Supply, Commodity Nomenclature Of Foreign Economic Activity, Product Code, Classification, Chemical Composition, Gas Liquid Chromatography, Organoleptic And Physico-Chemical Methods, Customs Expertise.*

## INTRODUCTION

The production of new types of goods and the demand for consumer goods are growing every year. The creation of the necessary conditions for the free movement of goods around the world determines the standard of living of the population. The development of international trade is based on international standards or standards of national legislation. Large-scale developments in this area, including the introduction of modern information and communication technologies, the introduction of new products and the simplification of international trade. Today, ensuring the protection of intellectual property rights, combating the distribution of low-quality products has become one of the most difficult economic problems of the world community. Each country, to the best of its capabilities, is fighting in this area. Taking into account the direct inflow of these goods to Uzbekistan, serious damage to the health of the population and the reduction of tax and customs duties to the budget and other negative consequences, it is necessary to increase the effectiveness of the fight against it [1].

Based on the research results, we have developed effective methods of customs examination and characteristics of food products, and they are also implemented in practice. In everyday life, for various events, we buy alcoholic (beer, vodka, cognac, wine) and non-alcoholic (carbonated, natural vegetable, fruit drinks and juices) drinks, as well as various food products. It cannot be concluded that all these products are of guaranteed quality and are suitable for consumption. The process of identifying goods occupies a special place in the further improvement of the activities of customs authorities. Today, the level of technical equipment and the existing methods of customs identification of goods require constant improvement. In this regard, the use of more advanced mechanisms and methods for identifying goods is required. In this aspect, customs expertise is gaining more and more importance as a means of determining the consumer characteristics of goods and methods of their use.

An important task for the customs authorities is to improve the mechanisms for conducting customs examination in identification of goods. Based on Article 197 of the Customs Code of the Republic of Uzbekistan, the process of identifying goods is considered one of the forms of customs control. Based on the above concept, it is possible to draw up a scheme for determining customs identification through customs examination. Figure 1 shows a scheme for identifying goods by their classification.

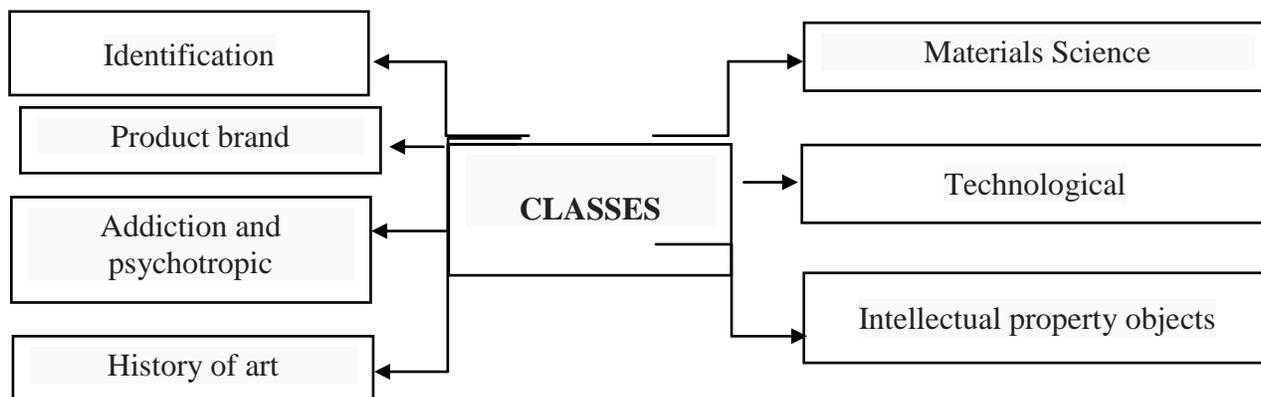


Fig. 1. Scheme for the study of the identification of goods by their classification.

The identification of goods for customs purposes is inextricably linked to the problems of classification of goods. Carrying out identification operations (production materials, functional purpose, country of origin, chemical composition, degree of processing, etc.) Includes the definition of key characteristics indicating that the Commodity Nomenclature of Foreign Economic Activity (TN VED) belongs to a specific group of commodity nomenclature. However, not all means of identification are effective in conducting a customs examination. For example, meat products. The process of recognizing information on the label of meat products is very complex. Often, after freezing, a mark is applied to the meat, causing the ink to wash out when the meat is partially thawed. In addition, it is difficult to discern a brand outline and it is impossible to verify the quantities of goods transported. In our opinion, the use of the following tools when identifying meat products, it will increase the efficiency of customs examination:

- Introduction of electronic or ultraviolet marking systems. A special sticker in the form of a strip will be used and will be placed on all carcasses after inspection. To identify the brand, special devices are used, like a scanner, using ultraviolet and other radiation;
- Use of special protective paper with the necessary protective equipment on the principle of oil paint. The use of special materials containing information about the product, which is capable of preventing harm to participants in foreign economic activity;
- The use of special ink that uses the necessary information that protects the contents of the trademark from threats of reposition or alteration.

Speaking about food security, it should be noted that the composition of arable lands has completely changed. In non-cotton arable lands, first of all, vegetables and potatoes, fodder crops, oilseeds and other crops will be planted, orchards and vineyards will be laid out. Due to the optimization of sown areas and the introduction of modern agricultural technologies in 2020, it is planned to increase the production of grain crops by 16.4%, the volume of which will be increased to 8 million 500 thousand, the production of potatoes up to 35%, vegetables up to 30%, fruits and grapes up to 21 , 5%, meat production up to 26.2%, milk up to 47.3%, eggs up to 47.3%, and an increase in fish production up to 2.5% is envisaged [2].

In the republic, the volume of imports and exports of goods is growing from year to year. In 2018, imports of goods amounted to USD 17.3 billion. In 2018, compared to 2017, the volume of imports increased by 43%. Out of 84 groups of goods, the largest indicator is occupied by

household appliances. Imports of these goods in 2017 amounted to 2.7 billion, and in 2018, 4.5 billion USA. Food products rank 10th. Of these 17 product groups, sugar and confectionery amounted to US \$ 0.33 billion in 2017 and US \$ 0.35 billion in 2018. Out of 1701 commodity items, the cost of sugar in 2017 was \$ 0.33 billion, and in 2018 - \$ 0.34 billion. USA. In 2017-2018, food accounted for 9-12% of all imported goods. In 2017, the export of goods from the Republic of Uzbekistan amounted to \$ 10.07 billion, and in 2018 it amounted to \$ 10.91 billion. In 2017, the largest volume of exported agricultural products from group 07 amounted to USD 3.5 billion. In 2018, this figure was \$ 3.2 billion. From the above, it follows that the lion's share of exports and imports from the Republic of Uzbekistan is food products [3].

It is known that the examination of goods imported from the customs border is carried out in order to determine the quality of goods, check compliance with national and international standards, and the correct application of the commodity code of the TN VED. The expertise of food products that is carried out plays an important role in maintaining the health of the population. Consumers and manufacturers are the main obstacles to international trade in substandard and non-guaranteed products.

According to the World Health Organization (WHO), a number of dietary supplements pose a serious threat to human health. There is also a list of food additives that are more toxic, and their data is shown in Table 1.

TABLE 1

Synthetic additives	Harmful effects	Synthetic additives	Harmful effects	Synthetic additives	Harmful effects
E102	D!	E180	D!	E280	C
E103	(P)	E201	D!	E281	C
E104	II	E210	C	E282	C
E105	(P)	E211	C	E283	C
E110	D!	E212	C	E310	R
E111	(P)	E213	C	E311	R
E120	D!	E214	C	E312	R
E121	(P)	E215	C	E320	Ch
E122	II	E216	C	E321	Ch
E123	VD! !(P)	E219	R(CAID)	E330	C
E124	D!	E220	C	E338	C Ch
E125	(P)	E222	D!	E339	C Ch
E126	(P)	E223	D!	E340	C Ch
E127	D!	E224	D!	E341	C Ch
E129	D!	E228	D!	E343	CAID
E130	(P)	E230	C	E400	D!
E131	C	E231	HS	E401	D!
E141	S	E232	HS	E402	D!
E142	C	E233	D!	E403	D!
E150	S	E239	HS	E404	D!
E151	HS	E240	R	E405	D!
E152	(P)	E241	II	E450	CCh

E153	R	E242	D!	E451	CCh
E154	CAID, BD	E249	C	E452	CCh
E155	D!	E250	BD	E453	CCh
E160	HS	E251	BD	E454	CCh
E171	S	E252	C	E461	CCh
E173	S	E270	D!	E462	CCh

## Legend:

D! - Dangerous; VD !! - very dangerous; P - prohibited; CAID - causative agent of intestinal disease; BD - blood pressure destroyer; R - rash, fever; C - causing cancer, forming a tumor; CD - causing stomach disease; Ch-cholesterol; S - suspicious, HS - harmful to the skin. According to the above table and the results of research by researchers A.V. Alekseenko, U.K. Ibragimov, tocopherols are widely used as food additives in food, including meat and meat products. Tocopherols (vitamin E) E307, E308, E309, butylhydroxyanisole (BGA, BHA) E320, butylhydroxytoluene (ionol, BOT) E321, citric acid E330 and antioxidants E310 to E341 high levels of antioxidants can lead to benign tumors in the body in malignant [4]. Table 2 shows the amount of alpha-tocopherol in chicken meat produced in the republic and abroad table 2

No.	Samples of chicken meat, 100 g	Amount of Alpha-tocopherol, mg	Difference relative to controlmg
1.	Sample of local product (control)	0,62	-
2.	Samples of products from Kazakhstan	3,98	3,36
3.	Samples of US products	14,50	13,88
4.	Product samples from Brazil	2,55	1,93

From this table. 2 shows that the content of alpha-tocopherol in chicken meat produced in Uzbekistan was 0.62 mg, and the content of alpha-tocopherol in chicken samples from Kazakhstan, the USA and Brazil was 3.98, 14.50 and 2.55 mg, respectively ... In addition, the table above shows that the amount of the antioxidant alpha-tocopherol in chicken samples imported to Uzbekistan from the United States, Kazakhstan, and Brazil was 13.88, 3.36, and 1.93 mg, respectively, higher than the control samples. homemade chicken. The amount of antioxidants in chicken meat can be harmful to human health [5].

Thus, any food, especially chicken, has a small proportion of macro- and micro-nutrients such as water, total protein, fat, carbohydrates, calcium, phosphorus, iron, using traditional methods. Determination of the amount of antioxidants, antibiotics and other synthetic compounds using highly sensitive methods, such as modern high-performance gas chromatography-mass spectrometry, is an important and urgent problem.

Figure 2 shows the results of a spectro-chromatogram of a standard sample of fat-soluble vitamins, and Figure 3 shows a chromatogram of chicken meat vitamins obtained by liquid chromatography gas.

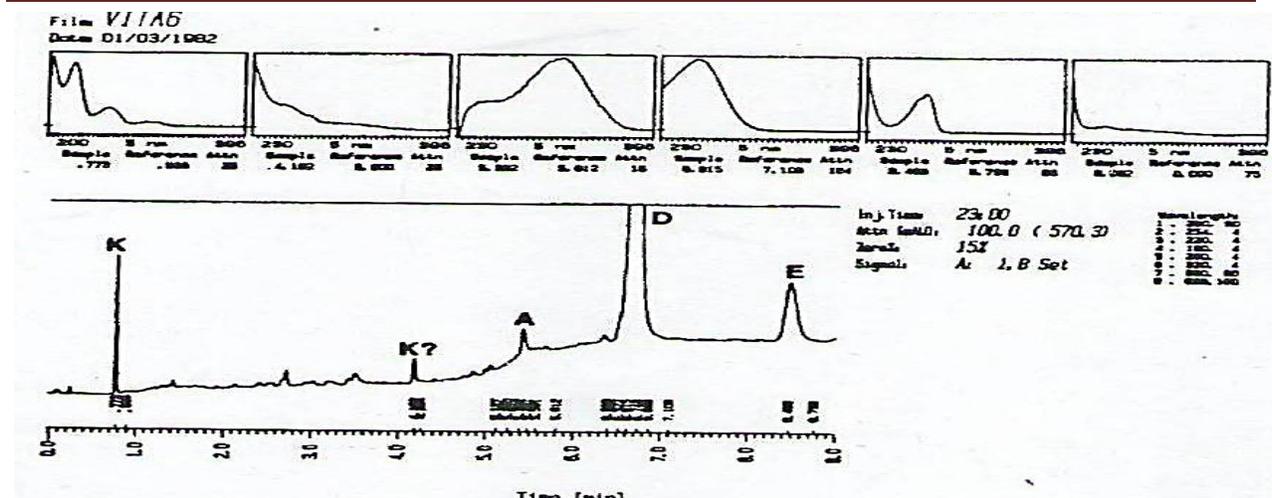


Figure: 2. Results of spectro-chromatogram of a standard sample of fat-soluble vitamins.

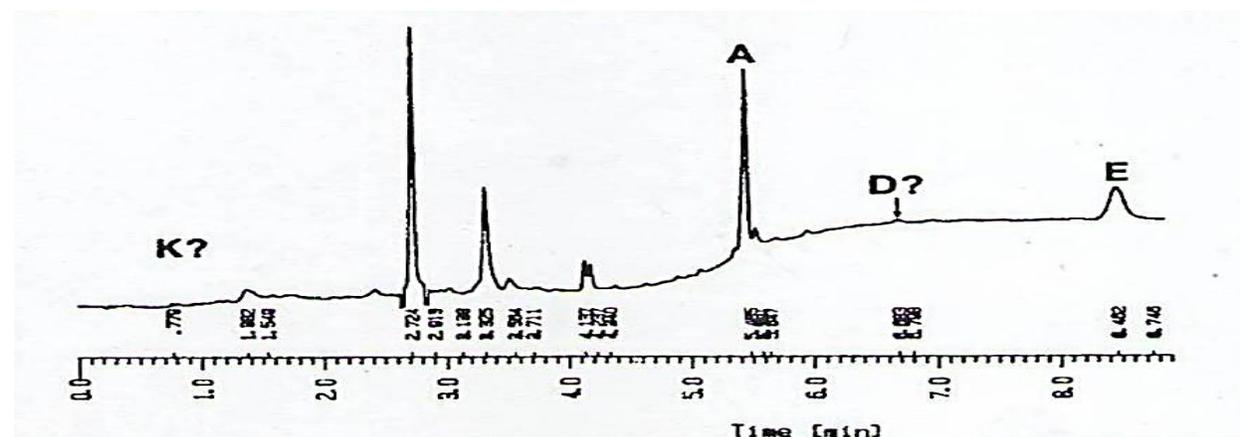
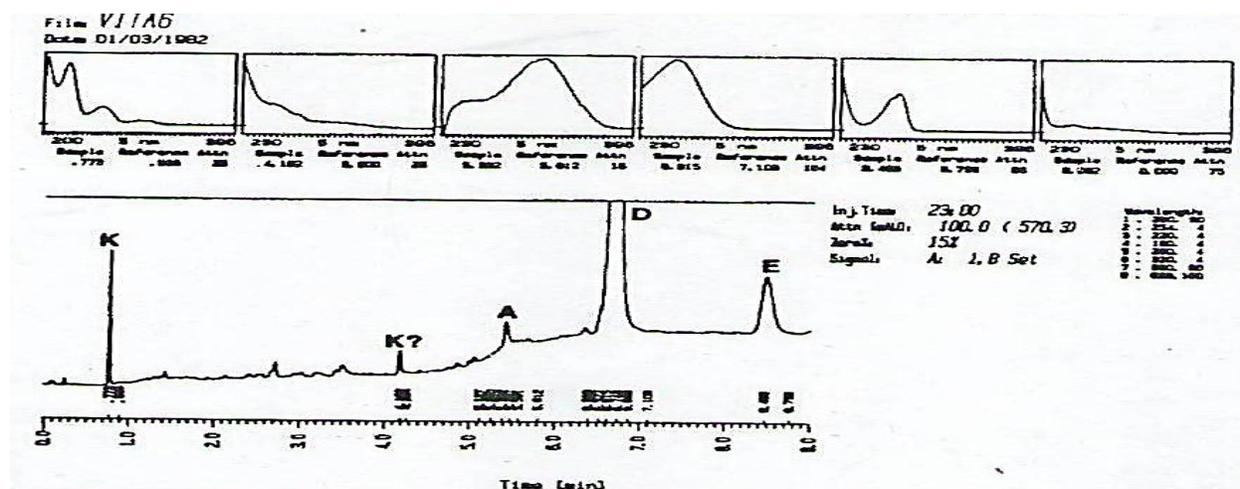


Figure: 3. HP 1090- Chromato-gram of chicken meat vitamins obtained by liquid chromatography gas method



From the data in Fig. 3 HP 1090 it can be seen that if liquid chromatography is focused on the chromatogram of vitamins in chicken meat, then it can be seen that the content of retinol

(vitamin A) and alpha-tocopherol (vitamin E) in the composition of this investigated chicken meat is also high [6] ...

Customs examination methods

The examination of food products is carried out by the following methods:

1. Organoleptic method.
2. Laboratory (experimental) method.

The organoleptic method plays an important role in food quality control. Using this method, their taste, smell, color, and appearance are determined using the organs of touch. The advantages of the organoleptic method are that it does not require large expenditures for chemicals, tools, and also allows you to quickly draw conclusions about the quality of the product. The disadvantage of this method is that the sense of touch is developed differently in all people. Therefore, the quality of the goods will be assessed in different ways. When checking the quality of goods by the organoleptic method, their quality indicators cannot be expressed in numbers, or it becomes difficult to obtain complete detailed information about the quality of products. For example, using this method it is very difficult to say about the biological value of a product or about its harmlessness. However, if the assessment of product quality by the organoleptic method is carried out with the participation of highly qualified, experienced tasters, there will be even fewer errors. However, it should be borne in mind that our senses can quickly pick up specific aromatic qualities of a product that are difficult to detect or cannot be detected by other testing methods. For example, the organoleptic method is the only way to determine their quality and type, since it is very difficult to identify the aromatic complex substances that make up tea, coffee and wine products. In the organoleptic assessment of food products, taste characteristics are one of the main indicators that determine their quality. The main organ of the human body that tastes is the tongue. Academician I.P. Pavlov was the first to explain how the senses work when eating food. The mucous membranes of the tongue and mouth contain taste receptors, which are acted upon by a solution of substances that stimulate taste sensations. The total number of tubercles on the tongue is estimated at more than 9000, most of which are located at the tip of the tongue, and the rest at the lateral level and at the back of the tongue. Basically, there are four types of simple flavors: sweet, salty, sour, and bitter.

Other tastes and taste sensations are formed by adding these basic taste sensations: bitter-salty, sour-sweet, sour-sweet, sweet-bitter, etc. The taste of food depends on the nature of the product, its chemical composition, the temperature at which the product is tasted ... Consequently, the assessment of the quality of food products organoleptically should be based on regulatory requirements [7].

And the smell of products greatly affects their quality. All products also have a certain smell. Depending on their smell, you can get information about what kind of product it is, whether it is spoiled or clean. A mixture of different flavors in products can give the complex the same smell, for example, the aromatic smell of wine, cognac, coffee, tea and cheese can be an example of this. When determining the quality of food products by organoleptic methods, as well as in accordance with the requirements of the standard, their taste and odor characteristics are recorded and indicated together.

In addition, the organoleptic characteristics of food products, determined by the organoleptic method, include their color and appearance. These indicators are determined using the organs of sight, hearing and sensation. With the help of the human organ of vision, the appearance, size, color, shape, arrangement of dishes, clarity, etc. are evaluated. When using the product, you can immediately draw conclusions about the hardness or softness of the products or their temperature using the tip of the tongue. Even by hitting an object on the surface of the product and hearing the sound coming from it, you can draw a certain conclusion about the quality of this product. Currently, scientific work is underway to increase and improve the accuracy of the organoleptic method. There are several methods for sensory evaluation of products, the most common of which are evaluation and comparative evaluation. Scored by point, food quality is mainly checked on a scale of 5, 10, 30 and 100 points. When assessing the quality of products by points, their total amount is divided by quality indicators. As an example, consider checking the quality of butter at 100 points. According to this method, the main indicators of butter are given as follows: taste and smell - 50, consistency - 25, color - 5, salinity - 10, packaging - 10, total - 100. If the overall assessment of butter is from 88 to 100 points - high grade, from 80 to 87 - grade 1 and finally less than 80 - will not meet the standard requirements. But in addition to the general assessment, the highest grade of oil should not be evaluated for taste and smell less than 41 points, and grade 1 - not less than 37 points. The convenience of scoring foods is that each product defect is scored accordingly. It is deducted from the total points set for this indicator. Then it is determined how many points need to be subtracted from a special table defined in the State Standard. This method simplifies the work of an expert checking the quality of the product, and to some extent increases the accuracy of assessing the quality of the product. The scale score is based on a comparison of the food product tested with that product's standards, i.e. standard samples. If the product does not have a reference sample, the characteristics of the tested product are compared with the characteristics of the relevant regulatory and technical documents to which the product belongs. In addition, there is a sociological method for assessing the quality of goods. The sociological method for determining indicators of food quality is assessed according to the opinion of buyers.

#### Physical and physicochemical control methods

These methods of testing food quality include the determination of the specific gravity of the product, viscosity, melting, solidification and boiling point, optical properties. The specific gravity and density of the product can be measured with a hydrometer, pycnometer and hydrostatic balance. By their specific gravity, we can talk about a certain degree of chemical composition and quality. Based on the melting and solidification temperature of fats, information can be obtained about their nature, purity and, to a certain extent, which fatty acids they contain.

The melting and solidification points of oils are determined by measuring the temperature of the oil during the transition from a solid state to a liquid or from a liquid to a solid state with a thermometer. The optical properties of food products are determined by the methods of polarimetry, refractometry, photo calorimetry, luminescence and chromatography.

The polarimetry method is based on the ability of some solutions of optically active substances to change the direction of light vibrations. For example, this method can be used to determine the percentage of sucrose in sugar and how much sugar it contains with a blood sugar meter. Refractometry is used to determine the percentage of fat, water, alcohol, sugar, and other solids

in food. For example, a refract meter is used to determine the presence of water in honey, the presence or absence of dry substances in juices, the purity of fats and oils by their refractive indices, and the spoilage index of products. The quality of food, compliance with national and international standards affect people's health, the country's economy, the reputation of food companies. Production and import of low-quality food products has a number of negative consequences. Therefore, the development of methods for the examination of imported food products is a requirement of the time [8].

Analyzing the reforms in the customs sphere in recent years, we see that the efficiency of the work carried out by the customs authorities in our country has increased several times due to the introduction of automated information on goods. However, it should be noted that in addition to the work done, some problems and disadvantages remain. Examples include the problem of defining the commodity code of food products under the Commodity Nomenclature of Foreign Economic Activity.

According to the results of the analysis carried out in the laboratories of the Republic of Uzbekistan over the past 3 years, in 2019 the total number of expert examinations carried out was 3794 (24121 in 2018), which is much less (-20327). The number of detected inconsistencies in the foreign economic activity nomenclature was 2,257 (905 in 2018). Here it is 1352 more than in 2018. Consequently, it can be seen that, although the number of appointments for an appointment with an expert based on the risk management system has decreased, the number of cases of non-compliance with the TN VED code has increased. The additional costs calculated as a result of the examination identified in accordance with the Commodity Nomenclature for Foreign Economic Activity also increased, respectively. This can be seen from the following data, in 2019 the surcharges calculated as a result of the revealed by the Foreign Economic Activity Commodity Classification amounted to 45 billion soums, which is 30 billion soums more than in 2018 (14 billion soums). According to [9], the following factors contributed to this:

- Cases of unlawful use of customs privileges by VET participants as a result of changes in the commodity code of the TN VED;
- The fact that goods entering the green and yellow corridors are not subject to customs inspection by the customs authorities poses a significant risk;
- when registering goods that are not subject to customs privileges through the green and yellow corridors, the customs authorities do not have complete information about the goods;
- Lack of training manuals and qualified customs officials for the examination and identification of goods;
- Insufficiently developed innovative technologies for the examination and identification of goods;

Lack of guidelines for the identification and classification of certain groups of goods based on the basic rules for interpreting the commodity nomenclature of foreign economic activity. To improve the effectiveness of the methods of examination of goods and classification of goods based on the above problems, it is necessary to first consider the following simple elements:

- -Ways to attract other expert organizations for customs purposes;
- -Training programs for specialists in the examination of goods for customs purposes;

- TN VED guidance on the use of the results of customs examination to control the reliability and classification of goods for customs purposes;
- Algorithms for making optimal management decisions by customs officials carrying out the classification of goods;
- Scientific and methodological instructions (methods, schemes, algorithms, modules for computer programs, etc.). Methodological instructions for asking questions to an expert conducting an examination;
- Sampling and development of methods for sampling goods for customs purposes. Study of the commodity codes of imported and exported food products used in international economic relations, and on this basis the development of a classification of new commodity codes for food products. To protect the economic interests of the republic, taking into account their physical and chemical characteristics, composition, their "express methods". The development and implementation of research methods is a more pressing problem.

The study on a scientific basis of the relationship between the code numbers used in international economic relations in accordance with the composition of food products, and the determination of their general laws, allows for extensive research in all areas of this specialization. The methods of customs examination of fruits and beverages in the country have not been improved.

Also, in the scientific works of some scientists there is no common view on finding solutions to the problems of product classification. In Uzbekistan, a group of experts and the Committee on the Harmonized System of the World Customs Organization conducts regular studies to clarify the rules for the classification of certain consumer goods, as well as amendments and additions to the Harmonized System [6].

The study was carried out in two stages: the classification of economically important goods in the country on the basis of the Harmonized System and additions to the nomenclature of goods, and the next - making additions to the first 6 numbers of the Harmonized System.

In the conditions of a modern market economy, special attention should be paid to the development of domestic production in the country, the production of import-substituting, export-oriented, high-quality domestic goods.



Fig. 4. Export distribution chart for 2019.

One of the largest export and import goods of the Republic of Uzbekistan is food (Fig. 4). Therefore, the correct classification of these products in the commodity nomenclature of foreign

economic activity is relevant in the tariff and non-tariff management of foreign economic activity. Full detailing of the code numbers of these export-import goods will allow accurate customs statistics and protect the economy of the republic. The main criteria for the classification of a product according to the TN VED are its composition, quantity, price and function of goods. At present, juices differ in composition, which are classified by codes belonging to the 2009 TN VED group. These goods are classified by commodity items 2009. They are classified according to composition and technology of receipt, when they are imported, an excise tax of 20% and a customs duty of 30% are set. However, in the 2009 heading, the 30% excise tax was imposed on imports of the remaining goods produced on the basis of classified goods. There is also no excise tax on natural or synthetic products which are classified in heading 2009 and are subject to a 20% import duty. However, for juices made from natural products, the customs duty is 30%. Information about what substances are contained in the product and in what quantity is available only from the manufacturer, and free access to this information is impossible, since it is a trade secret [10].

### CONCLUSION

Thus, the world practical experience shows that when determining the composition of food products in each country, the use of methods of customs examination of goods, in particular, the analysis of their chemical composition, gives effective results. In particular, GLC analysis showed that the amount of the antioxidant alpha-tocopherol in chicken meat samples imported to Uzbekistan from the USA, Kazakhstan and Brazil was 13.88, 3.36 and 1.93 mg, respectively, higher than in control samples of homemade Chicken.

The most effective way to identify low-quality food products imported into the republic is the organoleptic method. At the same time, an expert inspector of the customs post helps to speed up the clearance process by checking the documents of the country of origin of the goods, the delivery conditions under which it is transported, its appearance, the composition of the label and the expiration date. The process of processing perishable foodstuffs, documents on their quality are reviewed, and, if necessary, an examination of the impact of products on human health is carried out

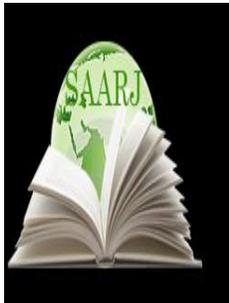
To protect the economic interests of the republic in international economic relations, on the basis of the chemical composition of food products, new commodity codes have been developed, and comments have been prepared on their classification;

The developed express methods for coding food products are recommended for use by participants in foreign economic activity and experts when determining the code of goods according to the TN VED.

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## SCIENTIFIC FOUNDATIONS OF VOCATIONAL GUIDANCE FOR SECONDARY SCHOOL STUDENTS

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### ABSTRACT

*This article explores the scientific foundation of vocational guidance for school students. Professional orientation is a system of socio-economic, medical, psychological and pedagogical activities aimed at preparing young men and women for the conscious choice of a profession.*

**KEYWORDS:** *Socio-Economic Aspect, Vocational Guidance, Psycho physiological Qualities, Human Factor, Personality.*

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### INTRODUCTION

Professional orientation is a system of socio-economic, technological, medical, psychological and pedagogical activities aimed at preparing young people for the conscious choice of profession and specialty. The socio-economic aspect of vocational guidance determines the need for labor in the country or region, the technological aspect determines the requirements for the physical and moral-psychological qualities of the specialist; medical and psychological - to diagnose the level and characteristics of physical and mental development of the applicant for the profession, to correct and further develop the psycho physiological qualities of students who

require specialization in pedagogy. Therefore, the essence of active and effective vocational guidance lies in the psychological and pedagogical activity of education and correction. The human factor is the main object of educational influence at all levels of career guidance work in school.

The psychological system of career-oriented activity is the continuous formation of the individual qualities of the student, his needs, interests, beliefs, life experience, neurodynamic qualities and personality traits, mental processes and relationships, the basis of professional work efficiency and conscious choice of profession and reconstruction.

A systematic analysis of vocational guidance problems is especially important in polytechnic education. Each academic subject is “involved” in one way or another in professional labor activity, substantiating or revealing in its own way (mathematically, physically, biologically, etc.) the technology or economics of labor, its hygienic, aesthetic and humanistic aspects, development prospects in links with scientific, technical and social progress. Polytechnic education will contribute to the formation of students’ professional abilities and interests in the event that each academic subject equips the student with specific knowledge, reveals to him that common in professions, which, being introduced into the structure of other types of professional activity, makes the student a polytechnic educated creates the preconditions for his readiness for a number of professional activities, “jack of all trades”. This is one of the most important theoretical foundations for the formation of polyprofessionalism in boys and girls, painless switching of existing interests to the required specialty, as it happens in regions with a limited number of types of professions and specialties or in the presence of contraindications to the profession of interest.

### **The Main Findings and Results**

Human activity is always mediated by the sum of his inner qualities, knowledge, experiences views. Leading among them is the motivational attitude. Motive is an internal motivating force that forms the basis of psychological preparation for work in general and for work in a particular professional field in particular. Motive determines the conscious choice of profession. B.F. Lomov believes that activity is conditioned by one or another motive and is aimed at achieving a specific goal. The vector “motive-goal” acts as a kind of core organizing the entire system of mental processes and states that are included in this activity. At the first stages of career guidance activities, external stimuli (imitation, order, external attractiveness of activity, etc.) that do not affect the need side, which internally stimulate activity, can serve as an incentive for the implementation of professional assignments. The task of a career counselor is to switch external stimuli to internal stimuli by appropriate pedagogical influence, personal influence. To this end, professional information should be emotionally colored, evoke in students not only cognitive, but also moral and aesthetic feelings. The emotional factor in vocational guidance contacts with students excites, as is known, volitional activity. The cognitive side in professional actions, positive emotional experiences when performing them is the main components of interest, which is an important stimulus for a person’s mental and physical activity.

Every professional activity, every labor, is, as the founders of Marxism emphasized, an expenditure of human labor power. Labor activity, regardless of its type, is the expenditure of the human brain, muscles, nerves, arms, etc. To be productively spent, the human labor force must be more or less developed. Naturally, the educational and vocational consulting work of the

school should be aimed at developing some aspects and qualities of a person (physical and mental) and re-educating others. This requires a comprehensive knowledge of the student from the professional advisor.

In professional leadership and career choice, first of all, it is necessary to take into account the individual characteristics of the person - innate anatomical and physiological, and, first of all, the usual, characteristic qualities acquired in the educational process. Congenital typological features of the nervous system, manifested in labor activity in various variations of strength, mobility and balance of nervous processes, in a person's temperament, should become the subject of close attention of a vocational guidance counselor in order to rework". Psychologists – B.M. Teplova, V.D. Nebylytsyna and others - proved that on the basis of the same properties of higher nervous activity in people can be formed significantly; different characters, that similar characters can be formed based on different properties of the nervous system.

The same should be noted with respect to the introversion (directed inward, towards oneself) and extravertedness (directed outward, towards objects and phenomena of the surrounding reality) of the personality. In vocational guidance work, one should keep in mind some neuropathic and psychopathic inclinations - excessive excitability and withdrawal, suspicion, aggressiveness, etc., which to one degree or another are manifested in individual boys and girls. Observing these phenomena and planning ways and means of overcoming them, it is necessary to pay attention to their genesis (to find out what lies at their basis: functional disorders caused by unfavorable living conditions and upbringing, or some congenital pathogenic circumstances - alcoholism, nervous diseases of the parents). However, in all such cases, there should be a subtle pedagogical approach, tactfully given recommendations, educational and labor tests based on taking into account the interests of the student, aimed, along with re-education, at choosing such a labor activity that will not provoke neuropathic manifestations in behavior.

In the process of vocational information and vocational consultation, a vocational guidance counselor should, based on the professionograms, be guided by the psycho- and physiograms of the personality. It is important to take into account the general state of health of young men and women, the state of their sense organs - vision, hearing, tactile, olfactory and gustatory sensitivity, their mental activity - observation and curiosity, creative inclinations in drawing and sketching, the ability to perceive the beautiful, a sense of new, original, tendency to performing or creative design activities, features of motor reactions - speed or pregnancy, mobility or rigidity, speed, exercised in the formation of skills and abilities, stability or variability of moods, interests and other personal qualities of schoolchildren.

In all these orientations, the career counselor must be guided not by empirical, but by scientifically sound data.

As already noted, it is important for a career counselor to be aware of contraindications to certain professions. It is known that color blindness is contraindicated for the professions of drivers and cloth sellers, which is found in 5-7% of men (in women - 1-1.5%). For many professions, a decrease in visual acuity, hearing (drivers, radio operators, operators, etc.), smell and taste (food workers, chemists), disorders of the respiratory system and the cardiovascular system, etc. are contraindicated. Currently, health authorities have at their disposal sufficiently scientifically substantiated contraindications to many professions. For example, contraindications for a

radiotelegraph operator are decreased hearing, poor auditory memory, low level of performance, fatigue, etc.

In all levels of vocational guidance (vocational information, vocational consultation, drawing up characteristics and recommendations of the student), it is necessary to focus on the professionogram of the specialty, which should reflect the following.

1. General characteristics of the profession and its individual specialties; skill levels in the profession and its specialties.
2. Description of labor processes, performed types of work.
3. Working conditions (labor, mainly physical, mental; place of work - production premises, natural conditions; collective or individual; hygienic working conditions, possible occupational hazards).
4. Requirements for a person's specialty - his mental and physical sphere, load on the nervous system, emotional-volitional sphere.
5. The necessary knowledge for the successful implementation of labor processes.
6. Skills - mental, physical.
7. The dynamics of the development of the profession and specialty in connection with scientific and technological progress.
8. Possible accidents, marriage at work due to the moral and psychological qualities of a person.
9. Economy of the profession, its importance and location in the regions of the country.
10. Where can I get training for the Profession.

Today, there are about 1500 specialties. Since it is naturally impossible for a single career counselor to cover all professions and specialties, they resort to their classification according to the subjects (objects) of labor, the goals of labor, working conditions, the tools of labor used, according to the leading knowledge with which labor activity is carried out.

On the subject of labor (according to E.A. Klimov):

1. Human- nature (land, water, plants, animals, nature conservation).
2. Human - technology (machines, mechanisms, their manufacture, use in labor).
3. Human - man (work with people, collective work, relationships with people, management of the work of people).
4. Human is a sign system (mathematical, graphic, speech).
5. Human is an artistic image (literature, art).

By labor goals:

1. Gnostic activity (educational, cognitive, feature recognition).
2. Transforming (scientific work, art, visual, rationalization activities).
3. Prospecting (geology, prospecting of mineral wealth, laying routes).

By the used tools:

1. Machine labor (turner, milling machine operator, weaver, electric locomotive driver, driver, pilot, tractor driver, combine operator).
2. Manual labor (locksmith, carpenter, carpenter, equipment regulator, mechanical assembly work, drawing work).
3. Hardware labor (refinery operator, steelmaker, thermist, physicist, chemist).
4. Operator (control panel, tracking, work with computers)

According to the leading knowledge:

1. Physical and mathematical knowledge (engineering and technical work astronomy, astronautics).
2. Biological and chemical knowledge (medicine, agronomy, pharmacology, chemical production).
3. Humanities (history, literature, art, linguistics, pedagogy).

By working conditions:

1. Labor in different geographic latitudes (north, southern regions, surface reliefs, water areas).
2. Hygienic conditions (work in conditions of occupational health, day and night work, work of drivers, long-term stay on the road, in various conditions of food and rest).
3. Labor in enclosed spaces, in nature (factory production labor, agricultural labor).

The given data on the classification of types of labor should be supplemented and changed in connection with scientific and technological progress, with changes in working conditions.

Aiming in professional orientation at the given classifications of types of activity, it is necessary to single out in progressions and specialties what is common for them, which makes it possible both in vocational consulting work, and in the propaedeutic determination of the professional aptitude of students, and when they “try on” professions to judge a wider range professional capabilities of each boy and girl and a conscious choice of professional direction.

As an example, we give a professional analysis of individual professions, which can be used in all vocational guidance students, in particular, in determining the requirements of a profession to a specialist.

The professions listed below have the following requirements for a specialist:

Profession, activity	Requirements
1	2
Pedagogical (teacher, educator)	Consciousness and conviction. High literacy, knowledge of their subject, erudition, the desire to constantly learn, intellectual and emotional activity. A high level of culture of mind and behavior, tact, humanity and optimism, contact

Engineering and technical specialties	Physical and mathematical knowledge. Spatial representation and imagination; spatial orientation. Constructive and technical ingenuity, thinking; analytical mind; tendency to design; a penchant for technical activity; interest in a specific engineering and technical specialty; observation (visual, auditory, etc.), Ability to anticipate results
Driving professions	Good visual acuity, hearing; good color perception; speed of reaction; constructive and technical thinking, quick wits, stability of attention, ability to distribute attention; spatial orientation; knowledge in the field of physics; high culture of communication.
Medical specialties (doctor, paramedic, nurse), veterinary medicine	Good knowledge of biology, anatomy and physiology; good orientation in the psychology of a person, especially a patient, humanity; auditory and visual observation; the ability to manipulate. Good orientation in electrical engineering, physics and chemistry; patience in dealing with patients, optimism; a tendency to communicate with patients; good memory for types of diseases and their symptoms, for remedies; orientation in the behavior of animals.
Economic professions (planner, economist, materials scientist, accountant, etc.)	Good knowledge of the basics of science, especially computing; a tendency towards economy and frugality; good presentation of the development of industries; economic thinking; the ability to take into account development prospects in planning; accuracy in calculations; knowledge of the country's economy; courtesy and culture of communication.

The specified requirements for professions are general and should be clarified when drawing up a specialist's profессиogram, for example: teacher-mathematician or primary school teacher; civil engineer or mechanical engineer; general practitioner or surgeon, etc.

The career paths are numerous: cinema, television programs, excursions, reading fiction, scientific and technical literature, conversations with specialists, etc. But the main ones are technical and labor training, classes in special circles.

All the subjects of the general education school provide opportunities for the disclosure of a certain side of the labor professions of human activity. Studying academic subjects, the student comprehends the role of science in the technological process, in creating working conditions, the aesthetics of labor activity, the process of overcoming difficulties in their specificity and requirements for a specialist. It is difficult to overestimate the role of polytechnic teaching by means of academic subjects, therefore, a career counselor, carrying out labor education of young people, must constantly contact subject teachers and educators.

In career guidance work, a significant place should be devoted to identifying the interests, inclinations and abilities of boys and girls.

There are many ways to identify the qualities of a person and his suitability for a certain job. These are medical, physiological, pedagogical and psychological research. In special laboratories, institutes they are engaged in the theory and practice of professional selection. The most accessible ways to identify personality traits are as follows:

a). Observing students in the process of their general and labor education and fixing the level of development of diligence, attention, discipline, consciousness, interest in academic subjects, the

speed of mastering skills, etc. The conclusions from these observations will be reliable if they are carried out purposefully, over a long time and not by one person, but by all teachers, labor instructors and other competent persons. Based on the results of observations, the characteristics of students are compiled, which should reflect the essential in the personality, especially what relates to her work interests and goals;

b). Conversations with students about their interests and inclinations, successes and difficulties in assimilating educational knowledge, abilities and skills, success in labor training. In order for students to be able to judge their successes and qualities, it is necessary to teach them self-observation, the ability to monitor the development of their abilities and their compliance with the requirements of their chosen profession, realistically assess the sustainability of their interests and opportunities and in mastering a specialty;

c). Medical indicators of the state of health, organs of vision and hearing, nervous system, organs of movement. When determining professional suitability for more responsible professions, for example, a pilot, an electric locomotive driver, a car, an operator, etc., one should inquire about deeper psycho-physiological characteristics and possible psychopathies of a person.

## CONCLUSION

Patient and calm observation of students is the best way to identify their individual capabilities.

In all cases, it is significant for a career counselor to get advice from their teachers and especially a labor instructor (teacher), from a competent representative of the production that the student is interested in, and only after that professional reorientation can be carried out. Decisive in all cases should be a test of the student's strength and verification of the stability of his interests in the specialty in difficult and less favorable conditions of activity.

The role of young men and women in career guidance should not be passive. Self-observation is the path to self-recognition. It is recommended that you answer such questions.

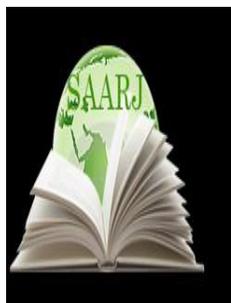
1. What is the greatest interest? What kind of work is done willingly, without much fatigue, and does not get boring?
2. In what activity (labor, educational) the best successes are achieved? What type of work, what educational subjects are given easily, quickly, mastering which brings satisfaction?
3. For which activity (profession) there is the best (theoretical and practical) knowledge and skills
4. Where and in what jobs (easy, difficult) did you try your hand at the vice activity of interest?
5. How did those who watched your work assess your tests of strength?
6. Why do you think that you can achieve good results in the profession that interests you?
7. What are the pros and cons of choosing your profession?

Based on the results of the vocational guidance work, characteristics-recommendations are compiled, which reflect the individual psychophysical characteristics of the personality of a student who graduates from school.

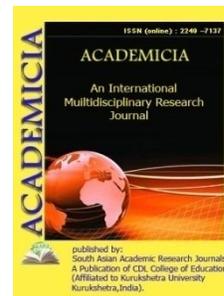
The characteristic should be optimistically orienting towards the further formation of the moral-psychological and physical qualities of a specialist in the professional field where the applicant will come (production, institution, special educational institution) after graduation.

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## WAYS TO APPLY ELEMENTS OF PEDAGOGICAL TECHNOLOGY IN THE LESSONS OF “MUSIC CULTURE” IN SECONDARY SCHOOLS

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### ABSTRACT

*This article describes in detail the essence of the application of elements of pedagogical technology in the lessons of “Music Culture” in secondary schools, the ways of its application. In music education, the teacher teaches a beautiful profession, although this is not easy from an early age, like parents who have given birth to a child. He opens the way to the world of music for his students, gives them a piece of his soul and becomes their teacher and friend. At a certain time, after the students have completed this task, the teacher checks their cards. One of the two students at the desk who completed the task correctly goes to the board and writes the correct answer to the task on the board with chalk.*

**KEYWORDS:** *Music Culture, Technology, Pedagogy, Interactive Method, Teacher, Student, Method, Application.*

### INTRODUCTION

The basic task of the discipline of musical pedagogy is to provide pedagogical knowledge to future specialists in the field of music education and upbringing. Providing the necessary pedagogical knowledge and skills in all areas of music pedagogy is the main goal of the pedagogical disciplines of music education. The quality of professional training of students, and hence the future of musical art and musical culture, largely depends on the level of pedagogical

training of music teachers. In music education, the teacher teaches a beautiful profession, although this is not easy from an early age, like parents who have given birth to a child. He opens the way to the world of music for his students, gives them a piece of his soul and becomes their teacher and friend. The basic tasks facing the music teacher are to identify the unique characteristics of the student, to determine his character and abilities, to interest him, to find the most reasonable ways to develop his musical abilities. However, not every teacher will be able to accomplish this set of tasks, will not have sufficient pedagogical skills, and will not be able to train good musicians. With this in mind, the effective use of interactive methods of pedagogical technology allows to naturalize the communication between teacher and students in music lessons, to provide students with a thorough knowledge of music, free thinking, full expression of their abilities, increase the effectiveness of music education.

### **The Main Findings and Results**

We will focus below on some interactive methods and their application to the teaching process.

**Brainstorming method.** To use this method, students are taught to think broadly and logically about the problem, each student is given the opportunity to express and substantiate their personal opinion.

Voluntary feedback from students is only encouraged and they are not evaluated, which leads them to express new ideas on the problem. At the same time, it is important to create a wide range of opportunities for students on the problem under analysis.

To apply this method, each student is given a worksheet on which he writes down his opinion on the problem and justifies his opinion.

After a certain time, the papers are collected and the main points are written on the board. Students are given the opportunity to add new ideas to the ideas expressed. The process only ends when you stop saying new ideas. In this way, a solution to the problem is achieved with the help of the teacher.

Here are some examples from our experimental work on this method.

**Course Title:** Uzbek modern music (6th grade).

**The purpose of the lesson:** to acquaint students with the ideas of modern music.

The following tasks are performed during the course.

1. Genres typical of world music.
2. Classical works by Uzbek composers based on world music.
3. Awakening respect for Uzbek classical music.

**Classroom equipment:** pictures, tape recorder, video cassettes, table.

**Lesson plan:**

1. World composers and musical genres created by them.
2. Introduction of new genres by Uzbek composers.
3. Newly created works.

4. Diversity of genres is a great achievement of Uzbek music.

### 1. Conversation method.

In the first interview, the teacher introduces the world-famous composers and their works and engages the students in questions and answers.

### 2. Question-answer method:

1. Who do you know of Uzbek composers?
2. What works do they know?
3. Which of the works in the opera genre do you know?
4. What do you know about the symphony genre?
5. How do you feel about pop music?

### 3. The method of “mental attack”.

To apply this method, each student is given a piece of paper and examples of composers they know and their work are given. Students are taught to write their first and last names on the sheet and their answers are not marked, so each student must write the answer on the sheets as he or she knows. Within ten minutes, all students write down the information they know on their sheets. Importantly, in this work, each student is engaged in independent thinking, that is, the solution of the problem is carried out not only by the teacher, but also by the efforts of students. This method is called “Mental Attack” because everyone started attacking to solve the problem.

To complete the results of the last ten minutes, the teacher collects the handouts. The names of the composers who create modern music are written on the right side of the board and the names of the works they create are written in the middle of the board, and the genre of these works is written on the left side of the board. To do this, the teacher pays special attention to each sheet and writes the facts on the board. It is natural for students to pay attention to the importance of the information written on their leaflets. The repetition of the same facts is also emphasized. If it is written on the board, it will not be rewritten. Some facts are corrected by the teacher, briefly explained and supplemented. As a result of the use of the method of “mental attack”, the following information was reflected on the board.

Names of composers	Name of works	Which genre it belongs to
Mutal Burkhonov	National Anthem of the Republic of Uzbekistan	Psalm
Sulaymon Yudakov	“Maysara’s work”	Opera
Mukhtar Ashrafiy	“Dilorom”	Opera
Sulaymon Yudakov	“My Homeland”	Kontata
Sulaymon Yudakov	“Mirzachol ”	Sonata
Sharif Ramazonov	“Uzbekistan ”	Choral work
Dilorom Omonullaeva	“It’s raining”, “Nisholda”	Children’s song
Shermat Yormatov	“Maysa”, “Islam Bobo”	Children’s choir, children’s song
Rustam Abdullaev	“ children of independence”	Children’s song

Avaz Mansurov	“Who is clever, who is agile”	Children’s song
Sobir Boboev	“Yoriltosh”	Children’s team
Farid Olimov	“Fatima and Zuhra”	Musical drama
Mustafo Vafoev	Workers of Uzbekistan	Symphonic records
Mutal Burkhonov	“Alisher Navoi”	Opera

Students write this information on their board in their notebooks. At the same time, they will have access to modern Uzbek music and a wide range of information.

At the end of the lesson, the teacher teaches that this information should be enriched and assigns them the task of remembering the composer of each piece, the name of the piece and to which genre they belong.

Another such method of pedagogical technology is the “**fifth plus**” method. Depending on the content of the topic, this method can also be considered. Below we will consider the use of the “**Fifth Plus**” method.

**Course Title:** Intervals.

**The aim of the lesson** is to reinforce the knowledge that students have gained about different intervals and their types.

In the course of the lesson the concept of **interval** is given, that is: pure, small and large intervals.

Initially, the teacher gives students an idea of the placement of intervals in an octave range. In doing so, he points out that there are three main types of intervals: That is,

- 1. Pure intervals:** pure prama (p1), pure quartet (p4), pure quintet (p5) and pure octaves (p8).
- 2. Small intervals:** small second (small2), small third ((small3), small sex (small6), small septimo (small 7).
- 3. Large intervals:** large second (large2), large third (large 3), large sexta (large 6), large septema (large 7)

The teacher should focus the students’ attention on the fact that the number of intervals for each type is four. This makes it easier for them to set the exact system of intervals in front of them. Then proceed to the use of the interactive method “Fifth Plus”. The following visual aids will be hung on the board:

Pure intervals		Small		Large	
1	Pure 8	1	Small 2	1	Large 2
2	Pure 5	2	Small 3	2	Large 3
3	Pure 1	3	Small 4	3	Large 5
4	Pure 2	4	Small 6	4	Large 6
5	Pure 4	5	Small 7	5	Large 7

Students are given the task of determining which interval is redundant in the forms provided and proving it.

Answers: In Figure 1, the number of pure intervals should be four. It is well known that the pure second (p2) is not common, that the seconds are usually small or large, and that the second interval is unpleasant to the ear, and that the pure intervals are pleasant to the ear.

In Figure 2, however, he acknowledges that the small quartet (small4) is incorrectly listed and that there is no large fifth interval in Figure 3. It is reported that there are currently gained quarters and reduced quarters, and this interval is called “triton”.

The use of such a method allows students to place their knowledge of intervals in their thinking based on a clear scheme. Now let’s look at our next interactive method.

This “**black box**” method is useful for further strengthening the knowledge acquired by students. At the same time, it allows students to work collaboratively and improve their self-management skills.

When using each method, special attention should be paid to the origin of the topic corresponding to this method.

This method can be used effectively to strengthen the knowledge of students. In particular, in the 6th grade, the lesson on the life and work of composer V.A. Mozart is aimed at instilling international feelings in students, strengthening their interest in classical music.

## CONCLUSION

The course provides information about the composer’s childhood and creative achievements, analysis of his life and work, increasing students' interest in studying the work of foreign musicians, educating students in the national and international spirit.

To use the **Black Box** method, first: two students at each desk are allowed to work together. They record key dates related to the life and work of V.A. Mozart on handouts. At a certain time, after the students have completed this task, the teacher checks their cards. One of the two students at the desk who completed the task correctly goes to the board and writes the correct answer to the task on the board with chalk. The following numbers are written on the board: 1756, 1762, 1786, 1788, 1791. The teacher then discusses the importance of these questions. The student who correctly interprets the meaning of the dates performs the reading task and the lesson is conducted in a self-directed manner.

The acting class will hand out 6 cards to each class and the students will be asked to write down the most important celebrities in the life of V.A. Mozart.

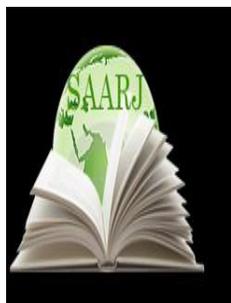
The following entries will appear on the board.

- 1.1756 is the year of birth of V.A. Mozart.
2. 1762 - 1 concert performance by 6-year-old Mozart.
3. 1786 - The opera “The Wedding of Figaro”.
- 4.1788 - The opera Donjuan is staged.
- 5.1791 - Writes the opera The Magic Flute and Peckville.
- 6.1792 y. - V.A. Mozart died at the age of 36.

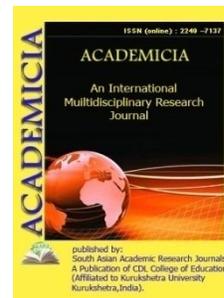
Experiments show that the use of these methods allows you to update the traditional methods used in the classroom, the active participation of students in the use of these methods to provide an interesting lesson, deepening knowledge and information in the minds of students. It is important that every music teacher who uses these methods effectively has the opportunity to improve the effectiveness of their lessons.

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## PRAGMATIC FEATURES OF SEGMENTED CONSTRUCTIONS

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### ABSTRACT

*The article is devoted to the pragmatic features of segmented constructions in the Uzbek language. In recent years, a number of studies on linguopragmatics have been carried out in world linguistics. Some of their important tasks are to highlight the relationship in the process of communication of the authors of speech to linguistic units, the role of linguistic units in depicting reality, the objective world. The main problems of this industry are the illumination of the relationship of the addressee to the addressee in the process of speech, the syntactic structures formed as a result of the restructuring of sentences, the dependence on the importance of the transmitted information, the pragmatic intention of the speaker in them, the reflection of the evaluative attitude, the role of such syntactic structures in the poetic text and the provision of emotionality.*

**KEYWORDS:** *Segmentation, Segmented Constructions, Correlate, Emotionality, Expressive Syntax, Pragmatic Intentions.*

### INTRODUCTION

Segmented constructions are a means of ensuring the emotionality of the text, in which the speaker draws attention to the expression of pragmatic intentions, the problem of actual division. Emotions are one of the forms of reflection of the world.

Emotions reflect not objects and phenomena of the real world, but the relationship of a person to objects and phenomena, that is, not the properties of objects and phenomena, but their meanings for human life [1:106].

I.V. Shcherbakova, in whose work the gender characteristics of the expression of emotionality in the speech process are analyzed, argues that male and female speech depends on social status,

behavior, on the basis of examples, proves that the typical male way of expressing negative emotions is the use of harsh vocabulary [2:56-57]

In artistic speech, emotionality is not transmitted directly, but with the help of specific linguistic means [3:15]

G.N. Baryshnikova notes the peculiar role of segmented constructions in the transmission of emotionality, different transmission of emotionality by segmented constructions in the form of reprise and anticipation.

The author, examining the features of the use of such constructions in male and female speech, notes that despite the tendency of women to emotionality, segmented constructions that convey emotionality are more often found in male speech, which, in addition to joy and sadness, serve to convey hatred, contempt [4]

N.A. Medvedeva considers a special intonation and the presence of a correlate to be specific features of such constructions. The presence of a correlate, which, like any repetition, gives a bright expressive coloring to the entire utterance [5.182]

Observations have shown that segmented words are more often abstract nouns, which, along with depicting reality, also express the meaning of underlining.

Segmented constructs are of great importance in text shaping:

*Ayniqsa, xazonrez...*

*Oh, bu xazonrez!..*

*Barglarga ko'chirib, uchirar ziyoni.*

*Shundan – chiday olmay – ketasanmi tez,*

*Yolg'iz menga*

*Tashlab dunyoni (U.Azim)*

In the above text, the word *khazonrez* is highlighted as a result of segmentation.

In the following lines of the verse, events connected with it are expressed. The repetition of a member highlighted as a segmented construct serves to reinforce the value of the underline.

In the passage below, the word *mukhabbat* is highlighted as a segment. With the help of sentences complementary to them, the text is constructed:

*Muhabbat, bu – yalt etgan nigoh*

*Va halovat abas degani,*

*Muhabbat, bu – o'zingni sevmoq*

*Va o'zgaga havas degani (Iqbol Mirzo).*

A word highlighted as a segmented member can easily fit into the sentence it is associated with.

*This poetic passage can be restructured as follows:*

*Muhabbat – yalt etgan nigoh*

*Va halovat abas degani,*

*Muhabbat – o‘zingni sevmoq*

*Va o‘zgaga havas degani*

In such a text, the thought of love *mukhabbat* is not violated, however, the loss of the member selected by the poet for isolation and its absence lead to the leveling of the meaning of the underscore.

The communicative-expressive function of segmented constructions is more clearly manifested in their comparison with non-segmented, ordinary sentences.

The segmented term can be put in place of its correlate in the following sentence:

*Tintuv ...U qanaqa bo‘ladi o‘zi, nimani axtarisharkin? (X.Tohtabaev)*

*Tintuv qanaqa bo‘ladi o‘zi, nimani axtarisharkin?*

*O‘sh suvchi Nizom... undagi halollik, poklik, beg‘arazlik, fidoyilik bizning hech birimizda yo‘q (P. Kodirov) O‘sh suvchi Nizomdagi halollik, poklik, beg‘arazlik, fidoyilik bizning hech birimizda yo‘q*

In sentences with segmented constructions, several words are given to define the word selected as a segment.

Naturally, in such cases, the text-generating ability of segmented members increases several times.

Sometimes one concept can be designated by several names, evaluated in different ways.

In such cases, each segmented member receives a kind of strong emphatic stress and stands out from other units:

*Qizlar... Ota-onalari hisobiga yashaydigan boqibeg‘am, sip-silliq, olifta yigitchalarni yoqtiradigan qizginalar! Bir qarashdayoq narxingizni aytib beradi (E.A‘zam)*

In the given example, the first segmented member is the word *qizlar*, then it is spread by the connected definition and expressed by the word *qizginalar*.

The next sentence does not express its correlate, but nevertheless its place in the composition of the sentence is felt.

The concept of intention, which originally appeared as a philosophical concept (intention from latin intentio - goal, intention, strong desire, stimulus, striving) denotes intention, goal, orientation of consciousness, thinking on some object [11]

The term intention in linguistics was first used by J. Austin, in pragmatics it is called a communicative (illocutionary) act.

When the addressee cites the name of an object as a segmented construction, he does not just highlight one object, but pursues a specific goal.

By highlighting a certain subject for the realization of this goal, it activates the addressee's associative knowledge about this subject, encourages him to analyze information about this subject.

As a result of the fact that segmented structures are mainly formed from the name of the object (in a broad sense), associations based on the attribute of the object and their attributes appear in the listener's mind in the speech process.

Such an association arises on the basis of the connection between an object and its characteristic feature and, conversely, a feature and its carrier" [6]

The segmented member is also formed to express the speaker's sympathy towards a person, his empathy.

This can be seen in the following example: *Komila! Qiynalayotgandir bechora! Tog'a-ku uncha qattiq gapirmaydi qiziga, aksincha, tilida bo'Imasa ham dilida qizi taraf. Ammo anavi yosuman onasi turtkilab qo'ymayotgandir* ( A.Ibodinov)

I. Rasulov evaluates such units as a kind of evaluative, unpredictable sentences [7.209]

In the example below, the segmented construction is used as a stylistic means to convey the sender's regret about the past life, abandoned friends:

*O'shavoqealargaqanchabo'ldiekan? Yorabbiy, yigirma yettiyil! Qarchig'aydekbiryigitumri! O'shandayonidahamrohuhamkorbo'lganlardankimlarbor? Uturli-tumannomlarnieslashgaurinarkan, ularningbaribarmoqorasidanshuvillabto'kilganqumsingarixotirasiqatlaridanbir-birsirg'alibtushayotgannisezdi. No'yonko'kaldosh, G'uldaQosimbek, Xoldor, Mirshohqavchin. Ko'chbek... Evoh, qaydaular? Qayerlarda? Barchasiendi «rahmatli» Ba'zilarishiddatlijanglardaboshidanayrildi, ba'zilarig'animnayrangagaduchorbo'ldi, ayrimlariningumriqisqaekan, ayrimlariesa... xiyonatqildi. Oqibat, o'shakunlardanbukunfaqatachchiq, mahzunxotiralaryodgor, xolos* (X.Sultonov).

In the semantic structure of sentences with segmented constructions lies the transmission of a communicative goal

At first glance, it seems as if the addressee just singles out a certain event and phenomenon, while realizing the meaning hidden in it, the communicative goal is correctly realized.

The example below reflects the speaker's communicative intention:

*Shunchakiyozmoq-chi, ko'ngilto'lmaydi,*

*Shunchakiyozmoqqabormaydiqo'lim.*

*Shunchakiyozgangachidabbo'lmaydi,*

*Shunchakiyozmoq, bu – shoirgao'lim* (H. Khudoyberdieva).

In the given example, the segmented member is *shunchaki yozmoq*, thanks to which one can catch the poetess's goal "I do not write just like that."

And in the following examples, the affirmative conclusion on the subject, highlighted as a segmented member, is remarkable in terms of novelty and originality:

*Bo'Isaaytareidotang*

*Urush – buyo'qnarsao'g'lim* (R. Parfi).

As it turns out, despite the fact that the segmented members are simple in structure, they participate in the implementation of various speech acts, expressing the hidden meaning.

Pragmatics are interesting not for direct intentions, but for veiled, hidden intentions [8.172]

In terms of the actual division, the segmented constructions are divided into themes and remes.

Rema, in turn, consists of two members - theme and rema.

A segment as a topic not only expresses the transmitted message, but also encourages the listener to think, reason [9.83]

T.N. Safronova, in whose work segmented constructions are studied on the material of the English language, the originality of such constructions in the communicative structure is explained by the actualization of the subject and the addition, since the members of such sentences are expressed in words of a substantive nature [10.3]

The location of the actualized substantive component ensures the division of thought into two parts: a theme and a bump.

Rema, in turn, is divided into sub-theme and sub-theme. A pronoun in rheme is considered a subtheme, and the remainder of a subreme in relation to it.

*She'riyat – buaslijununkamoli,*

*Mayligakimuninimademasin* (E.Vokhidov).

In the given example, *she'riyat* is a theme, and *bu asli junun kamoli* is rema, the demonstrative pronoun *bu* in rem is a subthema, and the rest is a subrem in relation to it.

Thus, when updating a thematic element as part of a segment, highlighting it, it is underlined twice:

- 1) The segmented construct acts as a theme;
- 2) The main part is the topic in the rem.

The segment that follows the basic part, as well as the segment that precedes it, prove that in the main part there is a self-comprehended phenomenon.

This can be illustrated with the word *paxta*, which in the example below is a segmented member:

*Paxta...*

*Usevgidekmavzudiro 'lmas,*

*Uilhomchashmasi, mangubuloqdir* (E. Vokhidov).

For the rhematic essence, it does not matter what position the segmented element occupies in relation to the main part, in any position it performs the function of a topic, this is used to attract the attention of the recipient to a new message. A body pronoun associated with a topic segment is a subtopic. It expresses new information, which is a subreme

*Tepaliklar... Bularhamg'alatiodamlar. Tinchginabug'doylarinio'rib, xirmonlarinisovurib, qo'ylariniboqib, qorinlarinito'qlab, dimog'larinichog'labyurishavermaydimi?* (Sh.Bo'taev)

Here *tepaliklar* is the topic and the next sentence is the rema. Rhema itself is divided into two

parts: the pronoun *bular* - subthema, *g'alati odamlar* - subrema.

Based on the judgments of T.N. Safronova, the proposal can be modeled as follows: T1.P1 (T2-P2). Segmentation makes it possible to turn any part of a sentence into a topic. This is due to the intention and communicative purpose of the addressee.

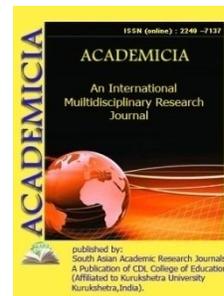
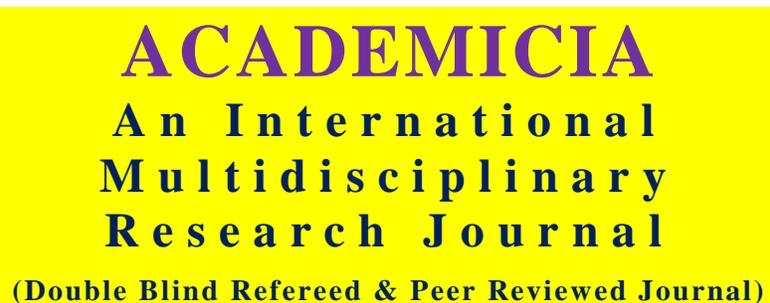
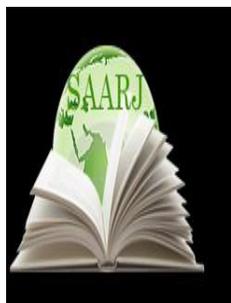
## CONCLUSION

Segmented constructs are built on the basis of substantive narrative correlation. In the subsequent part, they are replaced by a word of a substantive nature or a pronoun. The value of a segmented member can be refined using one or more clauses. In this regard, segmented members are considered a text builder.

Significative and denotative functions of sentences with segmented constructions and complex sentences are the same, they differ in pragmatic meaning and structural form. In both cases, the same message is conveyed, however, in sentences with segmented constructions, in contrast to syntactic units formed by the method of a compositional connection, the expressiveness and attitude of the speaker are conveyed. The meaning of a pronoun acting as a correlate of a segmented member is more concretized due to the speech situation; for the concrete transfer of this meaning from the participants of speech, pragmatic knowledge is required.

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## CLINICAL AND ALLERGICAL FEATURES, SPECIFIC DIAGNOSTICS AND THERAPY OF CHILDREN SUFFERING WITH ALLERGIC DISEASES

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### ABSTRACT

*Conducting a comprehensive clinical and allergic examination of sick children with allergies, identify the criteria for the state of allergy and apply specific therapy. Among children suffering*

*respiratory by allergic diseases frequently there is a latent bronchial spasmodic stricture and absence of topical characteristic for the bronchial asthma. All main criteria typical of an allergy are observed for want of the patients: a high level of the contents common IgE, hypersensitivity of the bronchias, allergic hereditary predisposition and allergic diathesis, positive allergic skin tests. The complex therapy patients before bronchial asthma, including the specific therapy gives good and excellent results. Materials and methods. 30 practically healthy children (control) and 230 sick children with various clinical forms of allergy, including non-infectious-allergic (atopic) etiology - 107 (46.5%) and infectious-allergic etiology - 123 (53.5%) were under observation. Boys - 130 (56.5%), and girls - 100 (43.5%). The age of children is 3-15 years old. Disease duration up to 5 years, including: up to 1 year - 14 (6.0%), 1-3 years - 85 (37.0%), 4-5 years-131 (57.0%). Specific diagnostics of allergies in children was carried out on the basis of complex clinical-allergological, immunological, functional and laboratory research methods. The patients were treated in a complex: non-specific and specific ways. The digital data were processed statistically. Results. The main criteria characterizing the state of allergy in children were established, the causes of sensitization (allergens) responsible for the development of sensitization of the body were determined, and complex non-specific and specific therapy was carried out with good and excellent results, which is of great importance in preventing the transformation of mild clinical forms of allergy into more severe ones.*

**KEYWORDS:** Allergy, Pediatrics, Bronchial Asthma, Children's Population, Clinic, Specific Diagnostics, Therapy

## INTRODUCTION

### RELEVANCE OF THE STUDY

The urgency of the problem of allergy in pediatrics is explained by the widespread prevalence of this disease among children. It is believed that only 10% of the child population of our planet suffers from bronchial asthma [2,3] - The problem of bronchial asthma is also relevant for the region of Uzbekistan, where over the past 5 years the growth of this disease has been observed almost 20 times [4, 6, 7]. In the development of bronchial asthma, at least two stages are distinguished: 1) the state of pre-illness and 2) clinically formed bronchial asthma [7]. The concept of pre-asthma means a condition that poses a threat of bronchial asthma. At this stage, sick children have inflammatory processes in the airways with elements of bronchospasm, combined with various allergic reactions and diseases, but there are no typical asthma attacks characteristic of bronchial asthma. Subsequently, in the vast majority of sick children, this condition is transformed into typical bronchial asthma.

In this regard, there is an urgent need for early specific diagnosis and timely effective therapy of sick children at the stage of pre-illness, which is of great importance for preventing its transformation into bronchial asthma not only in children but also in adults.

### MATERIALS AND METHODS

Under the supervision were 30 practically healthy children (control): boys - 15, girls - 15 and 230 sick children with various clinical forms of allergies, including; with non-infectious-allergic

(atopic) etiology - 107 (46.5%) and infectious-allergic etiology - 123 (53.5%): boys - 130 (56.5%), and girls - 100 (43.5%). The age of children is 3-15 years old. Disease duration - up to 5 years, including: up to 1 year - 14 (6.0%), 1-3 years - 85 (37.0%). Specific diagnostics of allergies in children was carried out on the basis of complex clinical and allergic, immunological, functional (determination of forced expiration with a pneumotachometer) and laboratory research methods (1,5). Sick children were treated with a non-specific conventional therapy. Specific therapy, that is, vaccination with allergens, was carried out in a combined way: injection of an allergen + its inhalation according to an individual scheme. The digital data were processed by the method of variation statistics with the calculation of the reliability of numerical differences. The differences were considered significant under the condition  $t > t_{\alpha}$ , and  $p < 0.05$ .

## RESULTS AND DISCUSSION

Analysis of the clinical forms of manifestations of allergic diseases showed that children suffered from typical allergic diseases. Clinical manifestations of allergies were as follows: allergic conjunctivitis, rhinitis and sinusitis - in 54 (24.4%), allergic recurrent obstructive bronchitis - in 78 (33.9%), chronic pneumonia - in 98 (42.6%).

Elements of bronchospasm were observed in all patients. The patients did not have typical asthma attacks characteristic of bronchial asthma. The underlying disease was often combined with other allergic reactions and diseases: urticaria, neurodermatitis, migraine, drug and food allergies, etc. Eosinophils were detected in swabs from the nasal mucosa and sputum. Eosinophil was also noted in the peripheral blood.

According to our data, cases with moderate and severe clinical course prevailed. Regardless of the reason for the sensitization of the body, the specific frequency of such forms of asthma was: with atopic form -  $82 (35.6 \pm 3.1\%)$ , and with infectious-allergic -  $99 (43.0 \pm 3.2\%)$  ...

In general, the specific frequency of moderate and severe forms of pre-asthma was in  $181 (78.6 \pm 2.7\%)$  patients (Table 1).

**TABLE 1 THE SEVERITY OF THE CLINICAL COURSE AND THE CAUSES OF SENSITIZATION OF THE BODY IN PRE-ASTHMA IN CHILDREN (N = 230)**

Severity	Sensitization by allergens:		Total
	Non-infectious	Infectious	
Easy	25(10,9 ± 2,0)	24(10,4 ± 2,1)	49(21,3 ± 2,6)
Medium-heavy	30(13,0 ± 2,2)	36(15,7 ± 2,3)	66(28,6 ± 2,9)
Heavy	52 (22,6 ± 2,7)	63(27,4 ± 2,9)	115(50 ± 3,2)
Total	107(46,5 ± 3,2)	123(53,5 ± 3,2)	230(100)

Note: percentages (%) are shown in parentheses

In the onset and development of allergies, risk factors are of great importance: predisposing, causal, contributing to and exacerbating the symptoms of the disease (triggers).

Among the predisposing factors, an increase in the total IgE content in the blood serum of sick children, hyper reactivity of bronchial receptors and hereditary allergic burden were of great importance (Table 2).

The content of total IgE in the blood serum of sick children ( $M \pm m$ ), compared with the control ( $228.8 \pm 19.8$  IU / ml), was significantly increased: with atopic allergy up to  $803.4 \pm 46.6$  IU /

ml, and in the infectious-allergic form - up to  $676.5 \pm 56.5$  IU / ml ( $p < 0.05$ ). The hyper reactivity of bronchial receptors was detected by determining the threshold dose of biologically active substances. Bronchospasm (according to pneumotachometry data) developed in comparison with the control at minimal concentrations of histamine (100-2000  $\mu$ g) and acetylcholine (50-3000  $\mu$ g) ( $p < 0.05$ ). Hereditary allergic burden was observed in general in 121 (52.6%) sick children. However, the frequency of hereditary predisposition was relatively dependent on the cause of sensitization. So, out of the total number of children with atopic form of allergy (107), an allergic hereditary predisposition was observed in 84 (78.5%) children, while with infectious allergic forms (123) only in 37 (30.0%), then there is 2.6 times less often ( $p < 0.05$ ), which is consistent with the literature data (2,3). The vast majority of children with atopic allergies - 86 (80.3%) suffered from allergic diathesis in early childhood. Among children with infectious-allergic forms of allergy, the frequency of allergic diathesis was 2.2 times less frequent - 44 (35.7%) ( $p < 0.05$ ).

The reason for the sensitization of the body was: in atopic form of allergy, non-infectious allergens: house dust - 71 (66.3%), pollen (wormwood, quinoa, scrub, etc.) - in 58 (54.2%), insecticide (house dust, mosquitoes, moths, etc.) - in 48 (44.8%), epidermal (animal hair, horse dander, etc.) - in 32 (29.9%), food (cow's milk, chocolate, etc.) - in 11 (10.2%). In infectious-allergic forms of allergy, the cause of sensitization was bacterial allergens: pneumococci-55 (44.7%), streptococci - 45 (36.5%), staphylococci - 33 (26, 8%), etc.

In exacerbation of the symptoms of the underlying disease, physical activity, stressful situations, and sudden changes in theological weather conditions are of great importance. In almost all of these children, these factors worsened overall empathy. In some sick children, mostly with severe clinical course, mental disorders were observed, which is consistent with temperature data [7].

**TABLE 2 RISK FACTORS FOR DEVELOPING PRE-ASTHMA IN CHILDREN**

Risk factors	Atopic	Infectious-allergic
Predisposing: JgE content in the blood bronchial hyperreactivity allergic hereditary burden allergic diathesis	803,446,6 ME/MLI 100% 78,5%	676,556,5 ME/MLI 100% 30,0%
Reasons for sensitization, allergens	Non-infectious 10,2- 66,3%	Infectious 26,8 44,7%
Contributing: Toxicosis of pregnancy	66,3%	71,5%
Induced labor	38,3%	29,2%
Operative delivery (caesarean section, application of obstetric forceps, etc.)	26,1%	31,7%
Artificial (or) previously mixed	68,2%	57,7%
feeding combination with allergic dermatitis	59,8%	47,9%

Some features of the clinical course of allergy in children have been clarified. In allergy to pollen etiology, exacerbation of symptoms of the main and concomitant diseases was noted mainly in the spring-summer season and coincided with the period of flowering of those or x plants, for which pollen was observed. Hypersensitivity of the body. Symptoms of dust allergy could develop throughout the year, that is, the seasonality was noted. However, the frequency of referrals increased in the autumn-winter period, since during this period children spent most of

their time at home in closed rooms. On auscultation of the lungs, wheezing was heard. Patients complained of cough, dyspnea of the expiratory type, but did not indicate the onset of asthma attacks characteristic of bronchial asthma.

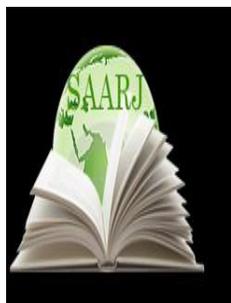
Patients were treated with traditional complex application of non-specific and specific treatment methods. As a basic therapy, anti-inflammatory, antihistamines, restorative and symptomatic drugs were prescribed, taking into account the age of children and the timing of giving the drug: antihistamines (diphenhydramine, suprastin, claritin, etc.). Specific therapy, that is, vaccination with non-infectious allergens, was carried out in a combined way: injection of the allergen + its inhalation. The treatment was carried out in the phase of remission of the disease after preliminary sanitation of the foci of chronic infection. Each sick child received at least 2-3 courses of treatment. Specific therapy was given to children with mild and moderate clinical course of the disease. Out of the total number of treated patients (55), excellent and good treatment results were observed in 52 (94.5%), the effect was satisfactory in 3 (5.5%) patients.

## CONCLUSIONS

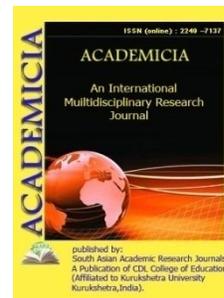
1. Among children suffering from respiratory allergic diseases, there is often a state of allergy, which is characterized by the presence of latent bronchospasm and the absence of typical asthma attacks, characteristic of bronchial asthma.
2. All the main criteria typical for allergies are observed in sick children: a high level of total IgE content, bronchial hyperreactivity to the action of biologically active substances, the presence of an allergic hereditary predisposition and allergic diathesis, positive allergic skin tests for specific allergens.
3. Complex therapy of children with allergies, including specific vaccination with allergens, gives good and excellent results, helps prevent the transformation of mild forms of allergy into more severe clinical forms.

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## THE STUDY OF PHYSICAL AND MECHANICAL PROPERTIES OF DIFFERENT FABRICS FOR SUIT GAUZE

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### ABSTRACT

*This article describes the physico-mechanical properties of summer costume fabrics of 4 different fiber compositions: 64.7% cotton fibers + 35.23% polyester fibers, 50% cotton fibers + 50% dacron fibers, 100% dacron fibers 25.5 % cotton fibers + 75.5% dacron fibers.*

**KEYWORDS:** *Density, Surface Density, Tensile Load, Elongation At Break, Breathability, Crease Resistance, Shrinkage, Color Fastness.*

### INTRODUCTION

One of the current issues in the development of the textile industry is the production of a new range of suiting fabrics from local raw materials, using the range of modern weaving equipment.

New high-tech jobs will be created in the textile and garment industry of the Republic due to high and stable growth rates, attraction and development of foreign direct investment, production and export of competitive products, implementation of strategically important modernization projects. Systematic work is being carried out to further deepen the structural reorganization, aimed at the creation, technical and technological modernization of enterprises, the introduction of an advanced “cluster model” [1].

The aim of the research is to create a technology for the production of a new range of suiting fabrics from local raw materials, using the range of modern weaving equipment in the

development of the textile industry. Study of factors influencing the structure of the fabric in scientific work; selection of raw materials and preparation for weaving; tasks to determine and study the consumer properties of new fabrics [2-3].

Samples of summer suiting fabrics of different assortment, ie 64.7% cotton + 35.23% polyester fiber, 50% cotton + 50% lavsan fiber, 100% lavsan and 24.5% cotton + 75.5% lavsan fiber for research work were taken. , their physical and mechanical properties were determined using modern equipment.

Based on the test results, the following symbols were used to construct the graphs: 1-64.7% cotton + 35.23% polyester fiber suit fabric; 2- 50% cotton + 50% lavsan fiber suit fabric; 3-100% lavsan fiber suit fabric and 4-24.5% cotton + 75.5% lavsan fiber suit fabric.

### THE MAIN FINDINGS AND RESULTS

Costume fabrics differ from each other in structure, fiber composition and properties. In addition, these fabrics are produced depending on the season. Seasonal suit fabrics are made from yarns obtained by snow and re-combing [4].

Suit fabrics produced for the summer season should be light, high air permeability, durable, suits fabrics produced for the winter season should be high and thick, and have high heat retention properties.

The structure of the fabric is determined by the intertwining and connection of the body and back yarns. The appearance, properties and use of textile fabrics depend on its structure [5, p. 286].

One of the indicators that characterize the structure of suit fabrics is their density, the other is their weaving. If the density of the fabric on the body and back differs from each other, the density of such fabrics will be uneven gauzes.

The density of suit fabrics varies widely. The thinner the yarns of fabrics of the same density, the thinner the fabric, i.e. the less it is filled with yarns.

The main parameters of suit fabrics include such indicators as density, tensile strength, elongation at break.

Research work was carried out on the study of the size and physical and mechanical properties of costume fabrics. For this purpose, samples of suit fabrics with different fiber content were taken and their physical and mechanical properties were studied.

The test results are presented in Table 1.

**TABLE 1 INFLUENCE OF DIFFERENT FIBER CONTENT ON THE QUALITY INDICATORS OF SUIT FABRICS**

Types	Gauze content of the fabric	Linear density of yarn, tex		Surface density, g / m <sup>2</sup>	The tensile strength of the fabric, N		Elongation at break of fabric,%	
		on the body	on the back		on the body	on the back	on the body	on the back
1.	64.7% cotton + 35.23% polyester	30	30	219,8	813	332	15,5	13,8

2.	50% cotton + 50% lavsan	42	42	217,2	1015,1	560,0	24,0	12,0
3.	100% lavsan	38	37	207,0	1015,0	1015,0	26,0	32,0
4.	24,5% cotton+75,5% lavsan	31	28	201,6	920,0	430,0	20,0	18,0

If we compare the results of the study with the quality of 64.7% cotton + 35.23% polyester fiber suit fabrics, the surface density of 50% cotton + 50% lavsan fiber suit fabric is reduced by 1.1%, the tensile strength on the body is reduced by 19.9%. , the tensile strength on the back increases by 40.8%, the elongation at the waist increases by 35.5%, the elongation at the back decreases by 13.1%, the surface density of 100% lavsan fiber suit fabric decreases by 5.5%, on the body the tensile strength increases by 19.9%, the tensile strength at the back increases by 67.3%, the tensile strength at the waist increases by 40.4%, the tensile strength at the back increases by 56.9% and 24.5% cotton + 75.5% lavsan fiber. The surface density of the summer suit fabric is reduced by 8.3%, the tensile strength of the trunk by 11.6%, the tensile strength of the back by 22.8%, the elongation of the trunk by 22.5%, the elongation at the back of the trunk by 23.3% increases.

The textile fabrics produced differ in structure, purpose of use, fiber composition and properties.

One of the main characteristics of suit fabrics produced in the textile industry is air permeability, tensile strength, abrasion resistance, color fastness and so on.

Costume fabrics have the ability to transmit air, water, gas, steam, dust, smoke liquids, radioactive pomegranates. Air permeability is the air permeability of the sample itself, which is measured by the air permeability coefficient. The air permeability coefficient indicates the amount of air passing through 1 square meter of surface in one second under conditions of known difference in air pressures on both sides of the sample.

The higher the density of the suit fabrics in the body and back direction, the lower the air permeability coefficient. Therefore, in the production of any suit fabric is produced with attention to the season. In addition, fabrics under the influence of bending and compression deformations under the influence of various technological processes in the textile industry, wrinkles, that is, they form folds and creases. Wrinkles and creases can be removed only by wet ironing. The shrinkage of fabrics depends on their fiber content, the thickness of the yarns used in their structure, the type of weaving and finishing, the density.

One of their negative features is the non-wrinkle performance of suit fabrics. It spoils the look of the item. Fabrics that are easily creased will wear out quickly because they will rub more in bent and twisted areas.

It is understood that costume fabrics do not wrinkle — they resist wrinkling and return to their original state after wrinkling.

One of the main indicators of suit fabrics is its abrasion resistance. The abrasion resistance of fabrics depends on the fiber content, density, thinness or thickness of the yarns, thickness and other parameters. For example, the more the fabric is rubbed, the more the structure is damaged, the yarns in it are broken, and the strength decreases.

The abrasion of suit fabrics is mainly due to the effect of friction. The abrasion resistance of fabrics depends on their fiber content, surface texture. First of all, the fiber ends protruding from the surface of the fabric are subject to friction. The fibers protruding from the bends of the threads in the suit fabric begin to break down. Some areas of the fiber surface are damaged and the fibers break. The yarns are also broken as some fibers or pieces of fiber come out of the yarn. The bent areas of the threads protruding from the surface of the fabric are the first to be eroded by friction. These areas are the base surface of the fabric, i.e. the larger the base surface of the fabric, the better its abrasion resistance. By strengthening the base surface of the fabric, its abrasion resistance can be increased. For this purpose, long-coated wraps (satin, satin), abrasion-resistant fibers (kapron, lavsan) or finishing processes (appreting) are used.

The abrasion resistance of knitted fabric also depends on the amount of base surface. At the same time, when the yarns that make up the knitwear are rubbed off, the loops on the hoop columns or rows come out of each other depending on the weave of the fabric, and the structure of the fabric is disrupted.

The abrasion of the nomato fabrics obtained by the weaving method also occurs mainly as a result of friction. During the friction process, the fibers in the fiber bundle of the fabric come out of the fabric structure because they are not well bonded to each other, and the threads that hold the fibers together are rubbed and torn.

The frictional abrasion of suit fabrics containing short fibers, especially synthetic fibers, usually begins with the appearance of peeling. First, the ends of the fibers protrude to the surface of the fabric. Then, they get confused. When tangled, some of the fibers come out of the fabric structure. Later, the fibers in the pillars break off from the surface of the fabric. As a result, the thickness of the fabric is reduced and it is easily absorbed.

Research has been conducted to determine the crease, air permeability, dye resistance and penetration of suit fabrics. The test results are presented in Table 2.

**TABLE 2 CHANGES IN THE QUALITY OF FIBER CONTENT OF SUITING FABRICS**

Т/р	Gauze content of the fabric	No wrinkles,%		Air permeability of the fabric, dm <sup>3</sup> / cm <sup>2</sup> sec	Бўёқнинг чидамлилиги, балда		Киришиши,%	
		on the body	on the back		dry	wet	on the body	on the back
1.	64.7% cotton + 35.23% polyester	50,0	58,3	91,4	4/4	3/3	-1,5	0
2.	50% cotton + 50% lavsan	67,4	68,1	39,8	4,5/4,5	3,5/3,5	+1,0	+0,5
3.	100% lavsan	76,4	77,2	215,7	4,5/4,5	4,0/4,0	-1,5	-0,5
4.	24.5% cotton + 75.5% lavsan	81,1	82,2	137,7	4,5/4,5	4,0/4,0	0	-0,5

If we compare the results of the study with the quality of 64.7% cotton + 35.23% polyester fiber suit fabrics, the air permeability of 50% cotton + 50% lavsan fiber suit fabric is reduced by 56.5%, non-crease on the body by 25.8%, non-wrinkle on the back increases by 14.4%, air permeability of 100% lavsan fiber suit fabric increases by 37.6%, no wrinkle on the body

increases by 63.4%, no wrinkle on the back increases by 24.5% and 24.5% cotton + 75 , 5% lavsan fiber summer suit fabric air permeability increases by 33.3%, non-wrinkle on the body by 38.3%, non-wrinkle on the back by 29.1%. The results of the study showed that due to the fact that the suit is a fabric designed for the summer season, the air permeability of the fabric is higher than other composite fabrics in 100% lavsan and 64.7% cotton + 35.23% polyester fiber suit fabrics.

In addition, 64.7% cotton + 35.23% polyester fiber suit fabric has 4/4 of the paint resistance in dry friction, 3/3 of the paint resistance in wet friction, -1.5 in the body, 50% in the back, 50%. cotton + 50% lavsan fiber suit fabric dye resistance in dry friction 4.5 / 4.5, dye resistance in wet friction 3.5 / 3.5, penetration on the body +1.0, penetration on the back +0.5 Dry resistance of 100% lavsan fiber suit fabric in dry friction is 4.5 / 4.5, dye resistance in wet friction is 4.0 / 4.0, penetration on body is -1.5, penetration on back is -0.5 24.5% cotton + 75.5% lavsan fiber summer suit fabric dye resistance in dry friction 4.5 / 4.5, dye resistance in wet friction 4.0 / 4.0, non-penetration on the body, penetration on the back -0.5.

The analysis of the test results showed that the air permeability of 64.7% cotton + 35.23% polyester fiber and 100% lavsan fiber suit fabrics, 24.5% cotton + 75.5% lavsan fiber summer suit fabric is higher than other fabrics.

An important aspect of the research work is to determine the virginity of materials in the textile industry and present them to the seamstress. In the garment industry, the level of virginity of the purchased raw material is specified for which part of the garment or product to be used, and the role of virginity in the purchase of fabrics and in determining the quality based on customer demand. It can also be observed that the differential equations of yarns with linear deformation laws of holonomic and nogolonomic bonds remain nonlinear [6, pp. 82-85].

## CONCLUSION

1. The quality indicators of suit fabrics with different fiber content were studied. The test results show that if we compare the quality of 64.7% cotton + 35.23% polyester fiber suit fabrics, the surface density of 50% cotton + 50% lavsan fiber suit fabric is reduced by 1.1%, the tensile strength on the body is 19, 9%, tensile strength on the back increases by 40.8%, elongation at the waist increases by 35.5%, elongation at the back decreases by 13.1%, surface density of 100% lavsan fiber suit fabric decreases by 5.5% , the tensile strength of the trunk increases by 19.9%, the tensile strength of the trunk increases by 67.3%, the tensile strength of the trunk increases by 40.4%, the tensile strength of the trunk increases by 56.9% and 24.5% cotton + 75.5% % The surface density of lavsan fiber summer suit fabric is reduced by 8.3%, the tensile strength of the body is reduced by 11.6%, the tensile strength of the back is reduced by 22.8%, the tensile strength of the body is reduced by 22.5%, the tensile strength of the back is reduced by 23%. , Increases by 3%.

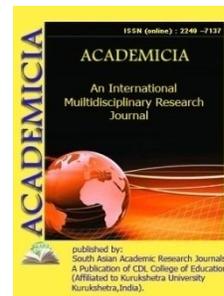
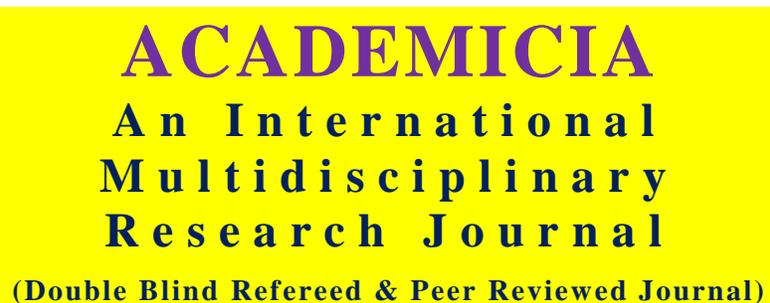
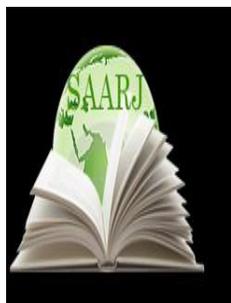
2. The results of the study showed that due to the fact that the suit is a fabric designed for the summer season, the air permeability of the fabric is found to be higher in 100% lavsan and 64.7% cotton + 35.23% polyester fiber suit fabrics than other blended fabrics.

3. 64.7% cotton + 35.23% polyester fiber suit fabric of different assortment has 4/4 of the paint resistance in dry friction, 3/3 of the paint resistance in wet friction, -1.5 on the body, 50 on the back. % cotton + 50% lavsan fiber suit fabric dye resistance in dry friction 4.5 / 4.5, dye

resistance in wet friction 3.5 / 3.5, penetration on the body +1.0, penetration on the back +0, 5, 100% lamsan fiber suit fabric with dry friction dye resistance 4.5 / 4.5, wet friction dye resistance 4.0 / 4.0, body penetration -1.5, back penetration -0, 5, 24.5% cotton + 75.5% lamsan fiber summer suit fabric, dry friction dye resistance 4.5 / 4.5, wet friction dye resistance 4.0 / 4.0, does not penetrate the body, on the back input was -0.5.

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## MULTILATERAL CULTURAL AND HUMANITARIAN COOPERATION OF UZBEKISTAN WITHIN THE SCO: ACHIEVEMENTS AND OPPORTUNITIES

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### ABSTRACT

*This article is devoted to the multifaceted cooperation, achievements, and opportunities of Uzbekistan in the cultural and humanitarian spheres within the Shanghai Cooperation Organization, which is characterized by initiative and pragmatism. The author has sufficiently analyzed the fact that Uzbekistan, together with member states, is working to expand cultural and humanitarian cooperation within the SCO, improve coordination, strengthen the role of the organization in the international arena. The contribution of Uzbekistan to the strengthening of good-neighborly, friendly, and cooperative relations between the peoples living in the SCO, the intensification of intercultural dialogue in their interests was emphasized. The multifaceted cultural and humanitarian cooperation between Uzbekistan and each of the member states has been studied in detail, and their potential has been highlighted.*

**KEYWORDS:** *The Action Strategy, The Tashkent Summit, Public Diplomacy Center, "Roadmap", "Silk Road", "Hoichoi Unlimited", Interregional Cooperation Program, "Enlightenment And Religious Tolerance", Youth Union, UNESCO, UN, The Coronavirus Pandemic, Cultural Harmony.*

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### INTRODUCTION

In modern international relations, regional international organizations play an equally important role, which is a reflection of the growing trend of the interdependence of states and the solution of problems of security and economic development in different regions of the world. One of these associations is the *Shanghai Cooperation Organization (SCO)*. In today's rapidly changing world, the role and influence of the SCO is growing in addressing pressing issues,

ensuring security, stability, and development, and expanding economic, cultural and humanitarian spheres. Uzbekistan is one of the founders of the organization and plays a special role in its activities as a country with huge economic and geopolitical potential. Uzbekistan's efforts have always been aimed at expanding multilateral cooperation and implementing the basic principles of mutual trust, mutual consultation, respect for cultural diversity, and common development.

The SCO was established as an informal forum to resolve border issues between China and neighboring countries in the framework of the 1996 Shanghai Agreement on Measures to Strengthen Military Confidence in the Border Areas. The sub regional international organization has six members - Kazakhstan, China, Kyrgyzstan, Russia, Tajikistan, and Uzbekistan. Following the expansion of the organization in 2017, with the accession of Asia's largest countries, India and Pakistan, the SCO has become the world's largest regional organization with a universal agenda. Today, the total area of the SCO member states is more than 60% of the territory of Eurasia, in terms of total demographics (population), about half of the world's population, 4 to 2 part (more than 3 billion 40 million people)[1][2]. According to the results of 2019, the total GDP of the SCO countries amounted to 20% of world GDP[3].

Today, within the SCO, Uzbekistan is working on a number of issues. In many countries, not only economic, political, and military issues are important, but also cultural and humanitarian spheres. Cultural and humanitarian cooperation has also been established within the SCO, which has been showing practical results for several years. It is known that a meeting of the Ministers of Culture of the SCO member states will be held. This, in turn, identifies promising areas of multilateral cooperation in the cultural and humanitarian spheres. For example, on June 21-22, 2016, Tashkent hosted *the thirteenth meeting of the Ministers of Culture* of the SCO member states, which included Kyrgyzstan, Kazakhstan, Russia, Tajikistan, China and The heads of relevant ministries of Uzbekistan discussed important issues in the cultural and humanitarian sphere.

The jubilee summit held in Tashkent during the presidency of the Republic of Uzbekistan in the SCO is the result of the ongoing reforms in our country. Uzbekistan during its chairmanship in the SCO, following the existing tradition strictly adheres to and abides by the principles of consistent expansion and development meets the interests of the Member States of constructive and lasting cooperation, to ensure the steady growth of the authority of the organization in the international arena[4]. It is worth noting that during the presidency of Uzbekistan in the organization, more than 380 events of various levels and directions were organized, and as a result, *the Tashkent summit* was held.

As a result of Tashkent's new active policy in the organization, since 2017, Uzbekistan has implemented more than 10 initiatives aimed at further strengthening cooperation in the SCO insecurity, economy, transport, science, tourism, and cultural and humanitarian spheres. Uzbekistan has become an initiator of creating new platforms in the SCO.

Currently, under the far-sighted and wise leadership of the President of the Republic of Uzbekistan Shavkat Mirziyoyev, it is reaching a qualitatively new stage in its development and is bearing fruit in all areas. *The Action Strategy* for the five priority areas of development of the Republic of Uzbekistan, proposed by the President of Uzbekistan provides for topical issues of

sociopolitical, socioeconomic, and cultural-humanitarian development of the country in 2017-2021 and a number of important initiatives have been considered. Of course, all this will affect the activities of our country within the SCO. The main goals of the action strategy are to develop multilateral cooperation with the SCO. The specific functional load of the organization is realized through the interdependence of three important areas - security, economic, and cultural-humanitarian cooperation, but they do not have to develop simultaneously. Economic, cultural, and humanitarian ties are also the basis of interstate cooperation.

In recent years, Uzbekistan's initiative to further develop multifaceted practical cooperation has become clear. President Shavkat Mirziyoyev addressed the summits of the heads of state in *Astana (2017)*, *Qingdao (2018)*, and *Bishkek (2019)* in the areas of security, trade and economic, science, education and cultural and humanitarian spheres, as well as He outlined a number of practical proposals, such as strengthening cooperation in the field of tourism, innovative development, support for the younger generation, promoting public diplomacy as an effective tool in strengthening friendship and mutual understanding between the peoples of the SCO. Joint Address of the SCO Heads of State to the Youth and Action Plan for its Implementation, Cooperation *"Roadmap"* of the SCO Member States for 2019-2020, *Interregional Cooperation program*, the concept of cooperation in the field of digitalization and information and communication technologies and other important documents were adopted.

The establishment of *the SCO Center for Public Diplomacy* in Uzbekistan has become a key step in multilateral cultural and humanitarian cooperation. Currently, a number of state and public organizations of Uzbekistan contribute to the effective operation of the center. This is confirmed by the fact that the center's founders are the Committee on Interethnic Relations and Friendly Ties with Foreign Countries under the Cabinet of Ministers, the Ministry of Foreign Affairs, Culture, Higher and Secondary Special Education, Physical Culture and Sports, the State Committee for Tourism Development, the Academy of Sciences, the Academy of Arts, Youth Union, Creative Union of Journalists, Writers Union. In its activities, *the Public Diplomacy Center* will focus on expanding cultural-humanitarian ties with the SCO member states, mutual visits of delegations, creating necessary conditions for the development of friendly ties between civil society institutions, including youth and women's organizations. The center will closely cooperate with the mass media in the issues of formation of information resources aimed at preserving the rich history, cultural heritage, traditions of people, prepare information-analytical materials in various areas and regularly publish them[5]. There is no doubt that the work in these areas will help bring the SCO countries and their peoples closer to each other, strengthen the spirit of trust and good neighborliness.

With the help of the Shanghai Cooperation Organization (SCO), President Mirziyoev signed the Resolution on the Establishment of *"Silk Road" International The University of Tourism* on June 28, 2018. This resolution aims to organize a system to train professional personnel and carry out research and creative work in the field of international tourism. A secondary purpose is to further the development of historical and cultural-humanitarian ties of member states of the SCO[6].

The ceaseless development of various relations between *Uzbekistan and China within the SCO* has brought the two countries to a new stage, namely long-term strategic partnership and comprehensive cooperation. China is willing to continue to help the country fight the pandemic

according to its needs and called for more efforts to construct Chinese-Uzbek center for *traditional medicine* to safeguard people's health[7].

It is known that in recent years, Uzbekistan's strategic partnership and cooperation with Russia within the SCO has been significantly strengthened. As a result of joint efforts based on openness and mutual trust, the scope of cooperation in trade and economic, investment, energy, transport, agro-industrial, scientific-technical and cultural-humanitarian spheres has been significantly expanded. When it comes to cultural and humanitarian cooperation, which has become one of the important areas of *Uzbek-Russian relations*, it is worth noting that Uzbekistan has opened branches of dozens of leading Russian universities. These include *the National Technological Research University, the National Nuclear Research University*, and the first foreign branch of *the Moscow State Institute of International Relations*. All this shows that the partnership between Uzbekistan and Russia has a solid foundation and is focused on the future.

Despite the fact that India has been a member of the SCO for just over three years, the stage of cultural and humanitarian cooperation with Uzbekistan occupies a special position. There is a close affinity between the cultures of the two countries, and the following evidence of their multifaceted cultural and humanitarian cooperation:

- India affirmed its commitment to develop a state-of-the-art Information Technology (IT) complex in *Armed Forces Academy of Uzbekistan* for the benefit of the soldiers.
- Indian films, actors and songs are extremely popular across Uzbekistan.
- After the first major co-production of *Alibaba aur Chalis Chor* in 1980, *Indo-Uzbek* jointly produced film "*Hoichoi Unlimited*" premiered in Uzbekistan on 31st March 2019.
- *The Lal Bahadur Shastri Centre* for Indian Culture teaches Hindi, Yoga and Kathak and holds cultural performances across Uzbekistan[8].

The multilateral cooperation between *Uzbekistan and Pakistan* within the SCO is also developing today. The unique position of Uzbekistan in cultural and humanitarian cooperation has not escaped the attention of the Islamic Republic of Pakistan. Student exchanges between the two countries in the field of education have been established and cultural ties have been expanded. Thus, the trade turnover between Uzbekistan and Pakistan increased 5 times, and at the end of 2019 made up US\$123 million. At the same time, in the period from 2016 to 2019, the number of tourists from Pakistan to Uzbekistan has grown from 400 to over 4 thousand[9].

It is known that many enlightenment meetings, various festivals and creative evenings, events in the field of tourism and cultural and humanitarian spheres are organized between *Kazakhstan and Uzbekistan* within the SCO. Currently, over 50 cooperation agreements are in force in higher education system of the two countries. The Kazakh language is studied almost in 400 schools of our country, pedagogical personnel are trained in higher education institutions in the Kazakh language, mathematics and other subjects. In Shymkent, in May 2018[10], a Memorandum of Cooperation was signed between *the Committee on Interethnic Relations and Friendly Ties* with Foreign Countries under the Cabinet of Ministers of the Republic of Uzbekistan and the Assembly of People of Kazakhstan.

Special attention is paid to strengthening and expanding close cooperation in cultural and humanitarian sphere, friendship and good neighborly relations between *Uzbekistan and Kyrgyzstan* within the SCO. In this regard, it is worth noting the successful tour of the Osh State

Academic Uzbek Music and Drama Theater named after Zahiriddin Muhammad Babur in Fergana Valley in February, and in June – the collective of the Uzbek State Music Theater named after Mukimi in Osh, Uzgen, Aravan, Navkat, Karasu, Jalalabad. Representatives of Kyrgyzstan took the second place at the recently held *“Sharq taronalari” International Music Festival* in Samarkand. Today there are about 300 thousand of our compatriots of Kyrgyz nationality in Uzbekistan. All conditions have been created for the development of their culture, language, traditions and customs. There are 6 Kyrgyz national cultural centers, education in 56 schools is conducted in the Kyrgyz language[11].

Also, within the SCO, Uzbekistan’s cooperation with Tajikistan is developing in the cultural sphere. Of particular importance is the fact that the governments of *Uzbekistan and Tajikistan* have signed an agreement on cooperation in the field of culture and arts[12], and an action plan for 2018-2020. The commonness of history and traditions, the neighborhood of our nations predetermined close Tajik-Uzbek interaction in the cultural and humanitarian sphere. The Tajik and Uzbek diasporas living in our countries is a sign special importance to our relations. In this regard, the creation of favorable conditions for the self-realization of members of the Tajik and Uzbek diasporas in our countries is an important aspect of interaction in *the humanitarian sphere*[13].

Uzbekistan’s initiatives to adopt a special resolution of *the UN General Assembly “Enlightenment and Religious Tolerance”* and a joint statement of the SCO leaders on youth have been widely welcomed in international political and analytical circles. Their support for the SCO means that the member states are trying to strengthen the unity of the organization, increase its influence in the world arena and work together on topical issues of the regional and international situation.

Cooperation between *the SCO and UNESCO* is aimed at the development and strengthening of cultural and humanitarian ties, cooperation in science and education, in-depth study of the cultural heritage of the SCO peoples and the promotion of tourism to the world community. Uzbekistan will undoubtedly play a key role in this process. According to the Prime Minister of India Narendra Modi, the SCO space has inspired the scientific, philosophical, spiritual, and cultural development of the world for thousands of years. It is natural that this document will help the SCO member states to integrate into the world tourism market and thus increase their tourism potential. It should be noted that 15% of *the UNESCO World Heritage Sites* are located on the territory of the organization. Uzbekistan alone has about 7,000 unique historical and cultural sites that attract tourists from all over the world. The establishment of practical cooperation between the SCO and the *World Tourism Organization*, as well as the opening of the Silk Road International University of Tourism in Samarkand at the crossroads of civilizations as a manifestation of the initiative of the President of Uzbekistan Shavkat Mirziyoyev contributing is one of the most important aspects. A region is a place of great spiritual and cultural richness. It is important not only to preserve and reproduce it but also to use it effectively for the benefit of present and future generations.

Nowadays, the SCO, like many other international structures, faces some threats. Among them is the SCO’s ability to adapt to radical changes in the geographical area and the world in general, and, of course, *the coronavirus pandemic* will have a certain impact on shaping its future agenda. There is no doubt that a number of programs and projects planned to be implemented in the context of a pandemic will be postponed, as the whole world is currently fighting an invisible

enemy. Nevertheless, it is noteworthy that the reforms carried out by Uzbekistan are bearing fruit and cultural and humanitarian ties within the SCO are developing significantly.

In this context, the SCO's activities will be enriched with new content, its agenda will include the creation of transport and transit corridors, innovative and digital development, the search for new points of economic growth, the integration of member states' efforts to combat climate change and environmental risks, remote online exchange of ideas, search for solutions to important issues on the agenda, demonstration of cultural harmony, etc.

In conclusion, as a multidisciplinary intergovernmental organization, the SCO is based on the principles of dialogue and cooperation between different cultures and civilizations. This, in turn, depends on the cultural and humanitarian cooperation of Uzbekistan within the organization. On the basis of several analyzes, it is expedient to list important aspects of Uzbekistan's multilateral cultural and humanitarian cooperation within the SCO.

**First**, the cultural and humanitarian direction of the SCO may play a key role in the future, and it should be noted that the position of Uzbekistan in these areas has a special place.

**Second**, in a multi-ethnic, multi-confessional Central Asian, it is precisely the factors of cultural and civilizational order that may be the key to unification or division in a regional context. In this regard, the multifaceted cultural and humanitarian cooperation of Uzbekistan within the SCO will undoubtedly serve as a key tool for further integration of the SCO member states.

**Third**, although the cultures of the SCO member states are different, there are many similarities. Uzbekistan, which plays a geopolitically important role in strengthening cultural harmony and mutual trust, can serve as a bridge.

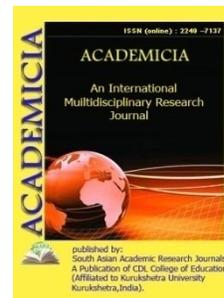
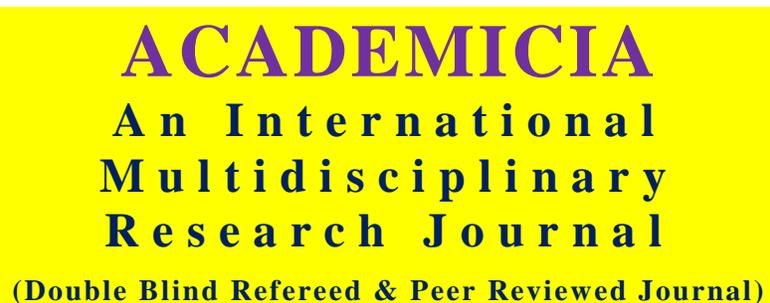
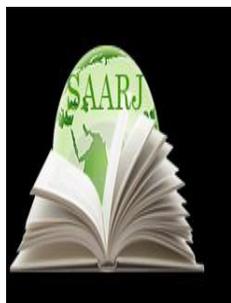
**Fourth**, the multilateral cultural and humanitarian cooperation carried out by Uzbekistan within the SCO will have a significant impact on other areas. Not every industry can develop at the same level at the same time, but regardless of which industry develops, it is done on the basis of the industries in the organization, that is, all are inextricably linked.

**Fifth**, it is no exaggeration to say that due to the coronavirus pandemic on the planet, multilateral humanitarian cooperation within the SCO has reached a key stage, and the Republic of Uzbekistan is one of the activists.

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## EXPRESSION OF THE PRAGMATIC BARRIER IN UZBEK COMMUNICATION TEXT (IN THE EXAMPLE OF CHILDREN'S SPEECH)

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### ABSTRACT

*The article focuses on the nature of a pragmatic barrier. It reflects the issues of communicative-pragmatic barriers in the framework of the world linguistics. The reasons for the emergence of a pragmatic barrier specific to adult and children's speech have been identified, differentiated and explained. The pragmatic barrier in the communicative act of children appears in the forms of incorrect pronunciation, inappropriate use of words, lack of knowledge on the object and incorrect interpretation, social relationships between the child and the addressee and the uniqueness of their regional variations.*

**KEYWORDS:** *Ontogenesis, Linguistic Unit, Verbal Communication, Children's Speech, Imitation, Analogy, Speech Interference, Dialog, Pragmatic Barrier, Pragma-Linguistics, Context, Proposition, Communicative Situation.*

### INTRODUCTION

Some linguistic units copied from the speech of the adults serve as a phenomenological model for children in the developmental stage of verbal communication ontogenesis. Because most of the specific features of their speech arise under the influence of customary usage of speech units created by the method of imitation, repetition and analogy. A child starting the process of linguistic socialization may also make minor error in the use of language systems and norms. This situation has a certain negative effect on the effectiveness of verbal communication.

Research on this topic uses the terms *communicative error* and *communicative failure* to express the concept of *ineffective communication*. If the *success of the dialogue* and the mutual agreement of the interlocutors is a *successful dialogue*, then the negative consequences of the *speech (communicative)* are the inability of the speaker to achieve his goal, the unplanned negative emotional effect of the conversation, confrontation, conflict, collision). Communicative error means ineffective or inappropriate translation of the ideas or communicative uncertainty. [1]

Sometimes, communicative error results in the major difficulties for adults to understand a child's speech. Overcoming misunderstandings in the conversation process requires a thorough exploration of causes over a period of time. Because the means of expression present in the addressee's speech play an important role in the emergence of a pragmatic barrier in the first place.

A pragmatic barrier is an interference with the proposition to be mentioned, obscurities of the content and issues related to the thinking and pronunciation of the speaker. [2, 155] The phenomenon of the communicative-pragmatic barrier has a special place in the interpretation of issues related to the creation and perception of the speech.

R.R.Gelgard, L.A.Kiseleva, I.V.Chernigova, Yu.V.Sadovskaya and other researchers have contribute a lot to the exploration of the problem of pragmatic barrier in pragmalinguistics. [3, 3-9; 4, 135-136; 5; 6]

M. Hakimov was the first to explore the issue in Uzbek linguistics. He assessed the pragmatic barrier as non-pragmatic information that was inconsistent with the communicative purpose of the speaker. [121-134]

The pragmatic barrier in speech occurs under the influence of certain factors. M. Hakimov notes that the pragmatic barrier arises as a result of abnormal pronunciation, inappropriate word choice, incorrect connection of grammatical forms and syntactic devices and functional style divergences. [2, 121-134] L.A. Kiseleva points out following factors that contribute in the formation of a pragmatic barrier:

1. Signs of a planned pragmatic effect.
2. The social relationship between speaker and listener.
3. Thesaurus (intellectual capacity) fund and character.
4. Linguistic material feature. [4]

The communicative-pragmatic barrier is also observed in children's speech. The pragmatic barrier in adult speech which obscures the content of speech often arises in the form of violation of orthoepic norms of language, improper use of lexical units and etc. The use of lexical units in speech without understanding their meaning, as well as non-compliance with pronunciation norms, leads to the emergence of a pragmatic barrier in children.

## **MATERIALS AND METHODS**

A "linguistic discovery" aimed at word creation by children, as well as some of the functionally misused language units, are used to express a referential act. However, some forms of expression formed in this way have lingual-pragmatic significance in adult interpretation. This in turn leads

to a communicative barrier. "Although communicative barriers, inconsistencies, errors (confusion in the statement, lack of consistency, a lot of redundant words) slow down the process of achieving the result, they can never completely hinder it." [1]

Explorations indicate that the pragmatic barrier that emerges under the influence of extra-linguistic factors in the process of thought expression is clearly traceable in preschool children's speech. Although children's vocabulary is rapidly enriched at this age, it is natural that they will not be able to fully master most of the linguistic tools that are actively used in daily life. An expression that reflects this feature is common in common speech.

It is expedient to study the pragmatic barrier that occurs in connection with children's communicative activities in two ways: 1. The occurrence of a pragmatic barrier in children's speech. 2. The perception of a part of speech of other people as a pragmatic barrier by a child.

Various factors can emerge a pragmatic barrier for the listener in children's speech. These are: 1) the mispronunciation of words by children violating the norms of orthoepy; 2) inappropriate use of words by children; 3) individual occasionalisms created by children; 4) having not enough knowledge about the object of speech and misinterpreting it; 5) social relations between the child and the addressee, their territorial variations.

The pragmatic barrier that results from a violation of the orthoepic norm in children's speech makes it difficult to understand the speech. Preschoolers learn some sounds late or have difficulty pronouncing them. This can result in children's mispronouncing the sounds and as a result creating pragmatic barriers in speech. For example:

*Bolakay ming so'mlikning u yog'ini aylantirib ko'rди, bu yog'ini aylantirib ko'rди. O'ng cho'ntagiga qo'l suqqan edi, bir dasta ming so'mliklar ilashib chiqdi. Chap cho'ntagidan besh yuz so'mlik, yuz so'mliklar oldi. Barmog'iga tuflab, chaqqonlik bilan beshta yuz so'mlikni sanab, qo'limga tutqazdi.*

– *Bakalashkani bo'shatib beying, – dedi dona-dona qilib. Magazinga topshiyaman. "Spyayt" keyakmasmi? Ming so'm. (O'.Hoshimov. "Daftar hoshiyasidagi bitiklar")*

### Meaning:

*The boy watched the one-thousand sum currency thoroughly. He had a hand in his right pocket and got a bundle of thousand sum currency. He took five hundred sums and a hundred sums from his left pocket. He spat on his finger, quickly counted five hundred sums, and held it in my hand.*

*- Empty the bottle, - he said. I'll sell it to the shop. Do you want a bottle of "Sprite?" One-thousand sums. (O. Hoshimov. "Inscriptions on the margins")*

In children's speech, the abnormal expression of pronunciation is also manifested on the basis of the fact that the word undergoes through sound change. For example, the mispronunciation of the Russian word "nachalnik" in the following line: "Ijroqom bobo, **nachaynik bobo**, militsiya amakilar kelgan emish" (H.Tukhtaboev. "People of Paradise") created a pragmatic barrier. However, although the phonetic change observed in a child's speech utilization is considered a speech error, it plays a pragma stylistic function in that it serves to attract the attention of the adult addressee in the play.

The type of pragmatic barrier that occurs in connection with the misuse of the word in the speech of preschool children is often observed. Misuse of a word often occurs as a result of not knowing the meaning of the word. The word *corpse*, used in a child's speech in the following text, created a pragmatic barrier:

*Dadamning qo'shtig'ini ko'tarib, hovliqib chiqib ketayotgan edim, buvijonim:*

– *Miltiqni nima qilasan? – deb jerkib berdi.*

– *Biz qori pochcham bilan murda ovlagani ketyapmiz, – dedim achchig'im chiqib. Buvijonim qotib-qotib kuldi-da:*

*Murda emas, murid degin, bolam, murid, – deb tushuntirdi. Keyin murda bilan muridning farqini ham gapirib berdi. Shoshilib turganim uchun, bari bir, hech narsa anglamay, miltiqni tashlab qori pochchamnikiga qarab yugurdim. (X. To'xtaboev. "Sariq devni minib").*

### Meaning:

*As I was walking out of the house carrying my father's gun, my grandmother said:*

*"Why would you be doing with a gun?"*

*"We're going hunting for "murda"(a dead body) with my brother-in-law" I said angrily. My grandmother laughed heartily:*

*You mean "a murid" (a disciple), not a murda (a dead body), my child. Then she even explained the difference between those. As I was in a hurry, I dropped my gun and ran towards my brother-in-law, not realizing anything. (H. Tukhtaboev. "Riding the Yellow Giant")*

It becomes clear that the child has heard the word "murid" from his brother-in-law, but he has no idea about the meaning of this word. So, in his speech, he automatically replaces it with another word that sounds alike but has a completely different meaning.

Sometimes a pragmatic barrier in children's speech is caused by their misuse of assimilated words or false terms. In particular, a pragmatic barrier arises when children hear unfamiliar terms, inadvertently use their meanings, or mispronounce them, or use words that are similar in pronunciation to the term. For example:

*Meni ko'rishi bilan bo'lim boshlig'i:*

– *O'rtoq agronom, sizdan bir iltimosim bor, – deb qoldi.*

– *Marhamat, – mototsikldan asta tushdim.*

– *Agar malol kelmasa, mana bu Rahimjonga, uning a'zolariga kompost to'g'risida bir gapirib bersangiz. Bular haligacha hech narsa tushunishmas ekan.*

– *Marhamat, – dedim-da, u yoq-bu yoqqa qarab olgach, leksiya o'qishga tushib ketdim, – o'rtoqlar, kompost juda foydali ichimlik, uni asosan meবাদan tayyorlashadi. Mevalarning xili qancha ko'p bo'lsa, u shuncha shirin bo'ladi. Bizning Farg'ona tomonlarda kompostni o'rik, shaftoli qoqi va olchanning qurug'idan tayyorlashadi. Xullas, kompost ichmabsiz, dunyoga kelmabsiz. (X.To'xtaboev. "Sariq devni minib")*

*As soon as he saw me, the head of the department said:*

*“Comrade agronomist, I have a request”.*

*“I am all ears,” I said, slowly getting off the motorcycle.*

*“If you don't mind, tell Rahimjon and his members about compost.” They still don't understand anything.*

*“Sure,” I said, looking around, and went on with a lecture. “Comrades, compost is a very useful drink, it is made mainly from fruit. The more variety of fruit, the sweeter it will be. In Fergana, compost is made of dried apricots, peaches and cherries. Those weren't born, who have never tried it. (H. Tukhtaboev. “Riding the Yellow Giant”)*

It is understood that such communicative errors in the use of words in children's speech occur as a result of their inability to comprehend the word.

Sometimes individual occasionalisms created by children can also create a pragmatic barrier. *Hadjimurod Erkinov* (4 years and 10 months), speaking in Tashkent city dialect, said to his friend: - ***Do you fancy playing drsh – drsh?***[7, 82] When the child is asked what kind of game *Drsh-drsh* is, he explains that the idea of the game is hitting the heads against each other. Such individual occasionalisms used in speech also create a pragmatic barrier for adults.

The following hybrid, created by telescopic method on the basis of contamination caused by a pragmatic barrier, can be considered as an excellent example of child-specific occasionalism:

*Yulduz. Uch yashar.*

*– Nima eysan, Yulduz, nokmi, shokoladmi?*

*– Nokolad! (O'.Hoshimov. “Daftar hoshiyasidagi bitiklar”)*

### **Meaning:**

*Yulduz. A-three-year old girl.*

*“What would you like to eat Yulduz, pear or chocolate?”*

*“**Pearcholate!**” (O. Hoshimov. “Inscriptions on the margins”)*

The word *nokolad* (*pearcholate*) used in a child's speech may refer to pear and chocolate, or the word may have been formed involuntarily. In the first interpretation, the child formed an occasional word using the components of the words *pear* and *chocolate* in order to name two types of product in one word, and it can be assumed that by this artificiality she expressed the wish to eat both pear and chocolate. In the second interpretation, it can be said that the child formed the word *nokolad* occasionally. In either case, understanding the word is difficult for the addressee. In this situation, the only way to clarify the illocutive goal envisaged by the child is to ask him or her *“What is a nokolad?”*. If *nokolad* is an occasionally expressed form known as a product of spontaneous speech, it will be difficult for the child to explain meaning of the word.

Children tend to misinterpret the meanings of the words if they do not have enough knowledge about the object. This situation also leads to the emergence of a pragmatic barrier in speech and

consequently difficulty in the comprehension of speech. For example, in one of the episodes of the film “Magic Hat” based on the script of R. Muhammadjanov, the teacher asks the student, who was not paying attention to the lesson, what topic was covered in the previous lesson. When the student can't think of an answer, one of his classmates decides to help him and whispers “Events of Diffusion”. Then, with the help of a classmate, the student, aiming to get out of a difficult situation, hastily repeats “*Events of Dilfuza*”. Of course, such a funny situation occurred, first of all, by the fact that the pupil did not know what topic was covered in the previous lesson. As a result, he was had to say the combination that was phonetically close to the subject spoken in a low voice by his friend.

A striking example of the pragmatic barrier that arises as a result of the fact that not only the speaker but also the addressees have no knowledge of the object of speech can be observed in the following text:

*...Sizda qofiyadan bormi? – deb so‘radim kitob sotib o‘tirgan ayoldan. U shapaloqdek oynaga tikilib, labiga qizil surtish bilan ovora edi. Gapimni eshitmadi shekilli. Qofiya bormi? – deb so‘radim yana.*

– Nima? – Yuzimga qaramasdan so‘radi ayol.

– Qofiya, she‘rga ishlatiladigan qofiya, – tushuntirdim, – jon opa, bo‘lsa yuz gramm topib bering. Juda zarur bo‘lib qoldi.

– Unaqa narsa yo‘q bizda.

– Bo‘masa besh-o‘nta vazn topib bering.

– Vazn ham yo‘q.

– Turoq-chi? Turoq ham bo‘lmasa kerak? – dedim kesatib.

– Yo‘q dedim-ku. Qanaqa ezma bolasan o‘zing. Sen so‘ragan narsalar kultmagda bo‘ladi.

*Kultmagga borgan edim, xozmagdan so‘rab ko‘ring, deyishdi.*

*O‘sha kuni men bormagan magazin qolmadi. Hatto bir oz qimmatga bo‘lsa ham ola qolay deb chayqov bozoriga ham birrov tushib chiqdim. Yo‘q, anqoning urug‘i bo‘lib ketgan ekan bu narsalar, topilmadi. Alamimdan kechasi qofiya, vazn, turog‘i bo‘lmasa ham, she‘rni shunaqangi ko‘p yozdimki, ko‘rsangiz, yuragingiz vahm oladi. (X.To‘xtaboev. “Sariq devni minib”)*

### Meaning:

... Do you have a rhyme? I asked the woman who was selling books. She stared at the mirror, that was as big as a hand ready for a like a slap. She was busy rubbing red color on her lips. She didn't seem to hear me. Is there a rhyme? I asked again.

- What? “She asked even without looking at my face.”

“Rhyme, the rhyme used in poetry,” I explained. It is very necessary.

“We don't have that.”

“If not, give me, at least a few meters.”

“No meters, as well.”

“What about stanzas?” You ought not to have any of them for sure? I said sarcastically.

“I did say no.” What a mess you are. Everything you ask might be found in a kultmag (a shop that sells items related to culture).

I went to kultmag and was told to go to khozmag (hardware store).

There was no store I didn't go to that day. I even went to the market to buy it, even if it was a little expensive. No, they were not to be found because as if they had never even existed in the world. I wrote so many poems that night, even though I didn't have the rhyme, the meter or the stanza to use. I composed so many of them that you would be horrified if you saw it. (H. Tokhtaboev. "Riding the Yellow Giant")

Apparently, not only the child, but also the sellers of “kultmag” and “khozmag” do not have knowledge about rhyme, meter or stanza. This situation made communication difficult. Such a pragmatic barrier created in the play has pragmatic stylistic purposes of defining the characters of the heroes and enhancing the humorous situation.

Sometimes the social relationship between children and the addressee also affects speech, leading to the emergence of a pragmatic barrier. As A. Ulugov noted, “Children want to know a lot about the environment they exist. In their hearts there is a desire to comprehend the mysteries of the world. That is why children always question and bother their parents. Adults, on the other hand, never want to admit their weakness. They say, “Shut up!”, “Shush!”, “Be quiet!”. The growing body is really terrified of this threat. They desperately try to stop the flow of strange emotions in the murky nature so as not to face the siege of fear again. They spend all the energy they need to cultivate their mind, to restrain their tongue, to stop their desires. This, of course, paves the way for ugly consequences”. [8, 1] Indeed, some children feeling anxiety, fear, and embarrassment in front of adults can have a serious impact on their speech. In such situations, children are less likely to pronounce words and stutter. This situation also leads to the emergence of a pragmatic barrier in children's speech. For example:

– *Men bu yerda sening muallimangman, shuni unutma!* – dedi Muhabbat opa Akramga.

– *Xo 'p, endi unutmayman, mu...*

*Akram oyisini “muallima opa” desa ham kulgi bo'lishini sezdi-yu, “mu” deganicha tili tutilib, to'xtadi. (P.Qodirov. “Akramning sarguzashtlari”)*

– *Bizga nima qilg'i yoqmaganini aytdik. Akram, gapimizga Tushundingmi?*

– *Tush... Tushundim. (P.Qodirov. “Akramning sarguzashtlari”)*

### Meaning:

- *I'm your teacher here, you do keep it in your mind!* – said Muhabbat opa to Akram.

- *Yes, I won't forget it, teach...*

*Akram felt that everybody will make fun of him if he called his mother “teacher”, so he stuttered saying “teach”. (P.Qodirov. “Adventures of Akram”)*

- *We told you what we didn't like. Akram have you understood us?*

- *I did .. I did. (P.Qodirov. “Adventures of Akram”)*

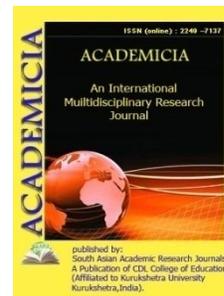
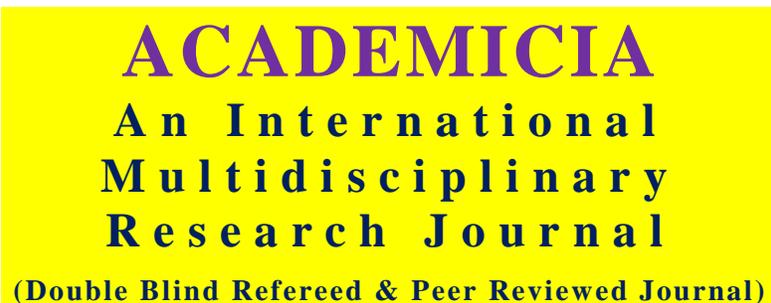
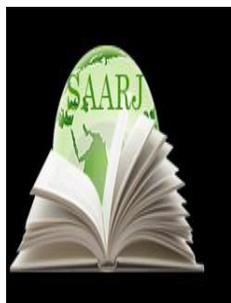
The fact that the child and the addressee are representatives of different dialects also causes a pragmatic barrier in speech. Because the pragmatic barrier is related to the regional adaptation of communication participants, differences in this regard may interfere with children's understanding of speech. For example, in the dialect of children from Tashkent city there is a word "jiz" that refers to the meaning of "hot". Since this word is incomprehensible to other dialects, it creates a pragmatic barrier when used in speech.

## CONCLUSION

In conclusion, it can be said that the expression of the communicative-pragmatic barrier in the speech of adults and children differs to some extent. In the speech of the children this emerges in the forms of mispronunciation of words, inappropriate use of the words, lack of knowledge about the object of speech and incorrect interpretation of the meaning that rise as the result of social relationships between the child and the addressee. Factors such as the age, territorial affiliation, and ethnicity of the communicators play an important role in the formation of a pragmatic barrier in speech activity. The results of research in this area are also extremely important for the solution of existing linguopragmatic problems in comparative linguistics and translation studies.

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## THE EFFECT OF ORGANIZATIONAL FACTORS ON CREATIVITY IN THE IRANIAN ACADEMIC CENTER FOR EDUCATION, CULTURE & RESEARCH UREMIA BRANCH - AN OVERVIEW

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### ABSTRACT

*Human being tangibly has obtained this fact that thoughtfulness, intelligence and wit play a major role in bliss and improving the material and spiritual life. Swift development in social and behavioral sciences re-identified this role in different life aspect. This research under the title of “analyzing the effect of organizational factors or creativity in Jihad Daneshgahi Urmia branch” with statistical population of 132 people is written based on these goals: recognizing the effect of organizational factors on creativity, the study of leadership approach and its effect on creativity, the study of organizational structure and its effect on creativity, investigating training and education and its effect on creativity. Research hypotheses include: 1. Organizational factors*

*have a positive effect on creativity 2. Leadership approach has a positive effect on creativity 3. Organizational structure has a positive effect on creativity 4. Rewarding system has a positive effect on creativity 5. Required resource supply has a positive effect on creativity 5. Training and education have a positive effect on creativity. Field method and questionnaire were used to collect data and SPSS software was used to analyze data. All hypotheses were approved.*

**KEYWORDS:** *Creativity, Leadership Approach, Organizational Structure, Reward, Resource Supply, Education.*

## INTRODUCTION

Economical efforts of human being have already focused on obtaining the most result from the least amenities and efforts. This tendency can be named as an enthusiasm to reach an increased efficiency. All inventions and originalities of human being from the most initial ancient tools to the most complicated contemporary electronic and mechanic equipments are influenced by this enthusiasm.

In spite of the long presidency of creativity in human being life, organizations have discovered recently that because of the swift technological revolutions, global competition and economical unreliability, creativity is the key and constant resource of competitive and viability privilege. This constant competitive privilege is appeared based on opinions, goods and services. Those organizations that paid less attention to the effective factors on organizational success will face some difficulties in their viability.

## SIGNIFICANCE OF STUDY

Always this question is raised that why a country has developed while another country with better utilities and resources is left behind. Which important factor in the same situations can lead to development and success (organizational - group- individual) or lead to malfunction and dropping behind of some others. The answer of this question should be sought in direct relationship and positive correlation between creativity and innovation of human force and the level of organizational efficiency.

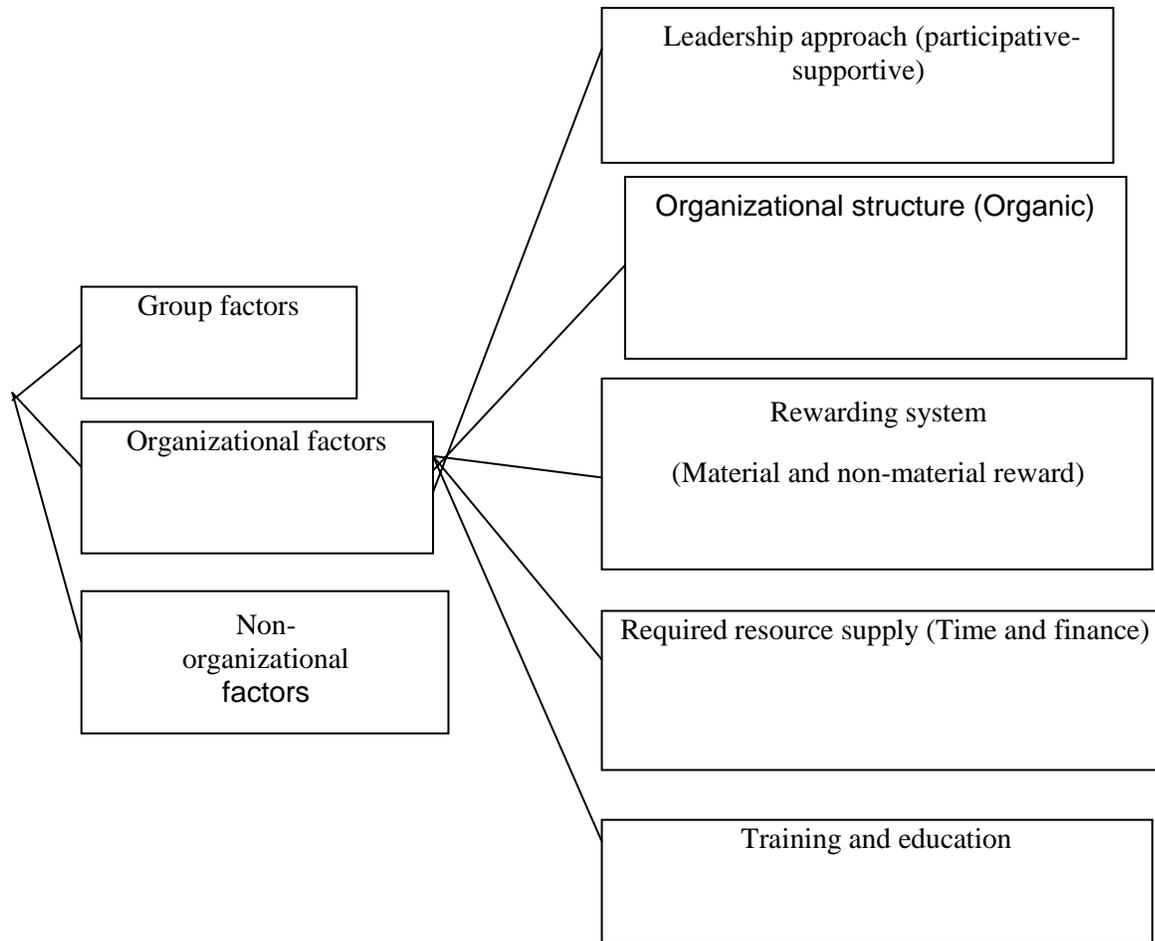
## STATEMENT OF THE PROBLEM

Human being tangibly has obtained this fact that thoughtfulness, intelligence and wit play a major role in bliss and improving the material and spiritual life. Swift development in social and behavioral sciences re-identified this role in different life aspect. Nowadays fundamental indexes of intellection in creation and innovation play the basic role in the magnificence of material civilization of the world. Today those companies and organizations that are pioneer in creativity and innovation can achieve success. Viability and development are the most important principles for organizations. In recent decades these viability and development were naturally feasible through the simple responsiveness to environmental changes, but nowadays conditions are different. Innovation and creativity are the most valuable assets of organization and also they are equipments that enable organizations to precede their rivals which are involved in revolutions. Companies and organizations that go toward the innovation and encourage their human resources in this way are successful. (Robins 1376: 26). Therefore according to the important role of creativity in viability and ascendancy of organizations especially Jahad Daneshgahi which is an

educational and investigational entity, creativity plays a fundamental role in achieving organizational goals in Iranian Academic Center for Education, Culture & Research. In this study first of all we will discuss about organizational factors and then the effect of some organizational factors variables including structure, leadership approach, rewarding, education and resource supply on creativity as empowerment output is going to be investigated.

### **THEORETICAL BASIS OF RESEARCH**

Creativity is an essence for the viability of any organization (Griffin W.Ricky. 1993, PP.295-297). Amabil in 1983 investigated about 7000 articles about creativity and found out that only 138 articles have discussed about creativity variables. Of these 138 cases just a few numbers spoke about the role of organization's environmental variables in creativity. Amabil et al (2003) after more than two decades research about the relationship between working environment and creativity and investigating numerous organizations and hundreds of individuals and groups concluded that creativity is intensely influenced by working environment. These findings state that environment has a more significant role in comparisons with other factors like individual features and talents in creativity. According to Amabil organizational factors are absolutely more manipulative and changeable than individual features and talents. Peter Draker (1999) confirms Amabil's idea about the difficulty of changes in innate talents and suggest never try to change yourself, this is not practical. Fiddler also declares that it's difficult to change people and it's better to change their position (organizational environment) rather than changing people. Amabil (1998), Andriopoulos (2001) Cardinalo and Hotfild (2001) demonstrate in their research that creativity is affected by organizational variables. The most important organizational variables effecting creativity include "leadership approach", "organizational structure", "rewarding system", "and organizational atmosphere", "resources". This research aims to study the effect of organizational factors and variables on creativity; thus it investigate the relationship of organizational factors like leadership approach, organizational structure, rewarding system, required resources supply and education with creativity.



## LEADERSHIP APPROACH

Conducted researches in organizations environment demonstrate that leadership approach is one of the organizational aspects that significantly affects creativity (Amabil and Graigzoikz, 1987, King and Anderson, 1990). Herad believes that the basic challenge of organizations interested in creative trading solutions is to provide a “leader” who provokes creativity in an organizational field (Ford and Gioia, 1995). “Effective leadership” is the proper leadership for encouraging creativity in organizations which is a fairly extensive idea. Leadership behaviors that lead creativity include setting clear expectations about what should be done and supporting the choices and options of staff in achieving these goals. Researches show that management effort to dictate working procedures are completely inappropriate. Understanding the fact that liberty of act and supportive behaviors can lead to creativity is related to participative- supportive leadership, while dictatorship does not produce creativity. Bernard M. Boss is the first person who declares between successful and effective leadership (Blanchard, 1380: 71). If the leadership approach was not adjusted with staff expectations and people do their job because the leader is in authority, we can say that the leader was successful, but not effective. This is because of the fact that people obey the leader just because he controls rewards and punishments. In contrast if the leader’s affairs lead to a successful response from staff and they do their job because they wanted it themselves, in this case the leadership is effective. In such a condition the leader not only is in authority, but also has a personal power that staff respects him and want to

cooperate with him (Blanchard, 1380:92). Dignity is given to the leader by organization while personal power is something that is given to the leader by staff acceptance. Hardy and Schwartz (1996) believe that a leader is effective only in a condition that his behavior was adjusted with his orders. Therefore, regardless the fact that leader's orders are coordinated with his behavior or not, his behavior creates group or organizational culture. (Sadeghi 1376:172). Management efforts in order to dictate working procedures are completely inappropriate. Understanding the fact that liberty of act and supportive behaviors can lead to creativity is related to cooperative-supportive leadership, while dictatorship does not produce creativity. In other words, creativity is a result of liberty of act in supportive environments not following dictatorial orders. Oldham and Kamingz (1997, 1996) investigated the effect of leadership approaches on creativity in their studies and found out that supportive and non-control approach is the most effective factor on creativity and innovation. Vizberg (1992), Scot and Broos (2004) demonstrated that leaders are able to affect staff creativity through creating self-confidence in them. King and Anderson (1995) explain that specialists considerably agree upon the fact that the leadership approach required for creation and innovation is participative or democratic approach, i.e. staff should be active participants in decision-making process and it should be possible for them to convey their ideas to organization leaders. Alton Mayo believes that participative approach is a democratic approach which reduces working tension and increases creativity. In such a situation, we can expect people to utilize whole their capabilities (Parkinson et al, 1987). Faris (1982) showed in his studies that participative leadership approach leads to the most thriving creations and encourages innovations rather than appointive system. (King and Anderson, 1995, PP.96-100)

### **ORGANIZATIONAL STRUCTURE**

Considering the structure goes back to Hasoren's studies in electronic company of western electric (Joe Mary, 1387:387). Organizational structure is one of the organization's dimensions which aim to divide jobs among organization members and coordinate them. (Moghimi, 1385: 196). Organizational structure's function is to remove ambiguities in a way that is a solution for environmental unbeknownst and emerges from correlated behaviors in connected processes. Structure is produced considering strategy and most of the organizations design their strategy according to innovation and creation, expense reduction and imitation (Robinz , 1376:313). Experts believe that structure has different types and they studied them in two general groups of mechanic and organic. According to Bronz and Scatter (1962) there were two environments and each of them results in special structure formation of itself. "Mechanistic structure" was appropriate for the organizations that act in consistent and safe environments and "organic structure" is suitable for organizations operating in dynamic and inconsistent ones. They determined that mechanistic and organic structures are the most ideal organizational structures that are coherent and no organization exists with mere organic or mere mechanistic structure (Sadeghi, 1386:180). These two researchers found out that using organic structure is more practical whenever the organization needs more creativity. These kinds of organizations expect more of their staff so that they can maintain their competition privilege with new plans. Mintzberg (1989) with a systematic point of view concluded that each organization includes five divisions and each of these divisions has a strategic and dominant in the organization. Structure is formed based on that division. These structures involve "simple", "mechanic bureaucracy", "professional bureaucracy", "partial bureaucracy" and "bureaucracy". Bronz and Stoker (1962) and Mintzberg (1989) believe that organizational structures are effective on creativity and

declare that organic structures (bureaucracy, simple, connected and matrix structures) simplify creativity and mechanistic structures prevent the appearance and emerge of creativity. Martin and Troblanch (2003) believe that “flexibility”, “liberty” and “co-operated team work” are the most important characteristics or values of organic structures that result in the development of creativity and innovation. In contrast, features like “inflexibility”, “controlling”, “predictability” and “discipline related to hierarchy” hinder creativity. Taro (2000) states that whenever affairs are organized precisely, there would be no gap and no weed may grow out of it, and on the other hand it means that excessive sticking to structures won’t allow the emerge of any gap so that new flowers can flourish. Organizations with low adjustment have a high level of control through concentrated decision making. Mere obedience of rules has a negative effect on creativity. Ford and Gioya (1995) based on an ultra-analyze of researches, kind of emphasize on bureaucracy structure features and declare that structure in creative organizations tend to flexibility, low level of rules, little explanation of career, and high level of independency since these mechanistic, traditional and hierarchical structures hinder creativity. Some of the other features of organic structure which resemble mostly to the structure of freelance organizations (Robinz, 1376:312) and lead to creativity include: lack of concentration in decision making and low formality, flexibility due to low level of rules and lack of their effectiveness, general explanation of job, granting high level of liberty and appointing authority to individuals in any levels to represent their new opinions and thoughts. Most of the restricting factors of creativity regarding bureaucratic organizations include: hierarchical structure, concentration in decision making, insufficient and inappropriate resources, reduction of budget, tendency to do things in traditional ways and a high level of rules and disciplines. Most of the researchers believe that high formality, hierarchical structure and management supervision of creative behavior are not suitable and mechanistic and inflexible structures prohibit the creativity (Ford and Gioya, 1995).

### **REWARDING SYSTEM**

The reason people do something is that they want to meet their own requirements. They always think about the result and rewards they would get before starting to do it. Organizations control most of the rewards and in most cases these rewards are the way of motivation (Robinz, 1377: 363) and the answer of this question that how it is possible to make staff do some significant creative jobs and special operations. Staff rewarding system is consist of organization’s cohesive policies, processes and approaches according to staff’s role, proficiency and competence which are an effective assist in organizational efficiency (Abbas Pour 1384:230). Creative decision makers and others expect the organization to recognize their hard work and creativity and appreciate and reward them (through tipping or increasing their wages). Amabil (1997) studied the effect of internal and external motivation on creativity and believes that internal motivation has a more significant and determinant effect on creativity rather than external motivation. He declares that one of the features of creative organizations is rewarding the creativity, but it should avoid external rewarding like money to make their staff creative. Monetary rewarding makes the person to feel that he is under observation. In contrast lack of rewarding to creativity produces negative feeling in organizations. People may think that they are being manipulated or they are not appreciated because of creative functions. Consequently providing a rewarding system and encouraging creative people in this field can be efficient and effective (Alvani, 1372:217). Amabil suggests some rewarding of internal motivation in order to increase creativity including: allowing people to join those projects that they are interested in, generous and

enthusiastic appreciation of individuals and groups creative works, allowing people to work on their desirable ideas, although they are not sure about its success. Rewarding system permits taking risks that has a significant effect on creativity. Researchers like Izenburger and Armeli (1977) believe that external rewarding is utilized with two different controlling and informing purposes. If we use them with controlling purpose, Amabil precisely confirms that external rewarding causes the control of individual's behavior and finally leads to the reduction in internal motivation and creation of staff. If we use rewarding with informing purpose i.e. rewarding convey information that reflects competence and creative function of individuals, it leads to internal motivation and creation. Therefore external rewarding should be observed as those things that demonstrate individuals' competence and endeavors to undertake creative functions. If rewarding distribute through these informing approaches, they can have a positive effect on staff creativity ( Sadeghi, 1386:205). Martin and Trablanch (2003) suggest that staff should be rewarded to encourage them to creativity, taking risks, producing, experiencing and executing in their work. As Craft (2001) believes any creative working or behavior should be rewarded to reinforce creativity. According to Strat's idea rewarding should involve flexibility, uniqueness and be special and adjusted with individual or individuals who receive it tyo reinforce creativity through rewarding system. Amabile (Amabile, 1979, PP.221-223) found out that inaccurate evaluation and granting external rewarding results in individuals' creativity repression. Amabile (Amabile 1998, PP.77-80) suggest that the organizations who attempt to encourage creativity, at the same time have to appreciate creativity constantly and avoid monetary rewarding since internal motivations of individuals increases whenever they feel what they do is important for others. In other words, allocating rewards in organizations should provide the most output. At the first step, organization should be planned in a way that rewards were allocated to effective functions (by effective function we mean a function that is along the lines of organizations goals). Just in this case, utilizing rewarding is an effective solution to encourage and motivate staff (Saadat 1375:254-265)

## **EDUCATION**

Education is considered as a tool by which organization determine a range in which their human asset is being considered as a sustainable asset (Abbas Pour 1384: 166)

In order to have creativity we require two kinds of knowledge (not any kinds of knowledge) which are both acquisitive. One is factual knowledge and the other is experimental knowledge. Factual knowledge is the basis of everything, to learn a language w should learn its vocabulary and their meanings, otherwise speaking in that language is not practical (saadeghi,1386: 128). Creative people have the required knowledge in the related field of function. The related knowledge includes "education", "training" and "experience" that a person in contact with the related function (Gardener, 1993). Education exposes the person with a variety of experiences, viewpoints and knowledge basis to reinforce using experiments and divergent problem solving proficiencies and preparing people to utilize different and numerous viewpoint and create more intricate plans (Perkins, 1986). Creativity as other human talents is fairly acquisitive and is not peculiar to special people. Creativity development requires special conditions and educating and guiding organization staff are others facilitators of encouraging and emerging creativity and innovation in an organization. Creativity can be found in all people with various strength and weakness and can be flourished and extended through education (Aghaieefisahani, 1377:157).

Study shows that the feasibility of achieving an invention among those who have academic education is lower than other people and this means that explorations and inventions don't necessarily require academic education (Ojen K. wan fanjeh, 1364:240). People who didn't have academic education, in most cases showed some creations while people with higher education didn't have any creations. Creative characteristic doesn't form intrinsically, however it flourishes in social environment and through education. A teacher who emphasizes on a question leads his students to a creative thinking (Aghayi Fishani, 1377:219). Assiduity and perseverance make creative people use their intellectual and knowledge processes (Esternburg, 1998). Most people fail because they only spend 9 minutes on solving a problem, while solving it requires 10 minutes. Creativity needs hard work and enthusiastic energy and time consumption since nothing valuable including creativity can be obtained simply and swiftly. It only achieves by studying, researching and knowledge educating. Simonten, the magnificent researcher of creativity, on the strength of the results of numerous studies demonstrates that creativity emerges from lots of efforts. Creative people like Edison, Picasso and Einstein and etc. had lots of inventions which means that they faced lots of failures and successes (Sadeghi, 1386:137) since merits are flourished based on experience and education.

### **RECOURSE SUPPLY**

Amabile (1998) believes that money and time are two major resources influencing the creativity. Managers should be aware of allocating these resources. Making decisions about the amount of allocating time and money to a group or project as well as appointing people to a suitable job is an intricate judgment which concludes to encouraging or repressing creativity. Unfortunately, organizations usually suppress creativity through determining unreal urgencies which lead to uncertainty or unreasonable time pressure that causes disenchantment. It's obvious that creativity is most often time consuming. Managers who don't allocate enough time to exploration and doesn't have any special plan for waiting period, hinder creativity inadvertently.

Shali and Gilson (2004) emphasize on time resource and believe that time is an important resource to monitor and manage creativity and managers must ensure that their staffs have access to it. The research conducted by Amabile, Moler, Simson, Hadlei, Kramer and Fleming (2003) demonstrate that people under time pressure are significantly less committed to creativity. Creativity requires time consumption and Basedore (1987) in his research found this fact that time restriction in doing creative jobs is one of the most prominent limitations of creative behavior. Katz and Alen (1988), in agreement with Amabile, express financial resources as one of the important resources of creativity in an organization. However some other scientists like Sikezentemi Hali (1997) believe that managers encounter a big challenge about various resources such as financial resources in association with creativity. In another way, while the material resources are important for creativity, in some cases the restriction or availability of material resources may have a negative effect on creativity. In other words, lack of material resources could really cause encouraging creativity. Managers should assure that required resources for working are reasonably available for staff.

Managers, who empower staff and make them more creative, act as the backup defenders of a football team rather than forward players. They are mostly resource providers and problem solvers and don't act as a guide or leader that much. Therefore, empowerment and assisting staff in their way to reach their goals are one of the fundamental missions of managers. Managers,

who try to provide required resources to enhance staff abilities, attempt to assure that their staff receives the sufficient and consistent education and experience of professional development (Nave Ebrahim, 1386:75)

### **REPRESENTING CONCEPTUAL MODEL**

A valuable thought is neither developed in a vacuum condition nor will it. Thus, existence of a desirable organizational environment is of the essence to develop new ideas and thoughts. Nowadays, creativity and innovation is not considered as a feature that is better to have it rather than lack it and also it cannot just be found in some peculiar people. But, creativity and originality are vital and prominent discussions in the leader organizations of business that try to survive in competition with others and remain pioneer. This is because of the fact that creativity is of paramount importance as structure flexibility base and originality and innovation ability. Organizations that fail in noting the effective factors of organizational success will encounter some difficulties in their viability (cook, 1998, p 24) Staff creativity would lead to organizational survival (Amabile,1996) just in the case that they were innovative in their works and represent and also utilize new and beneficial ideas about productions, function, service or organizational procedures (Oldham,2002; Shali and Gilson, 2004). The results of this study show that there is a relationship between organizational factors and the amount of creativity. In the form of conceptual model of study which is obtained by investigating creativity literatures and some factors of organization field, the model consists of five variables of creativity, organizational structure, rewarding system, required resources, leadership approach and education.

### **RESEARCH QUESTIONS MAJOR QUESTION**

Which variables of organizational factors have positive effect on creativity?

### **MINOR QUESTIONS**

1. What is the effect of leadership approach on creativity?
2. What is the effect of organizational structure on creativity?
3. What is the effect of rewarding system on creativity?
4. What is the effect of required resources supply on creativity?
5. What is the effect of education on creativity?

### **RESEARCH PURPOSES**

1. Recognizing the effect of organizational factors on creativity
2. Studying the approach of leadership and its effect on creativity
3. Studying organizational structure and its effect on creativity
4. Recognizing rewarding system and its effect on creativity
5. Investigating the required resource supply and its effect on creativity
6. Investigating education and its effect on creativity

### **RESEARCH HYPOTHESES**

Research hypotheses are represented in two major and minor groups.

**MAJOR HYPOTHESIS**

Organizational factors have positive effect on creativity.

**MINOR HYPOTHESES**

1. Leadership approach has positive effect on creativity.
2. Organizational structure has positive effect on creativity.
3. Rewarding system has positive effect on creativity.
4. Required resource supply has positive effect on creativity.
5. Education has positive effect on creativity.

**METHODOLOGY****TYPE AND METHOD OF RESEARCH**

According to the subject and purpose of this study, it is an applied research with a descriptive method.

**DATA COLLECTION METHOD**

In order to gather data in this study a questionnaire and for theoretical basis and review of literature the library method of study were applied.

**DATA ANALYSIS METHOD**

After gathering data by using a questionnaire, it was analyzed by SPSS 18. Statistical methods like descriptive and inferential were applied as follows:

**DESCRIPTIVE STATISTIC:** it's like the calculating the abundance averages, standard deviation, percentages, tables and diagrams.

Inferential statistics: Freedman ranking test, Pearson correlation test (based on normal data condition).

**STATISTICAL POPULATION**

Statistical population of this study is consist of 132 people of Urmia Jahad Daneshgahi staff of back up, educational, cultural, and research department.

**STATISTICAL SAMPLE**

Since statistical sample is limited and confined, questionnaires were distributed among all members.

**SUBJECTIVE SCOPE OF STUDY**

An important thing in this study is to investigate the effect of organizational factors on creativity of Jahad Daneshgahi and expressing the solutions and suggestions. Therefore, issues related to organizational factors effective on creativity have formed the subjective scope of the study.

**LOCATION SCOPE OF STUDY**

Urmia Jahad Daneshgahi is the location scope of this study.

**TIME ZONE OF THE STUDY**

The collected data is related to the first half of 1391.

- 1) Responders' sensitivity and the possibility of insincere responding to the questions.
- 2) Low amount of motivation and tendency of some people to answer the questions.
- 3) Determining the extent of research scope.

**DEFINING KEY WORDS CONCEPTS AND EXPRESSIONS CONCEPTUAL WORDS DEFINITION**

- 1) **CREATIVITY:** creativity includes utilizing subjective capabilities to develop an idea or concept ( Kizer, 1968)
- 2) **LEADERSHIP:** leadership includes any measurements to tempt people for enthusiastic working in order to reach determined goals (Kate Davis 1981).
- 3) **ORGANIZATIONAL STRUCTURE:** organizational structure is one of the organization's dimensions which aim at sharing jobs among organizations' members and coordinating them. ( Moghimi, 1385:196)
- 4) **REWARDING:** people do some jobs because they want to meet their needs. People think about the result and reward that they will achieve. Most of the rewards are considered as the most effective motivational tools (Robins, 1377:363) and these rewards are the answer to this question that how is it possible to make staff do creative and special jobs.
- 5) **RESOURCE SUPPLY:** Amabile (1998) believes that time and money are two major effective resources on creativity. Managers must act precisely in allocating resources. Decision making about the amount of time and money allocated to a group or project as well as appointing people to suitable jobs is a complicated judgment that can conclude to encouraging or suppressing creativity.
- 6) **EDUCATION:** Education is equipment through which organizations determine a range and in that their human asset considers as their sustainable asset (Abbaspour, 1384:166). To have creativity, we need two types of acquisitive knowledge entitled experimental and factual knowledge and are obtained through education. Creativity development requires some conditions and special educations. Educating and guiding organization personnel are assisting factors of creativity and innovation in organization.

**DATA ANALYSIS OF STUDY****DEMOGRAPHIC CHARACTERISTICS OF STUDY POPULATION AGE GROUP OF STUDY POPULATION**

As it is demonstrated in the table, statistical population of study are classified in three age groups of 20-35, 36-50, and 51-higher. 99 people of 132 statistical populations are in 20-35, 29 people are among 36-50 and 2 people are in the last age group. Most of staff and statistical population of study are in 20-35 age range and we can say that they are rather young.

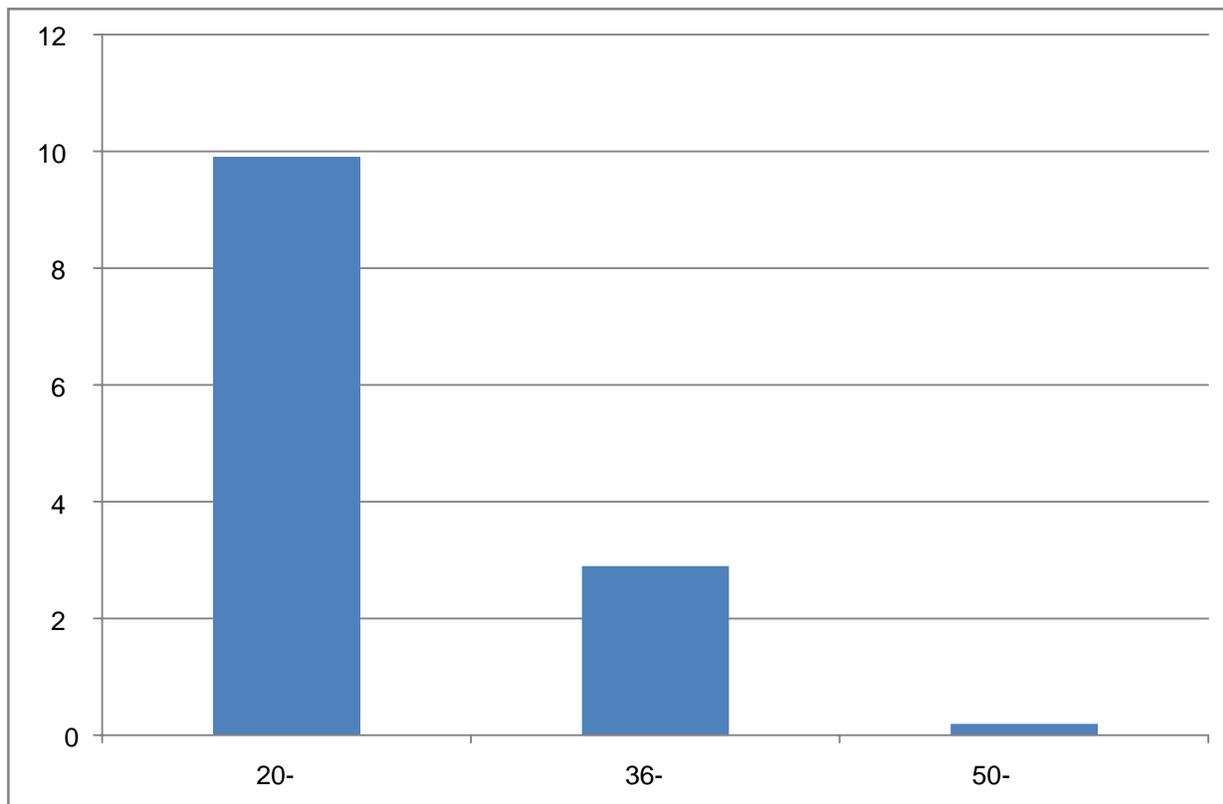
**TABLE 6: AGE GROUP OF STUDY POPULATION**

Number	Age range	Frequency	Frequency percentage
1	20-35	99	76

2	36-50	29	22
3	51-higher	2	1
Total		130	100

Resource: research data

**DIAGRAM 1: AGE GROUP COMPOSITION OF STATISTICAL POPULATION**



Resource: research data

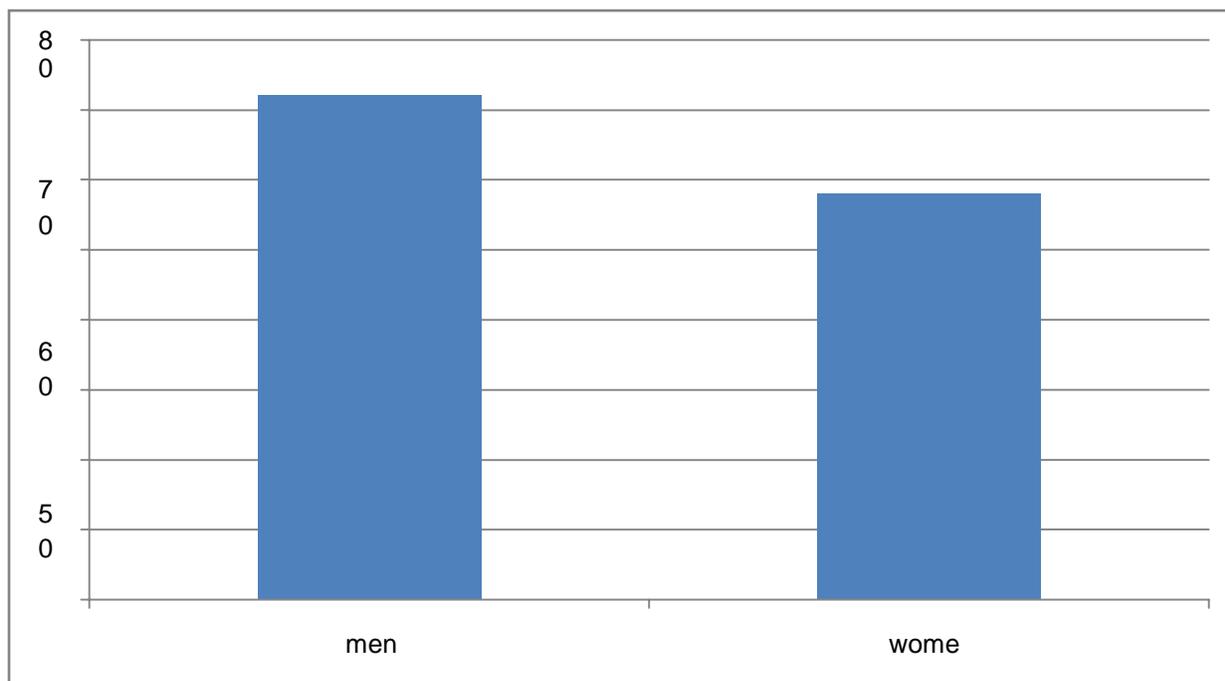
### THE NUMBER OF STATISTICAL POPULATION OF STUDY

The total number of statistical population was 132 consisting of 72 men and 58 women that shows the number of men was more than women and 2 people didn't give back the questionnaire.

**TABLE 7: THE NUMBER OF STATISTICAL POPULATION OF STUDY**

Number	Population	Frequency	Frequency percentage
1	Men	72	55
2	Women	58	45
Total		130	100

Resource: research data

**DIAGRAM 2: GENDER COMPOSITION OF STATISTICAL POPULATION**

Resource: research data

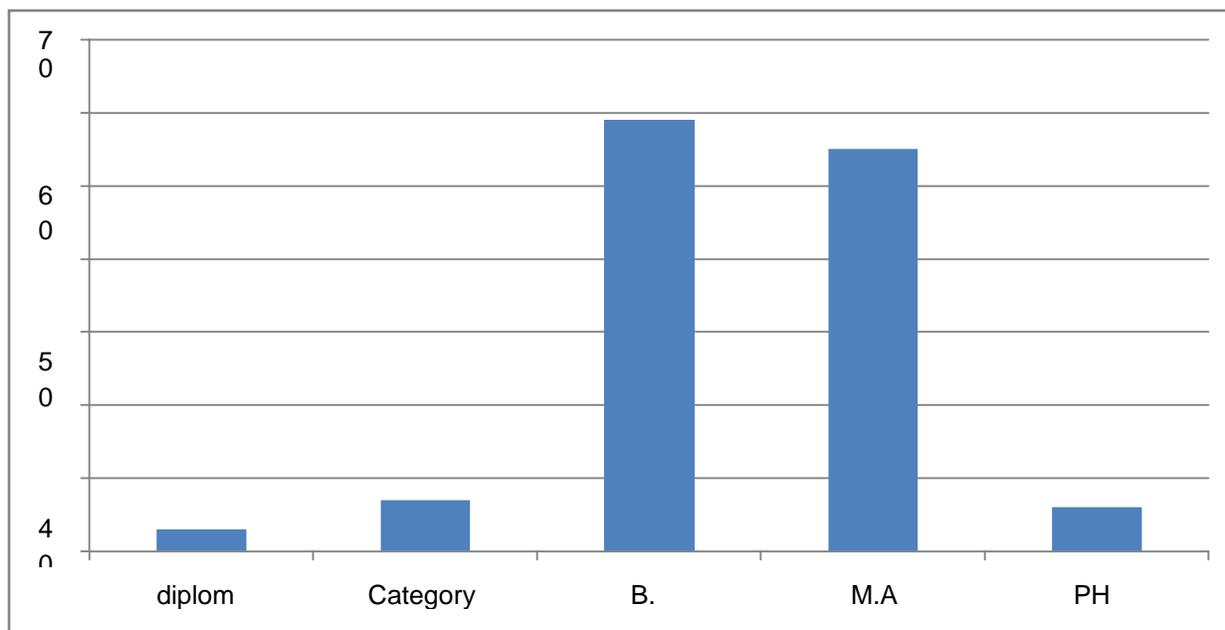
The composition of education of statistical population

Table 3 demonstrates the composition of education of statistical population. As it is observed, the population consists of 132 people who hold five levels of education including diploma, collegiate, B.A, M.A, and PHD. According to table's data most of the population i.e. 59 people hold B.A and 55 of them have M.A. 2 people didn't give back the questionnaire.

**TABLE 8: LEVEL OF EDUCATION OF STATISTICAL POPULATION**

Number	Level of education	Frequency	Frequency percentage
1	Diploma	3	2.5
2	collegiate	7	5
3	B.A	59	45
4	M.A	55	42
5	PHD	6	5

Resource: research data

**DIAGRAM 3: LEVEL OF EDUCATION OF STATISTICAL POPULATION**

Resource: research data

**PRECEDENT INDEX OF RESEARCH POPULATION**

Table 4 demonstrates the composition of staff precedent in statistical population. They are classified in groups of 1-10, 11-20, and 21 or more according to their precedent. 97 people have 1-10 years, 17 people 11-20 and 16 people 21 or more years of experience. By investigating data in the mentioned table it is understood that most of the statistical population in the first group has the working experience of less than 10 years.

**HYPOTHESES TESTING**

Hypothesis 1(H1): leadership approach has positive effect on creativity

The opposite hypothesis (H0): leadership approach doesn't have positive effect on creativity.

Table 9: the effect of leadership approach on creativity (correlation)

Creativity	Leadership approach		
0.725	1	Pearson correlation	Leadership approach
0.000	0	Sig (1-tailed)	
130	130	N	

SPSS result is an output since Sig is less than 5%. Thus, H0 is disapproved and H1 is approved. Accordingly, it can be 95% said that leadership approach affects positively on creativity and has a significant relation with it.

**HYPOTHESIS 2 TESTING**

Research hypothesis: organizational structure has a positive effect on creativity. H1:  $p \neq 0$

Opposite hypothesis: organizational structure doesn't have a positive effect on creativity.

H0:  $p = 0$

**CORRELATION****TABLE 10: THE EFFECT OF ORGANIZATIONAL STRUCTURE ON CREATIVITY (CORRELATION)**

Creativity	Organizational structure		
0.936	1	Pearson correlation	Organizational structure
0.000	0	Sig (1-tailed)	
130	130	N	

Resource: research data

According to Sig that is less than 5%, H<sub>0</sub> is disapproved and H<sub>1</sub> is approved. Therefore with 95% confidence we can say that Organizational structure has a positive effect on creativity and has a significant relationship with it.

**HYPOTHESIS 3 TESTING**

**RESEARCH HYPOTHESIS:** rewarding system has a positive effect on creativity. H<sub>1</sub>: p#0

**OPPOSITE HYPOTHESIS:** rewarding system doesn't have a positive effect on creativity. H<sub>0</sub>: p=0

**CORRELATION****TABLE 11: THE EFFECT OF REWARDING SYSTEM ON CREATIVITY (CORRELATION)**

Creativity	rewarding system		
0.721	1	Pearson correlation	rewarding system
0.000	0	Sig (1-tailed)	
130	130	N	

According to Sig that is less than 5%, H<sub>0</sub> is disapproved and H<sub>1</sub> is approved. Therefore with 95% confidence we can say that rewarding system has a positive effect on creativity and has a significant relationship with it.

**HYPOTHESIS 4 TESTING**

**RESEARCH HYPOTHESIS:** required resource supply has a positive effect on creativity. H<sub>1</sub>: p#0

**OPPOSITE HYPOTHESIS:** required resource supply doesn't have a positive effect on creativity. H<sub>0</sub>: p=0

**CORRELATION****TABLE 12: THE EFFECT OF REQUIRED RESOURCE SUPPLY ON CREATIVITY (CORRELATION)**

Creativity	required resource supply		
0.645	1	Pearson correlation	required resource supply
0.000	0	Sig (1-tailed)	
130	130	N	

Resource: research data

According to table 12 the amount of Sig is less than 5%, H0 is disapproved and H1 is approved. Therefore with 95% confidence we can say that required resource supply has a positive effect on creativity and has a significant relationship with it.

#### HYPOTHESIS 5 TESTING

**RESEARCH HYPOTHESIS:** education has a positive effect on creativity. H1:  $p \neq 0$

**OPPOSITE HYPOTHESIS:** education doesn't have a positive effect on creativity. H0:  $p = 0$

#### CORRELATION

**TABLE 13: THE EFFECT OF EDUCATION ON CREATIVITY (CORRELATION)**

Creativity	Education		
0.599	1	Pearson correlation	education
0.000	0	Sig (1-tailed)	
130	130	Sig (1-tailed)	

According to table 12 the amount of Sig is less than 5%, H0 is disapproved and H1 is approved. Therefore with 95% confidence we can say that education has a positive effect on creativity and has a significant relationship with it.

#### MAJOR HYPOTHESIS OF STUDY

Organizational factors have positive effects on creativity.

**RESEARCH HYPOTHESIS:** organizational factors have positive effects on creativity. H1:  $p \neq 0$

**OPPOSITE HYPOTHESIS:** organizational factors don't have positive effects on creativity. H0:  $p = 0$

**TABLE 14: THE EFFECT OF ORGANIZATIONAL FACTORS ON CREATIVITY (CORRELATION)**

Creativity	Organizational Factors		
0.639	1	Pearson correlation Sig (1-tailed) N	organizational factors

**TABLE 15: THE EFFECT OF ORGANIZATIONAL FACTORS ON CREATIVITY (CORRELATION)**

Creativity	Organizational Factors		
0.639	1	Pearson correlation	organizational factors
0.001	0	Sig (1-tailed)	
130	130	Sig (1-tailed)	
1	0.639	Pearson correlation	Creativity
0	0.001	Sig (1-tailed)	
130	130	N	

According to the amount of Sig which is less than 5%, H0 is disapproved and H1 is approved. Therefore with 95% confidence we can say that organizational factors have positive effects on creativity and have a significant relationship with it.

### FRIEDMAN TEST

This testing is used to investigate the significance of variables' ranking. The average rank of independent variables in study is the same: H0 The average rank of independent variables in study is not the same: H1 Test statistic (a)

**TABLE 16: FRIEDMAN TEST**

N	130
Chi-square	320.114
DF( degree of freedom) Asymp.sig	4
	0.000

### A. FRIEDMAN TEST

By 95% certainty and because of the fact that the level of significance (0.000) is less than error degree (0.05), it is said that H1, which expresses the average rank of independent variables is not the same, is approved.

Next table demonstrates ranking according to the level of importance and the effect of independent variables in research population.

### RANKS

**TABLE 13: RANKING ORGANIZATIONAL FACTORS**

	Man rank
Leadership approach	3.75
Organizational structure	4.10
Rewarding system	1.60
Resource supply	2.25
Education	3.40

Resource: research data

### DISCUSSION AND CONCLUSION

In analyzing data at the first step, research population was demographically investigated briefly and in the second step a pre-test was applied to examine research hypotheses. Then all of the hypotheses or the correlation test was evaluated and according to the results all research hypotheses (both major and minor) were approved. Finally a Friedman test was used to rank all organizational components.

- Based on the first hypothesis test leadership approach has a positive effect on creativity which correlation coefficient in SPSS software between the approach of leadership and creativity in West Azerbaijan Jahad Daneshgahi is 0.725. Since this number is positive and near 1, therefore, the range of correlation is high and direct which means that as the leadership approach improves (cooperative method), the range of creativity in organization improves too.

- A Conclusion based on the second hypothesis test which shows that organizational structure has a positive and meaningful effect on creativity, expresses 0.936 ranges between organizational correlation and creativity. This means that as the organizational structure is organic and appropriate, the level of creativity in organization increases.
- Based on the analysis of the third hypothesis test, which tells that “rewarding system has a positive effect on creativity”, it is revealed that the range of correlation between rewarding system and creativity is 0.721 that is a positive number and near to 1; and shows a positive correlation between two parameters. As the amount of reward corresponding with a function elevates, creativity on that organization increases too.
- Based on the analysis of the fourth hypothesis test, which tells:” required resources have positive effects on creativity” correlation coefficient is 0.645. Since this coefficient is positive and near 1, it means that there is a positive and meaningful relation between required supplies and creativity. It is concluded that, if supplies are prepared sufficiently and on time (finance, time, etc) it will provide and boost creativity in organization.
- The analysis of fifth hypothesis shows that, education has a positive effect on creativity. Aas correlation coefficient shows (0.559), by rendering training and providing education it could be possible to create and elevate creativity in Jahad Daneshgahi.
- Based on the main hypothesis which was about analyzing the organizational factors on creativity, the relation and its effect was positive, and it is concluded that if organizational factors in Urmia Jahad Daneshgahi is provided sufficiently and on time. It will bring creativity in organization. Based on ranking test, the effect of organizational factors on creativity was ranked as follows:

Rewarding system <supply < education and training < leadership approach < organizational structure

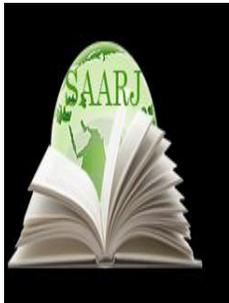
Modeling based on these results is possible. Utilizing these factors according to their rank and importance in organization elevates creativity in organization and causes problem solving and increased development. Therefore the structure of organization is in priority.

### **PRACTICAL SUGGESTIONS**

According to one by one data analysis of research hypotheses as well as the major hypothesis, if the honorable Jahad Daneshgahi managers tend to develop creativity and increasing it, they should reinforce all of the organizational factors specially based on their rank and priority to increase the amount of organizational creativity in Urmia Jahad Daneshgahi.

### **FURTHER SUGGESTIONS**

1. It is recommended to researchers to study other effective factors of creativity like interpersonal factors, and environmental factors that include other group and out of organization factors.
2. It is recommended to executive managers and non- governmental company managers to study the factors other than organizational factors in their managing scope in order to develop creativity and increasing it in organization.



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## HOW TO INCREASE ESL STUDENTS MOTIVATION

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### ABSTRACT

*A teacher needs to understand a student's needs and bring each one to awareness of this need. When he brings this awareness to the student then he can guide the student and hold his interest in the subject he is teaching. Most teens are very talented at one thing or another, take your time to get to know them and discover what these talents are. May be some of your students are good at drawing. The student needs to have his own desire to learn and not an outside pressure wanting him to learn. He will be eager to learn if his interest is positive. The use of real-life objects is also a great way to motivate students of all ages. Choose places that teens frequently visit like supermarkets, concert halls, or sports stadiums. Use anything from real city maps to brochures of these locations to practice giving directions.*

**KEYWORDS:** *Frequently, Supermarkets, Directions, Pressure*

### INTRODUCTION

A person, especially a student in school, needs to become interested and needs a purpose or a motive to learn effectively. The teacher has a responsibility to every student in his class to motivate each one to learn. This can be very difficult and yet the teacher has a wonderful opportunity to motivate and promote learning.

For a person to learn there has to be a need to learn and sometimes the student does not appreciate this need as it needs to be a conscious need. A teacher needs to understand a student's needs and bring each one to an awareness of this need. When he brings this awareness to the student then he can guide the student and hold his interest in the subject he is teaching. There has to be a recognition of need from the student.

Attention from a student is necessary and essential for learning and this gives a student a feeling of self-worth and he wants to put out effort. If a teacher can secure the interest of his pupil and he will do the work assigned and it holds his attention then interest is maintained.

There are two kinds of interest, the positive and the negative. When a student has positive interest in learning he is getting value because it is something he wants to obtain. If he has only negative interest, he may still learn a small portion of what is being taught but not to the extent of positive interest. The student needs to have his own desire to learn and not an outside pressure wanting him to learn. He will be eager to learn if his interest is positive.

If the student already has an interest in the subject a wise teacher can make use of these interests. He can work towards achieving holding this motivation for learning. Before a teacher can hold his student's interest, he needs to have an understanding-of how interests are obtained, and how purposes develop in individuals that cause an interest for learning. A person's daily life, his character and his personality determine his drive for learning. This interest can lead him to move to action and want to acquire knowledge. He needs a desire or an urge. He also needs an inner drive for the power of knowledge and learning. He also needs the desire to be active, if he is lazy, he will not have a desire and an urge. He needs to desire new experiences and to learn. The desire to achieve needs to be in connection with the desire to be active.

A student also needs to have the desire for approval from his parents, from his teachers and his peers. He needs to have the desire for a feeling of accomplishment as this causes him to seek more and more.

Young learners are so energetic that most activities you propose are met with great enthusiasm. Adult learners are focused on meeting their language goals and have a wealth of skills and knowledge to contribute to the class. However, things are not as simple with teens. Most of them are very clever and insightful, but this is not exactly the most talkative age group. Have you ever felt frustrated by the lack of interest among students and their responses like "Yes", "No", or "It depends"? To motivate ESL students, first of all consider their interests. Most teens are very talented at one thing or another, take your time to get to know them and discover what these talents are. May be some of your students are good at drawing. Ask them to draw pictures or cartoons of a story you read out loud to the class. Do you have students who play the musical instruments? Ask them to play a song while the class sings the lyrics in English.

If your students are not enthusiastic about writing assignments, use pen friends to motivate writing, Give them pen friends to write to. Writing to their friends is a great introduction to what they may have to master later in life: business emails.

Give them a little friendly competition, because children like to compete. Why not introduce some games into the ESL classroom? Games motivate any learner whether they are 5 or 50 years old. But with teens it is essential to choose games that will challenge them, give them opportunity to compete with each other, and help them effectively practice an ESL item. A

guessing game or any type of quiz show game should get them motivated. You can practice Wh-Questions Grammar Game with your students. This game intends to practice question words + Past Simple, but it can be used to practice questions with present simple or any other verb tense. The students should be divided in groups of 4 or 5 people. Each group gets a set of Wh-question words. Place a chair in front of the board. The teacher reads an answer; the groups send someone to sit on the chair carrying the right question word. The student who sits there first has a chance to produce the whole question and score 5 points. If the question is wrong, another group can give it a shot, but till time it is worth 10 points. But you can also have them compete in any activity, 'fell them that whoever finishes a written exercise first or has the most correct answer has a chance to choose a song to listen to in class.

To get students excited about a reading assignment, make sure you choose material that will raise their interest and which is age appropriate. You can include celebrity biographies, anything sports-related, or any topic that may interest them, but is also up to their reading level.

The best way to improve their listening comprehension and to motivate them to listen is by playing songs. But you should also choose songs they like, or can relate to.

Videos also have great potential in the ESL class. Thanks to recent advances in technology, we no longer need to have a TV and DVD player in the classroom to teach a video lesson. A lap top will do for a small class, and a speedy Internet connection is great, but not entirely necessary, as you can have video files already downloaded to your computer. To keep teens focused on the task, choose short interviews, movie trailers, music videos.

You can integrate technology in any other ways. Most teens have excellent Web surfing skills. You can assign them a Web Quest. A Web Quest is an online, inquiry-based activity where students are required to search for specific information within links provided by the teacher, and then produce a report or a Power-Point presentation.

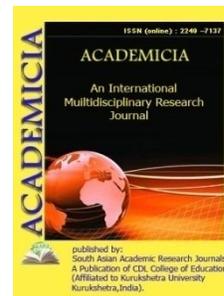
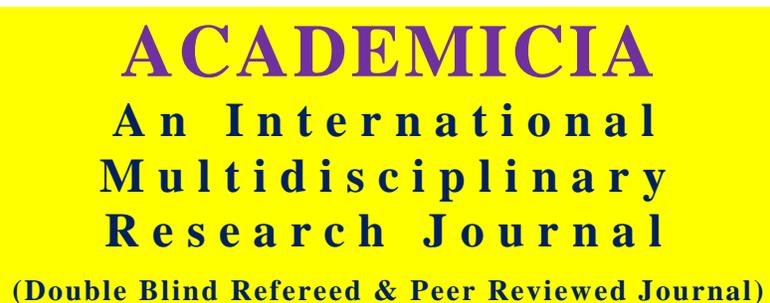
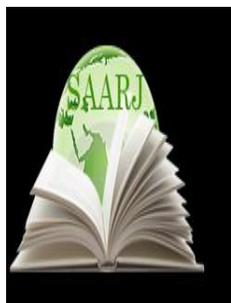
The use of real-life objects is also a great way to motivate students of all ages. Choose places that teens frequently visit like supermarkets, concert halls, or sports stadiums. Use anything from real city maps to brochures of these locations to practice giving directions. Instead of telling the class about themselves, ask your teens to bring photos, as well as some of their favorite books, CDs, or anything that represents them.

They need English to surf the Internet, understand their favorite band's songs, or chat with foreign friends. And talking about the things that interest teens is a great way to establish mutual understanding between the teacher and students.

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**“WHEN TERMS MOVE INTO OUR EVERYDAY LIVES: AN OVERVIEW OF DETERMINOLOGIZATION (UZBEK LANGUAGE)”**

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**ABSTRACT**

*This article illustrates the components of vocabulary related to science, technology and manufactures the terminology of science and technology is active and changeable layer of current Uzbek lexis. As author mentioned in her article science and technology is developing intensively because of scientific and technical revolution of our age. And determinologization is one of the main ways of enriching language vocabulary which is considered to be the effect of terminologization as well as in Uzbek language. The fields of science are increasing, new branches of technology are appearing and as a result, significant changes occurring in language.*

**KEYWORDS:** *Determinologization, Terminology, Derivations, International Words, Components of Vocabulary, Uzbek language.*

**INTRODUCTION**

The strong socialization of terms in general discourse reflects the importance of the process. Systematization and analysis of terms show how important they are in terminology and in everyday speech. Recently, the lexical discovery of common language has been enriched to a large extent as a result of the rapid merging of terminological vocabulary. Terms in the fields of computer technology, economics and finance, medicine, politics, law, communications, military affairs, psychology, sports, astrology, space production, art and culture are clear examples of this.

As for philosophical ideas, initially the concepts (about language) were different. From the point of view of changes in language, it is now said that terms enter into everyday speech on a large scale. According to SV Grinyov: the number of terms in different fields exceeds the number of commonly used words in the language.<sup>1</sup>

In the sciences of language, the study of the nature of terms and the system of individual terms has always been a problem. From this it can be understood that the views, opinions and problems associated with the study of terms and their application have never lost their relevance. In this regard, it is important to work on a sufficiently clear, semantic aspect of the concept of 'term'. Full and adequate coverage of the essence of the terms V.V. Vinogradov, G.O. Vinokur, S.V. Grinyov, V.P. Danilenko, N.P. Kuzkin and a number of other linguists have found expression in their research. Based on scientific views, the structure of terms is divided on the basis of the sign of more or less formal and spiritual aspects. In particular, VM Leichik writes in his book "The subject, method and structure of terminology": A term is a lexical unit used for the specific purposes of a particular language, based on an understanding of the theory of activity and the definition of a specific field of knowledge.<sup>2</sup> Linguist Leychik suggests another clear approach to the definition of terms.

Philosophical-genoseological approach (based on the signs of knowledge of terms), terms defined using terms in material form that reinforce the results of knowledge; such terms summarize learning outcomes in specific areas, including: science, manufacturing, economics, culture, sports, and more.

According to V.O. Vinokur: terms are not important words, but words that perform important functions.<sup>3</sup>

S.V. Greenev introduced a system of basic requirements for terms. They are:

- 1. Meaning:** contradiction of meaning, unambiguousness, whole meaning, absence of synonyms.
- 2. Form:** compliance with vertical rules, brevity, no alternative, systematic.
- 3. Function:** practicality, general acceptance, ability to apply in an international and modern way, relevance. It can be seen from the sum of the signs of the terms that a term is a lexical unit (word or phrase) that serves to clearly name an accepted concept in a particular language.

Problems with words and terms used in general are one of the important aspects of terminology. In modern linguistics, terms are studied in two ways: normative and descriptive. In the normative method, terms are studied as a specific type of lexical unit, according to the important syntactic and grammatical structure that distinguishes them from the general literary language. The opposite is explored by describing the meaning of terms in a descriptive way.

According to VM Leichik, "Terminology" is a chaotic sum of terms, and "**termsystem**" is a conscious sum of terms.

The process of introduction of terms into the commonly used language includes the processes of determinologization in terminology, which are closely related to the development of the modern Uzbek language and its current state. On the one hand, terminological lexicon is a word that has undergone historical semantic changes and is strengthened in the system of terms used in general. On the other hand, terminological vocabulary is a word that affects a solid, independent, commonly used vocabulary.

In the process of using terms, one can sometimes encounter the process of their non-specialization, i.e. the introduction of terms into the general literary language in several stages. One is the introduction of terms based on a non-specific text while retaining their meaning, in

which only the functional area of the term changes, the term adapts to the new text, and this only affects the initial semantic capacity of the term.

For example: *Тадбиркорларга ўз капиталларини ошириб, қудратли саноатга эга бўлишлари учун йўл очиб бериш керак.*

In this sentence, the term “*капитал*(capital)” is used in its own sense, i.e., value added, a security. As an example, the word “*импорт* (import)” means the import of a foreign product with financial support. Initially, imports included not only products, but also culture, customs and traditions in general.

But by the second half of the twentieth century, the word had retained its different meanings, retaining its meaning of “inclusion in the state,” i.e., “ideological value, an example of common culture,” such as “strangers”.

For example: *Лотин Америкаси филмларининг импорти Ўзбек киномотографиясида савия жиҳатидан паст филмлар яратилишига олиб келди.*

In each language, the terminological process takes place in two ways. They are: definition by translating meaning from metaphorical units or using phraseological units. In general, 86% of the terminological words currently analyzed are formed using metaphorical and 14% using phraseological units. The use of terms can also be in different ways. For example, you can capitalize terms or put them in lower case in parentheses. The main purpose of both is to engage the reader and express the basic concept “*Бозор иқтисодиёти*” да “*қора бозор*” муҳим омиллардан биридир.

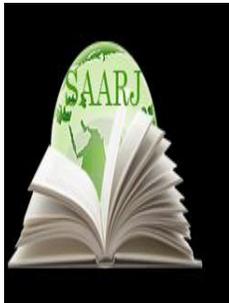
Describing the term through explanation: “*Соф бозор иқтисодиётида ҳар доим “рақобат” бўлади.*” This means that for the population, the product is not produced by a single manufacturer. This gives customers a choice at all times.

In conclusion, when terminological units are used in a non-specific text, they can take on a new meaning and create an additional image that is not specific to a particular subject or action, or to express realities that occur in the environment.

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**ON THE NATURE OF THE LANGUAGE SITUATION IN EUROPE  
 AFTER THE GREAT MIGRATION OF PEOPLES (II-IX CENTURIES CE)**

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**ABSTRACT**

*One of the main items of this sphere is the history of the people to whom this language belongs. This aspect of the problem is becoming topical now due to the fact that the English language is pretending to be a global language. This article covers two main aspects of the influence of the Great Migration of Peoples to the formation and further development of Germanic and Turkic languages. They are as follows:- Problems related to the language situation in Europe after the Great Migration of Peoples.- Problems related to the role and importance of religious factors in the history of Germanic languages.- Influence of the social factors to the changes in the phonetic structure of Germanic and Turkic languages during the great migration.*

**KEYWORDS:** *Language Situation, Migration, Language Island, Political Boundary Factors Of Change, Social, Geographical, Temporal, Christianity, Church, Bible, Rhotacism, Missionary, Differentiation, Integration.*

**INTRODUCTION**

Not only linguists of different spheres of interests but also language teachers and serious academic learners are interested in knowing more and more information about the problems related to the development of the language they are learning or the language they are speaking. These moments and features became visible in the era of anthropological paradigm, when the

speaker of a language, his culture, his psychology, anthropological, ethnocultural features, social anthropology, the features of the discourse where this speech act was produced, etc.

It is well-known that any language lives in a particular area, or rather, it serves as a means of communication. The boundaries of the territories are also the boundaries of language or dialect. This is determined by how clear and clear the properties of a particular area are. For hundreds of years, if the size of a region has remained unchanged and remained relatively independent, the level of originality of the language in that region is so high. Usually, the boundaries of strong territories are not as precise as they are spread across adjacent areas of language, culture, and socio-economic development, and the language, culture, and other areas of life are strongly influenced by that region. The strength and accuracy of the border lines are determined by how long and steadily the political boundary exists in the area where that language exists. In many respects they are explained by the influence of internal and external factors in the region.

### **MAIN BODY**

The data of history, archeology and ethnography indicate that since ancient times, the Germanic linguistic community and the Turkic linguistic community coexisted in Eastern Europe and there was a long connection between them. It cannot be said that this was a peaceful coexistence of two different nationalities. Between them was war, alliance, trade, cultural ties. Since the Germanic and Turkic peoples were on the same step of the ladder of historical development, their general level of social thinking and the sociopsychological foundations of behavioral stereotypes were similar and therefore they could quickly find a common language among themselves in the struggle against a common enemy, in solving various territorial disputes.

In this case, we are interested in such questions: "How is this reflected in the linguistic structure of the contacting languages". Comparative studies of phonetics, morphology, syntax, word formation, as well as the lexical composition of the ancient Germanic and Turkic languages should give answers to all questions regarding the presence or absence of mutual influence. The analysis of linguistic facts is intended to answer the question: Are existing systems of coincidence between the ancient Germanic and Turkic languages random in the field of sound composition, as well as in the composition of phonetic processes, word-building elements, as well as at other levels of the linguistic structure.

The goal: To investigate the nature of the language situation in Europe after the Great Migration of Peoples.

The tasks are the following:

- To analyse the language situation in Europe after the Great Migration of Peoples.
- To analyse the role and importance of religious factors to the development of Germanic languages after the Great Migration of Peoples.
- To analyse the influence of the Great Migration of Peoples to the phonetic structure of Germanic languages (the case of Rhotacism).

Methods of Investigation. Historical-comparative, Diachronic method and Sociolinguistics in its historical aspect.

Results and achievements of the investigation. Having analysed the problems related to the effects of the Great Migration of Peoples to the language situation in Europe we have come some very interesting conclusions which might have been considered impossible earlier by the linguists who worked with this problem.

- Language situation in Europe after the Great Migration of Peoples which was caused by the misbalance of forces which appeared to the end of the migration.
- Role and significance of religious factors in the social history of the language were greater than we had expected before writing this article.
- Many phonetic processes which had taken place in the phonetic structure of Germanic and Turkic languages which earlier were explained by quite other factors or remained unexplained, found their scientific explanation from the point of view of language contacts and influence of one language to another in the situation of multicultural and multilingual contacts.
- The investigation proved the thesis that any linguistic problem can be given a scientifically proved, correct solution if the linguists apply the principle of historizm with all methods, approaches and procedures.

If we analyze the situation of the language in the VIIth-IXth centuries in Europe, we can see that only Latin and Greek languages had a status in Europe at the time. The history of these languages is quite ancient, and in the VI-VII centuries was the basis for the emergence of new languages, with variation in Latin. Of course, the Greek variation did not develop, and the language was able to maintain relative integrity.

When we analyze the linguistic map of the VIIth-XIth century Europe, we see that the two languages groups, mainly Roman and German, are in central and western Europe and are in the final stages of the formation of Slavic languages in Eastern Europe. While all languages are still underdeveloped, the literary language exists in a primitive, primitive form, for example the language norm was still a relatively relative concept. The future of both German and novel languages, their literary norms, stable phonetic and grammatical structure and their vocabulary depend on the socio-political development of the regions where they exist.

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In this period, the upper boundaries of the dialects of the language are marked by large territories and margins of cultural districts. The smaller territorial units attached to or attached to them (the administrative district, the larger church subdivisions) represent the specific structural scheme of the group of inner dialects. The analysis showed that in such a “small world,” political boundaries would be more important than the church boundaries for the spread or expansion of language. This also applies to small independent territories, prerogatives, khanates, and so on. In these small areas, the survival rates of the dialects or languages are minimal, and the languages of the regions with the highest tendency for development are the same.

The linguistic fate of the two larger regions, which is retained in the competition between the two major regions, is determined by the superiority of the two major regions, and the language of the two major regions has the characteristics of the language. Their ultimate fate depends on which region is the leading dialect. The dialect or language that exists within a political region or cultural center has a special place in the language situation. There is a tendency for these language forms to develop into a compulsory language for its subordinate lands. When political boundaries arise, the power and influence of the cultural center is also lost on language.

As an example of this, if two adjacent villages with the same language of culture are for different reasons included in different state, state, county, prince, khanate or similar political state and these two political state centers are connected to two different languages or cultures. The process of differentiation begins in the language, culture. This differentiation comes from different languages into different languages from one side. As a result, language differentiation occurs because the speakers and the speakers themselves follow different languages and cultures that are present in the administrative center.

On the other hand, the representatives of the two villages may voluntarily or involuntarily adopt language features that they did not previously have, as a result of maintaining interactions with one another.

In such complex, multi-component language situations observed in the VII-XI centuries, which language or language is the leading dialect or language depends on a number of factors.

- 1) A dialect or language is a dialect or language of a politically dominated nation.
- 2) It is a sign that the language or language belongs to those layers that are socially or politically superior.
- 3) This dialect or language is accepted as the language of a particular civilized culture.
- 4) This dialect or language indicates that a particular tribe or nation belongs to a larger whole.

In these situations, as the language units that are integrated are commonly used words in everyday communication and expressing elementary things and actions. Words that are less commonly used or express more abstract concepts are preserved in their original form in different dialects or languages.

In the center, the distribution of dominant language symbols to remote villages is achieved through small towns, districts, and areas of local significance. While this is the first way of spreading linguistic characters, there is also a second way of dispersion. According to him, it is possible for the center's learners to come directly to the village and distribute centralized language signs there.

A number of linguists, studying the regularities of the formation of German languages, have differed in this regard.

The most prevalent view in this area is that the boundaries of Germanic dialects in Europe coincide with the boundaries of ancient Germanic dialects.

This view was later misunderstood by the results of a dialectological analysis of linguistic evidence. The reason for this is the great migration of those nations. If we were to remove the factor of great migration of peoples from European history, the above statement would be

correct. However, as a result of the great migration of peoples, the tendency of tribes, peoples and nations to settle in the same territory was disrupted, and a great movement, such as a great mechanism, began to emerge, and Europe became a boiling pot of different languages and dialects. In this cauldron there were new, naturally, new language structures that absorbed the signs of different, unparalleled languages.

Territorial structures of the early middle Ages and the middle Ages, that is, the language boundaries of the 11th and 11th centuries, are no longer compatible with the oldest language boundaries.

Only in some areas are the cases where the oldest boundaries correspond to the present dialect boundaries. These areas are usually marginal areas that have not been involved in or are part of the great migration process.

On the other hand, the term “**tribal boundary**” is more appropriate than the term “tribal alliance”. It is hardly possible to say that since ancient times the tribes of Germanic languages existed in ethnic and linguistic areas.

In the Middle Ages, when there were no centers for spreading secular knowledge, secular knowledge, often with religious knowledge, was often created by the monks in their shells or in the form of their interpretations. As in ancient Greece, “*lyceum*” and “*academies*” were completely abolished in those regions, where political life, unrestricted wars, stagnant economies, and prosperity only through wars and occupations. Therefore, the words that entered the cultural life were entered through the church's chronicles, geographical and other works (Gumilev, 2007; Müsse, 2008; Abdurasulov, 2009).

Words began to enter the European languages. The Germans and the Romans, who had begun to become converts, abandoned many religions and embraced various denominations of the Christian religion that was based on the single God. It was then that Latin and Greek began to penetrate into German. An effort has been made to better understand religious literature and to read it in its own language. The leader and the driving force of this movement were also religious leaders. When Bishop Wolfila realized the failure of the runic inscription used by the ancient Germans to accomplish this great task, he developed a new alphabet based on special Greek, runic, and Latin letters and translated the Gothic translation of the Bible. This indicates the strong influence of the Church on language development.

The religious movement is developing through the missionaries' mission. So in this article, we will talk about some missions. The Anglo-Saxon mission was formed around 700 AD. The best example of this layer is the word *Oster* (Easter). This word represents gall-German and English-Saxon-German communication. In England and South Germany, the term “*Easter - Oster*” is used in the Mainz church. This word in its original meaning refers to the ancient German spring god and the ancient German spring holiday. This word was introduced into the church circulation by 748 years by the Anglo-Saxon missionaries in the Baptist residency in Mainz. In the churchyard of Cologne, the word ‘*paschen*’ is used, as in Roman Gallia. This is evidenced by the fact that here the beginning of the year was marked by the Passover, (*Pascua = paschen*), and in Tyrus and Mainz the Easter was not merely a religious holiday, but the beginning of the calendar year. In Mainz, the year begins at Christmas, and begins in Tryr on March 25 (Adji M., 2004).

In this context, we will again focus on March 25, the purpose of the *Easter/Oster* Festival in Easter/Oster - the beginning and celebration of Easter. East means East (and Ost) means to belong. In other words, the "Eastern holiday". It signifies the arrival of spring, the beginning of the new year. It comes to mind as a holiday of *Navruz*. Although the word "Navruz" comes from the Persian-language word, it is a translation that was later translated into Turkish. The essence is that the Turks celebrated the beginning of the New Year as a special holiday even during the Great Altai. That is, the spring equinox, the new seasons, and the coming of the New Year would mean this holiday to the people. The feast of the Turkic peoples, who took part in the Great Migration of the People, led this ceremony to the west, to the vicinity of Türe to Europe (M. Adji, 2004).

Whether it was more or less inconvenient to pronounce the name of the feast in Turkish, or to put it more closely in their own words, they called it Easter/Oster. Everything was clear with this. Aryan religion, strong army, fair politics, brave men who have done justice, advanced weapons, unparalleled martial arts, all of which are the holidays, customs and traditions of the Turkic peoples from Central Asia and Altai. which led to the acceptance by the European peoples of things. This holiday, after five or six centuries after the name was lost, became itself a religious holiday.

This is another indication of the deep connection between medieval Turkic nations and European nations.

The mission of Frank belongs to the V-VII centuries AD. The Christianization of the francs in the northern regions of Gallia was made by the southern gall churches and monasteries. Fathers and mothers, therefore, who were immersed in the Lower Rhine and the Netherlands, were called gallo-romans: patrinus-French parrain: Peter in Dutch: matrina French-marraine Dutch-meter (Dybo, 2007).

Around 700 the Rhine came to fruition in 700 AD with the German mission and the Anglo-Saxon mission from England. Therefore, the word peter is used in the Kyo region of the same period as gode. The word Gode comes from the English word Godmother. The Anglo-Saxon missionaries invaded southern Rhine Germany through the Rhine. Through southern Germany and Switzerland, this word has reached the lobbards in northern Italy. The arrival of this word coincides with the complete victory of the Catholic to the gangsters in Boniface (722-754) in the beginning of the eighth century.

During the Germanization of the terms and concepts associated with the Christian religion, the Anglo-Saxon stratum of 700 AD and 700 AD collided with other layers during the Germanization. For example, the term "*humilitas*" is subordinate to the word "*ootmoed*" in German, for example, in the northern linguistic areas of the English-Saxon influence of the continent. In South Germany the word "*Demut*" appeared, which is now spread throughout Germany. The existing difference between the northern (English-Saxon) and the southern (upper German) layers has now become the confrontation between the Dutch and German language spaces.

In this case, the language material of the compared languages is analyzed in sufficient quantity, which allows the reliability of the data obtained by statistical processing. Gothic, Old German, Old English, Old Turkic, Hunnic, Scythian texts and dictionaries on the one hand and data of modern languages on the other hand served as the material.

The analysis procedure is simple, as it is traditional and has stood the test of time. Phonetic, grammatical and other phenomena are compared and used from the compared languages to confirm or refute the hypothesis put forward. We start from the lowest level of the language hierarchy, with a phonetic structure.

The ancient Germanic languages had a phonetic process called rhotacism. Rhotacism except Germanic languages is observed in such strict form only in Turkic languages. Neither in another Indo-European linguistic community, nor in other languages of the world, rhotacism is observed as a feature of one or another language. Since the same phonetic process is observed only in two linguistic communities, and these two linguistic communities have been in contact for a long time, we can confidently say that there is a case of mutual influence or the influence of one language on another. It is clearer to say if rhotacism is observed only in the Germanic and Turkic languages, then several conclusions can be drawn from this:

- a. Turkic rhotacism arose under the influence of German rhotacism;
- b. German rhotacism arose under the influence of Turkic rhotacism;
- c. German and Turkic rhotacism arose autochthonously simultaneously or at different times.

In this case, our task is to prove the correctness of one of these conclusions. To solve this problem, it is first necessary to clarify what Rhotacism in general is. Rhotacism is the phonetic process in which there is a transition of **S** to **Z** and then to **R** (**s** > **z** > **r**). There is a fairly extensive literature on the nature of rhotacism in Germanic languages. Therefore, we will not go into the details of German rhotacism, and here the data on rhotacism will serve us as a starting point in the description of Turkic rhotacism, since this phonetic process has been studied fragmentarily and is not systemic in terms of modern Turkic languages in general and the Uzbek language in particular. To begin with, in which Turkic languages rhotacism is observed. The list of languages where rhotacism is small: *Altai* (Linguistic Encyclopedic Dictionary (hereinafter LES p. 28); *Bulgarian language* (LES p. 77); *Gagauz language* (LES p. 212); *Karakalpak language* (LES p. 121); *Karachaevo - Balkar* (LES p. 212); *Khalaj language* (LES p. 569); *Shor language* (LES p. 588); *Yakut language* (LES p. 623); and some other Turkic languages.

Without going into details, we analyzed the entire vocabulary of the Uzbek-Russian Dictionary (Tashkent 1959, 40,000 words) and found the following cases of rhotacism: *ko'z* (eye), *ko'rmoq* (see), the transition **z** > **r** (or **z** > **r**), the basis for this is the fact that the verb "*ko'rmoq*" is formed from the noun "*ko'z*" by conversion. With the addition of formative affixes, **z** changes in **r** since the principle of the greatest effort saving requires this.

In colloquial speech there is a form *-mardim*, in place of the form of *-masdim* in the formation of negative forms of the past subjunctive Uzbek verb. The obviously hyper-correct use of the sound **r** in place **s**, since the norm requires the use of **s**, is a use by analogy, the ancient forms of the transition **s** > **z** > **r** serve as an analog. For example, in place of *aytmasdim* (I would not say) they say *aytmardim* (**s** > **r**), *bormasdim* (**s** > **r**), *o'qimasdim* (I would not study), *o'qimardim* (**s** > **r**).

A very frequent case is the fixed end of the compulsory pledge **-gir**, which arose from **-giz**. For example, "*aytgiz*" (make him say) "*ayttir*". With the disappearance of "**g**", the sound "**t**" is megenized, **s** changes into **r**. "*Aigiz*" type of willow > "*aigirqiyoq*" (grate of a giant ifiform). The transition **z** > **k** is beyond doubt. "*Bitkazmoq*" (end, end) > "*bitkarmoq*" (with the same value) **z** > **r**. "*Pokiza*" (pure, unspoiled) > "*bokira*" (virgin) **z** > **r**. Accompanied with **p** > **b**. "*Bo'g'izlamoq*"

(slaughter, cut), “*bo’g’irsoq*” (bun). This refers to how the bun is prepared i.e. Gingerbread man, as you know, is made from dough by cutting different pieces of dough, forming balls from them. The transition **z>r** requires no explanation. “*Degizmoq*” (ponud. From the demo say, that is, force to say) - “*dedirmoq*” (with the same meaning). “*Yegizmoq*” (there is a causative from “*yemoq*”) - “*yedirmoq*” (makes you eat) **z>r**, “*kesik*” (cut, notch) - “*kertik*” (with the same meaning) **z>r**, “*kesmoq*” (cut, trim) - “*kertmoq*”; “*kiygizmoq*” - *kiydirmoq* (put on a causative from “*kiymoq*”); “*lohas*” (relaxed, lethargic) - “*logar*” (weak, thin); “*muqaddas*” - “*muqaddar*” (sacred, holy duty, destiny) “*oqar suv*” (flowing water) - “*oqizoq*” (name of a children's game in which some floating object starts to float with the flow) “*peshvoz*” (meeting); “*semiz*” (full, fat) - *semirmoq* (plump, getting fat); “*suvsizlik*” (lack of water) - *suvsiramoq* (to thirst, languish with thirst) *so’z* (word) *so’ramoq* (ask); “*tus*” (type, variety) - *turlamoq* (bow, select according to shade); *chiqazmoq* - *chiqarmoq* (force or allow to come out); “*o’lasi qilib urmoq*” - *o’lar holatga kelmoq* (beat to death) - (bring to death).

If in the Uzbek language *khur* - means a bird of paradise, or a fairy-tale girl, then in some Turkic languages this word means an ordinary girl. In the Gothic language, the word “*gor*” means “girl”. As you know, the sounds [g, h, q] are on the same line and are often interchangeable due to the proximity of articulation. Based on this, we can assume that *got* is the same as *hor*, as *hur* as *hir* and *qiz*. This happened apparently so, at first there was the word *got/gor* > *gor* > *hor* > *hur* > *hir* > *hiz* > *qiz*.

Then we can order that the Germanic languages borrowed the words *khur/qiz* from the Turkic languages. Other authors also came to the same opinion, but on the other hand (Terentyev, 1990). This borrowing dates back to the Hunnic period of the history of Turkic languages, i.e. this happened as early as 1<sup>st</sup> millennium BC. The fact that the *khur* form has been preserved in the Chuvash language confirms the current view that the Chuvash language, due to the relative frequency of the presence of Old Turkic (or rather Prototurkic) elements, is closer to the Hunnic language than other Turkic languages. In connection with the word under discussion, another version arises, according to which ethnic and linguistic contacts between the ancient Germanic and Turkic languages and the most ancient periods of history were closer than it seems at first glance.

Based on the foregoing, we can draw the following conclusions:

The translation of the Bible into Gothic language was a major step forward in the history of European languages. This is because the language of the Gospels ensures that they can become holy, immortal languages.

The difference between the Goths and the Franks is that one of the two German tribes, which had almost the same function in European history, translated the Bible into their own language when the peak of their occupation, and the Gothic language left an indelible mark in history. The other tribes, the Franks, did not care about the future of their own language, and began to forget their language while admiring their own culture and lost it as a language. If the Franks had also translated the Bible into their own language, we would have known more about the French language than it is now, and the French was not a dead language, but the French, or Dutch, or German. It was.

This process, that is, the policy of importing religion through the language or importing religion through the language, is very old but very tried and effective. Latin and Greek have been

declared sacred to the Christian religion. Christianity entered the Latin area, and Latin was "stuck" in the areas where Christianity entered. These two geolinguistic, geopolitical phenomena were the two sides of a common process.

"The piety of other nations is much stronger than the beliefs of the people of a particular religion," said one scholar. Therefore, the Goths, who later became Christians in the Aryan denomination of Christianity, quickly translated the Bible into their own language and were able to read it in their own language. The Romans, who were more cultured, more confident, and more righteous, were greatly influenced by the barbarians' work, and they quickly realized the need to translate the Bible into their own language without reading the Greek language. During the century, the vulgar translated into Latin.

Religion is one of the forms of social consciousness, and it is closely related to language. Language and consciousness, language and thinking are inextricably linked. No matter how decisive a scientific idea can be from each speaker, religious thought is also present. This will not affect the speaker's speech language more clearly.

A quick look at the examples cited here, from the Uzbek language, even without a deep multi-stage, indicates that here the language process has rhotacism in its pure form and all that prof. Smirnitsky A. I. Talks about rhotacism, its nature and how it occurs in the Germanic languages, completely coincides, or rather, explains the nature of Turkic rhotacism.

Rhotacism as a phonetic process of transition  $s > z > r$  is observed only in Germanic and Turkic languages.

Direct language contacts that began V-I in BC, as well as I-X in BC were the cause of many language transformations in the culture of contacting languages. The Uzbek language is one of the oldest Turkic languages and, over the course of centuries of historical development, the Uzbek language has chosen the features of three groups of the Turkic language family (Kipchak, Karluk and Oguz groups). This explains the preservation and flowering of such an ancient phonetic process as rhotacism in the modern Uzbek language.

## CONCLUSION

Summarizing the above, we can summarize the following.

1. The translation of the Bible into Gothic language was a major step forward in the history of European languages. This is because the language of the Gospels ensures that they can become holy, immortal languages.
2. The difference between the Goths and the Franks is that one of the two German tribes, which had almost the same function in European history, translated the Bible into their own language when the peak of their occupation, and the Gothic language left an indelible mark in history. The other tribes, the Franks, did not care about the future of their own language, and began to forget their language while admiring their own culture and lost it as a language. If the Franks had also translated the Bible into their own language, we would have known more about the French language than it is now, and the French was not a dead language, but the French, or Dutch, or German. It was.
- 3) The process, that is, the policy of importing religion through the language, is very old but very tried and effective. Latin and Greek have been declared sacred to the Christian religion.

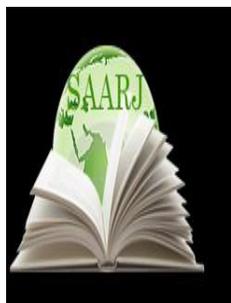
Christianity entered the Latin area, and Latin was “stuck” in the areas where Christianity entered. These two geolinguistic, geopolitical phenomena were the two sides of a common process.

4) “The piety of nations is much stronger than the beliefs of the people of a particular religion,” said one scholar. Therefore, the Goths, who later became Christians in the Aryan denomination of Christianity, quickly translated the Bible into their own language and were able to read it in their own language. The Romans, who considered themselves as more cultured, more convincing, and more pious, were greatly influenced by the barbarians’ work, and they quickly realized the need to translate the Bible into their own language without reading the Greek language and in the Vth century of our Era, they translated the Bible into the vulgar Latin language.

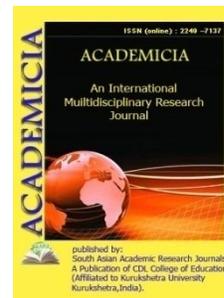
5) Religion is one of the forms of social consciousness, and it is closely related to language. Language and consciousness, language and thinking are inextricably linked. No matter how decisive a scientific idea can be from each speaker, religious thought is also present. This will not affect the speaker’s speech language more clearly.

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## TRANSLATION OF ENGLISH-LANGUAGE BIOTECHNOLOGICAL PUBLICATIONS INTO RUSSIAN

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### ABSTRACT

*This article suggests three effective ways to translate biotechnological texts, namely in DNA profiling into English fruitfully. The suggestions are solely based on the ideas of prominent linguists and researches in this field. The author explores basic transformations to be made in the process of translation which are needed to reach adequacy and equivalence. In addition to this, the article attempts to draw attention on some of biotechnological language traps, words which direct meaning can mislead the non-specialists into interpreting in a wrong way.*

**KEYWORDS:** *Biotechnological Translation, Biotechnological Terminology, Equivalence, DNA Profiling, DNA Biology, Deoxyribonucleic Acid (DNA), Mitochondrial DNA, DNA Samples, Genetic Information.*

### INTRODUCTION

Worldwide biotechnological industry has shown excellent growth for many years. Due to a burst of development and incredible breakthrough in science, particularly in DNA Biology, there is much demand for professional service of translators and interpreters in Uzbekistan. Most of researchers and biotech companies are turning more and more to translation providers for professional translation of their study materials. Since the accuracy of the translations is linked to the accuracy of the study results, researchers frequently turn to companies and translators that have biological translation certification, which in turn has led to an increase in work for language professionals.

The government of Uzbekistan has committed to reforming in biotechnology studies and making biological industry is a development priority in Uzbekistan. The need for translation touches

nearly every field, and DNA Biology and Genetics research is no exception. There is no doubt that the translation activity of biotechnological terms into many different languages of the world has become one of the most essential and vital issues. Therefore, these days nearly 80 per cent of translators work with scientific and technical texts. Translation of such kind of literature is highly demanded. Consequently, theoretical study of the specific features of scientific translation is an urgent problem of translation theory.

### **MAIN BODY**

The work on the study of biological terminology has a worldwide scale. The significance of this work is very essential, since the terminology that serves Molecular biology and Genetics is one of the richest terminological systems. According to various sources, there are nearly 100,000 terms in it, which is much more than in any other scientific discipline. Allocate up to 10 main areas of biology, such as biotechnology, DNA-related literature, biochemistry, biology, zoology, botany, geology, biodiversity, environment, health issues, food, virology, medicine and research studies related to understanding the interactions between the various systems of a cell, including the interrelationship of DNA, RNA and protein synthesis each of which has its own particular system of terms.

It is obvious that translator's job is to convert the text in the source language to its equivalent in the target language. All translators' skills, knowledge should be in high level. Many of biological documents are written by specialists and are meant to be read by specialists; subsequently, the translator has to be an excellent subject matter expert.

Vast majority of challenges that the translator faces in the world of DNA Biology is that it is much specialised field. And with it comes much in the way of expert language that not everyone knows the specific biotechnological terms. Therefore, it is more advisable to call on DNA experts from a range of different biological institutions to help when it comes to translating molecular and cellular biotechnological documents. Since the translation process should be interpreted with the highest level of accuracy and DNA expert knowledge.

Molecular and cellular biotechnological terminology is one of the most complicated and challenging. The qualitative translation of DNA-related documents have a number of features, such as translating specific vocabulary, ambiguous abbreviations, formulas, clinical trial, scientific findings, specific data, facts, research and investigations on biotechnology industry.

The most difficult part of the translation work has been to render the terminology specific to this field. As for general terminology as a discipline, Pozzi states that "the ancient process of naming concepts and objects belonging to a special subject or field constitutes an essential part of what is now known as the discipline of terminology". The terms should be appropriate translation equivalents adapted in spelling and should be found in up-to-date parallel texts that are representative of the field. Cabré insists that it is essential to keep to the standardization of terms to exclude the risk of naming the same concepts with variants of terms. The ultimate goal is the achievement of accurate, modern and unambiguous professional communication".(Pozzi, 2001; Cabre Teresa,2010)

For others, translation is to substitute a piece of writing in one language by its corresponding piece of writing in another language. As for Ghazzala, translation is any process that results in transferring the meaning from one language into another. For him the main goal is to deliver

meaning of the source language by using the equivalents available in the target language.(Ghazalla,2004) According to Hatim and Mundaydefine translation from two different perspectives. First as a process, translation is an act of taking a text from one language and transforming it into another. In this sense, the above mentioned researchers focus on the part of the translator. Second as a product, translation focuses on the results achieved by the translator, the concrete product of translation.(Jeremy Munday, 2001)

Biotechnological translations have a zero policy for errors. Mistakes can inevitably lead to serious catastrophe. Because translation in this field is a sensitive and confidential process that must comply with laws, regulations and guidelines. Biotechnological translations must be carried out by professionals who understand the required translation procedures and protocols for a wide variety of DNA-related documentation. Accuracy is paramount, which is why all of biotechnological translations go through a double review process.

Biotechnology is a field of life science that is truly vital. Remarkable advances in biotechnology can benefit every person across the globe. Simply defined, biotechnology is the process of harnessing biomolecular processes to boost and develop products that improve our lives. These days biotechnology is a major part of the medical industry, and it has also expanded to reach a global audience. For such an expansion to happen and continue, the translation of documents related to the biotechnological industry is essential.

The biotechnological translation of is one of the scrupulous and time-taking translations that require extreme attention and concentration. A large number of abbreviations, chemical substances and compounds, formulas, figures, complex operations, tables and diagrams as well as the abundance of specific terms - these are only a part of the problems the translator has to face with. The following items cover Molecular and Genetics biotechnological terms:

- Scientific articles and technical documents on Molecular and Cellular Biotechnology
- New studies on the interactions between the various systems of a cell, including the interrelationship of DNA, RNA and protein synthesis
- Scientific findings on forensic DNA typing, DNA extraction
- History of DNA typing
- Scientific findings on Y Chromosome and mtDNA testing
- Scientific findings on genetic fingerprinting and mapping of the human genome
- Test protocols and laboratory and clinical testing
- Product launch presentations and conferences
- Glossaries of Medical and Molecular Genetics

Recently, it has become evident that the increased interest of linguists and scientists of various fields of science and technology to problems of branch terminological systems, due to the growing flow of scientific and technical information, increasing processes of term creation. It is often discussed problems of terminology and due to the increasing use of computer technology to create terminological data banks, electronic industry dictionary.

Observation of the development of science, creation and replenishment of different branch terminological dictionaries is one of the main tasks of linguistics and lexicography in terminology.

Biotechnological terminology is a young terminological system which is under stage of formation. Formation of terminological systems of biotechnology is closely connected with the formation of Biotechnology as a scientific field. Despite of the fact that biotechnology began at the end of the twentieth century its terminological system is the formation associated with all course development of genetic and biological issues beginning from ancient times.

Today, vast majority of influential scientific and Molecular and Genetics biotechnological journals are written in English, and English has become the language of international scientific conferences. Hence, we have entered the era of **biotechnological English**, which resembles the era of medical Latin; outstanding biologists and medical doctors have chosen a single language for international communication. Whereas in former times new medical and biological terms were derived from classical Greek or Latin roots, now they are often, partly or wholly, composed of words borrowed from ordinary English. For example, *DNA typing* - *ДНКтипирование*, *DNA profiling* - *ДНКпрофилирование*.

Scientists from non-English-speaking countries now have the choice between importing these English terms directly and translating them into their own language. For instance, Russians use *шунтирование*, which is just another anglicism, being derived from English verb *shunt*.

The main task of the biotechnological translator is a logically meaningful, taking into account all the specifics of terminology and the style of the document. Biotechnological text cannot be paraphrased, even while maintaining the meaning of the translated document. It should not contain any emotional statements and subjective assessments.

The Russian famous translator and linguist V.N. Komissarov claims that translation is an important auxiliary tool for ensuring that the language fulfils its communicative function when people express their thoughts in different languages. (V.N. Komissarov, 2000) It also plays a large part in the exchanging of thoughts between different people and serves the cause of spreading knowledge and culture. The need for communication in various spheres of human activity, such as science, culture, trade, constantly increases in the world. In connection with the development of scientific and technical cooperation, trade with foreign countries and the increase in the volume of information exchange, the ability to translate scientific and technical literature acquires special significance. It is noteworthy that the style of the original document must be maintained with a high-quality technical translation. Vast majority of all documents of a biotechnological sort have the main features, such as: a clear and concise nature of the presentation, strict adherence to technical terminology, a clear logical sequence of information. All requirements for the original text are automatically transferred to the translated document.

Firstly, main feature of scientific style, which makes it distinguishable from other styles, is the logical coherence of ideas expressed by the author. Biotechnological style has a lack of emotiveness.

Secondly, the translation of biotechnological texts is the fact that there appear new technologies, products, terms, s and interpretations in the world almost every day. In order to retain the skills, it is necessary, to be in the topic of new scientific discoveries and developments within the framework of the subjects of translation in which you work. For example, in order to keep yourself in a good shape, you can study numerous foreign publications on quite different subjects, which allows not only to retain the skill, but also to multiply it over time.(A. Pumpyansky, 2015)

Thirdly, in biotechnological technology, as well as in all other spheres, we can find many abbreviations, which at first glance may cause confusion.

Translation is a complicated task, involving a great deal of skill, preparation, knowledge and intuitive feeling for the text. The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL) .

Translation as a procedure or a method has its own rules and ways how to progress. There is seven main translation procedures that translator should follow.

Knittlova supports the idea that even though there are a variety of procedures, ways and methods used for translation, all of them should lead to the same target – to achieve the most appropriate form of a translation. (D. Knittlova, 2005). She operates with seven main translation procedures that solve the lack of equivalence:

1. Transcription – more or less adapted transcription to the utterance of TL.
2. Calque – literal translation
3. Substitution – substituting one linguistic means with another equivalent one (e.g. substitution of nouns by personal pronouns and vice versa).
4. Transposition – i.e. necessary grammatical changes resulting from the differences in SL and TL systems.
5. Modulation – the change of aspect.
6. Equivalence – Knittlova does not consider this one as a suitable term for using of stylistic and structural means different from the source text.
7. Adaptation – substitution of a situation described in ST with different adequate situation, e.g. when there is no equivalent of saying in TL.

The target text is the product of the translation process, and is an interesting object of study in itself, but another important part of translation is the translation process itself.

There are three primary ways of translation of terms and in the practice of translation of the biotechnological publications.

### **1. by direct borrowing (transliteration or transcription):**

The most frequent transformation of biotechnological terms is a transliteration. The vast majority of terms are taken from the Latin and Greek, they are international, so it is often passed down from one language to another via transliteration. *Deoxyribonucleic acid (DNA), found in virtually every cell in the body, contains genetic information that helps determine physical characteristics* - *Обнаруживаемая практически в каждой клетке тела, дезоксирибонуклеиновая кислота содержит генетическую информацию, выявляющую физические характеристики; DNA profiling examines discrete parts of an individual's DNA that vary greatly from one person to another* - *ДНК-профилирование проверяет отдельные части ДНК человека, которые значительно отличаются от человека к человеку; DNA profiles are derived from*

*samples such as semen, saliva and blood. ДНК-профили получают из образцов, таких как семя, слюна и кровь; One of the four bases in DNA that make up the letters ATGC, adenine is the "A". The others are "G" for guanine, "C" for cytosine, and "T" for thymine - Одним из четырех оснований ДНК, которые составляют буквы ATGC аденин является «А». Другие - «Г» для гуанина, «С» для цитозина и «Т» для тимина.*

**2. by translation loans:** *chelating agent- хелатирующий агент, photophobia-светобоязнь; intravenous – внутривенный*

**3. by descriptive or interpreting translation:**

This technique is used for verbalizing new objects, not existing in the target language; for example, *reacclimatization – введение в среду ранее обитавших в ней организмов; Following a series of legislative changes; DNA samples can be taken by the police from anyone arrested and detained in police custody in connection with a recordable offence - Теперь, после введения ряда законодательных изменений, полиция может получить образцы ДНК каждого лица, арестованного или задержанного в связи с совершением регистрируемого преступления; DNA samples (from which the profile is derived) are retained primarily to enable profiles to be upgraded as new technology becomes available. They are also used for quality assurance purposes and in case of disputes regarding sample processing - Образцы ДНК (из которых получают профили) хранятся, прежде всего, для обновления профилей с внедрением новой технологии. Они также используются в целях гарантии качества и в случае возникновения споров относительно обработки образцов.*

## CONCLUSION

As a result of the investigation the following conclusion has been drawn:

It is noteworthy that there are certain requirements to biotechnological translator. Translator needs to understand:

1. Greek and Latin roots, prefixes and suffixes used in biotechnological terminology;
2. basic DNA Biology and Genetics notions;
3. Molecular and Cellular Biotechnology notions

Translator needs to be familiar with:

1. scientific findings on human DNA testing, DNA profiling; Y Chromosome and mtDNA testing, Forensic DNA Typing,
2. scientific findings on DNA extraction;
3. glossaries of key terms on DNA Biology and Genetics
4. specific data, facts, research and investigations on biotechnology industry

Material for the study was selected from articles of famous periodical British scientific journal "Postnote" on National DNA database (Postpone, February 2006) written in English language as SL and translated into Russian as TL. The text is designed primarily for the students of Molecular Biology and Genetics at universities offering Biology as main studying program. The style of the language is scientific, with a lot of special terminology.

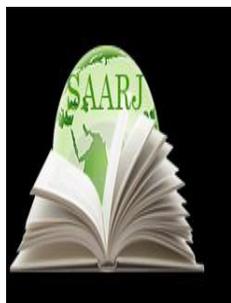
The present paper attempts to draw attention on some of these biotechnological language traps, words which direct meaning can mislead the non-specialists into interpreting in a wrong way.

Having translated documents related to DNA profiling, we came to conclusion that vast majority of all documents of a biotechnological sort have the main features, such as:

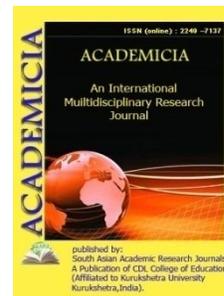
1. a clear and concise nature of the presentation
2. a clear logical sequence of information
3. a strict syntax and sentence ordering
4. an accurate information, real data, proved assertions

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## EXPLORING COMPETENCES IN TEACHING FOREIGN LANGUAGES

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### ABSTRACT

*This article investigates the role of pragmatic, socio-cultural, and translation competence in teaching languages in universities. The author cites many abstract studies and notations of scientists and, studying them, declares the importance of implementing competences into practical exercises. The paper also provides an explanation of translation competence based on research by linguistic scholars. As an example to this research is taken the short story of Oscar Wilde, "The Nightingale and the Rose" and expanded research and explanation in the field of translation with the participation of students, based on practical lessons and their mistakes.*

**KEYWORDS:** *Competence, Translation Competence, Socio-Cultural Competence Pragmatic Competence, Translation.*

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### INTRODUCTION

Targeting at adequate translation in teaching the translation of any text, the teacher should be mindful of social and cultural differences between languages. Students should not only be able to find suitable equivalents and properly convey terms, but also analyze the communicative situation and cultural characteristics of the source text. This avoids serious shortcomings in translation when a translator is faced with images and concepts of another language culture.

Modern Uzbek society is going through a period of complex sociocultural transformations that affect all aspects of its life. Deep changes in social, political, economic life have a great impact on the development of the education system. New social needs caused a change in the educational paradigm, due to the tendency of its humanization, which required the development of the creative potential of the individual, the active implementation of modern innovative

technologies in higher education, and the training of specialists to work in a world without borders.

The conditions for the constant expansion and deepening of the spheres of intercultural communication in the modern world in general and in Uzbekistan, in particular, have led to the reform of language education, it is content based on UNESCO recommendations on education in the spirit of peace, respect for human rights, orientation towards the dialogue of cultures. The ideas of humanization of education require the solution of the main tasks: the formation of a student's conscious attitude towards himself as a cultural and historical subject; enrichment of his worldview; formation of social responsibility; learn to independently analyze your actions. The successful implementation of these tasks is possible in the process of vocational education based on a sociocultural approach.

Culture is studied by almost all social sciences, but the “mediator” and “consumer” of culture is, first of all, the sphere of education, the purpose of which is to familiarize a person with cultural values that provide the development of special opportunities.

Thus, the role of culture in the educational paradigm, including in linguistic education, is growing. Communication in a foreign language involves knowledge of the cultural characteristics and specifics of the country of the target language in unity with the culture of the native country. Many studies note that intercultural communication and, as a consequence, the formation of translation competence are necessary conditions for achieving a new quality of vocational education. The expansion of opportunities for representing our country at the international level has created a need for specialists with knowledge of foreign languages to carry out translation activities. Thus, the requirements for the quality of teaching students - future translators are increasing, which implies the selection and development of a professional context, in the content of which professional terminology and information about the socio-cultural characteristics of communication are integrated.

## **MAIN BODY**

The translator itself is very skeptical, for all the fact that even if all the words find their equivalent, not everyone is able to convey the atmosphere. The fact is that the main translation is not to translate words, but to open the plot of the text. During translation, students encounter not only terminological difficulties but also cultural illiteracy. In many cases, the translation fails due to the translator's sociocultural perceptions.

Based on this, at present, specialized universities have introduced competencies as the basis for translation. Short stories are a favorite with many students, they start translating with these interesting texts. In their opinion, they are doing a great job, but when you ask them the essence of the story, they themselves find it difficult and begin to reread the translation and eventually return to the original. In fact, the translation of short stories is both deeply meaningful and, because of this, are the most difficult translations.

Many linguists generalize the meaning of competence or even go deeper into the explanation. This is why it is very difficult to navigate one or the other research as fact. But if you grasp the essence, then the competence itself is a skill that can and should be acquired. In translation, there should be taken into account several competences: pragmatic, socio-cultural, and translational competences.

Under the socio-cultural competence of a number of researchers understand the knowledge of the sociocultural context of the language and the experience of using this knowledge in the process of communication. (I. L. BIM, P. V. Sysoev).

In linguistics, pragmatic competence is the ability to use language effectively in a contextually appropriate fashion. Pragmatic competence is a fundamental aspect of a more general communicative competence.

"Intrinsic to this decision-making process [in using language to communicate] are several principles that concur to define the nature of pragmatic competence. In particular, individuals make choices and build strategies based on some of the unique properties of pragmatic/communicative competence, such as:

- variability: the property of communication that defines the range of communicative possibilities, among which is formulating communicative choices;
- negotiability: the possibility of making choices based on flexible strategies;
- adaptability: the ability to modulate and regulate communicative choices in relation to the communicative context;
- salience: the degree of awareness reached by communicative choices;
- indeterminacy: the possibility to re-negotiate pragmatic choices as the interaction unfolds in order to fulfill communicative intentions;
- Dynamicity: development of the communicative interaction in time."

For instance, PACTE argues that the concept of translation competence is borrowed "from the idea of linguistic competence", but they define translation competence as including a set of knowledge, skills and abilities that differ from person to person and that will never find their way into the concept of language competence.

According to PACTE, there are six subcomponents of translation competence, which I list briefly here with just a smattering of what PACTE includes under each (PACTE, 2000, 101-102):

1. Communicative Competence in two languages, including linguistic, discourse and sociolinguistic competence.
2. Extra-Linguistic Competence composed of general world knowledge and specialist knowledge.
3. Instrumental-Professional Competence composed of knowledge and skills related to the tools of the trade and the profession.
4. Psycho-Physiological Competence, "defined as the ability to use all kinds of psychomotor, cognitive and attitudinal resources" including "psychomotor skills for reading and writing; cognitive skills (e.g. memory, attention span, creativity and logical reasoning); psychological attitudes (e.g. intellectual curiosity, perseverance, rigour, a critical spirit, and self-confidence)".
5. Transfer Competence, which is "the ability to complete the transfer process from the ST (source text) to the TT (target text), i.e. to understand the ST and re-express it in the TL (target language), taking into account the translation's function and the characteristics of the receptor".

6. Strategic Competence, which includes “all the individual procedures, conscious and unconscious, verbal and non-verbal, used to solve the problems found during the translation process”.

In particular, students often face translation problems precisely with socio-cultural competence, they lack knowledge of the subculture of other countries. They are not able to perceive certain information data through text. As an example, we take the fairy story of **Oscar Wilde**, "*The Nightingale and the Rose*" that story is translated word by word (which strategy is used by most of the students) into the Uzbek language, then the semantic context will be that the young man was rejected by the beautiful girl.

However, he tried to explain the deep sense of value and devaluation of the precious feelings of the whole world, a poor student falls in love with a rich girl, the daughter of his professor, and invites him to a ball, the girl refuses and mockingly suggests that she would go with him to the ball if he brings the most beautiful rosebud. A guy comes home near the window sits and cries, his soul hurts, he wants this flower and he falls asleep, but during this heartbreaking drama, we will see a character for several lines, a little nightingale bird. It looks at all this, and it feels sorry for the boy and wants to help him with all its heart sincerely sympathize with him. The nightingale with no hesitation sacrifices itself sings until morning, exhausted, but the long-awaited rose will open at the expense of her life. The guy wakes up and takes a rose and being glad that he found rose, he perceives it as a heavenly gift. Goes to that girl, to her amazement, the girl still chooses not him, but another wealthier young man. The guy with the rosebud stands and he just throws out this rose and goes on, that's the whole story.

But if there will be the comprehension of the essence of this particular story, then the interpretation turns out to be a completely different story about not about a boy, but about a nightingale, not even about a nightingale, but about people's feelings about human relationships. What are the values of people or what are the values in the whole world? There, from one nightingale, such deepest value is shown that not everyone will deduce. In translation not only culture has a very important role, but also the age of the mind, the age of perception of this world. Often, many turn to an experienced candidate for translations, and the fact is that the older a person is, the broader the horizons and subtle perception of the world and feelings. How and what does the writer feel? What does he want to convey?

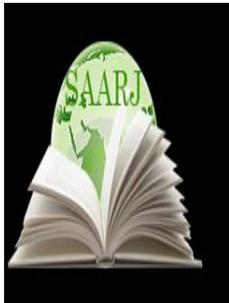
Students need to expand not only their vocabulary, but they must also have a developed sense of perception, the ability to feel the cultures of other peoples, including. This feeling gives them absolutely detailed uncover a particular story. Returning to the story of **Oscar Wilde**, often students who translate it with word by word translations, after consultation and explanation of the essence of the story, they radically change their view of it, and they translate the same story in other words, they do not look for single words, they look for the meaning of that story and they try to reveal the whole color of sense of the story.

## CONCLUSION

Making a conclusion on the basis of the above factors when teaching students in specialized language universities in translation lessons, one should pay attention not only to increasing the vocabulary but also to develop and introduce socio-cultural and translation competence at the same time. It is a specialized language university that students must acquire this skill and improve in this sphere of education.

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## CUNNING BEHAVIOR OF DIFFERENT STYLISTIC DEVICES IN TRANSLATION

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### ABSTRACT

*One of the main items of translation is the history, traditions, habits and lifestyle of two nations who the source and target languages belong to. Due to the rapid changes in the entire world in all spheres, different linguistic aspects and their translation are becoming more and more challenging nowadays. The following article is dedicated to the translation of different stylistic devices, the problems in their translation and cunning behavior of lexical and phonetic stylistic devices that make the work of language learners and translators more complex and substantive. The cases when translation changes a lot or little or when translation does not work at all are described and discussed in this article.*

**KEYWORDS:** *Translation, Stylistic Devices, Linguistic Phenomenon, Source Language, Target Language, Training Translators, Translation Techniques, Literary Styles.*

### INTRODUCTION

Words or expressions in figurative or metaphorical meaning are the subject matter of stylistics. They are mainly used in the literary style (prose, poetry and drama), and also in Publicistic and Newspaper styles (essays, articles, brief news items, editorials, oratory, announcements), in advertising and everyday conversation.

When we deal with translation of stylistic devices, we have to come across all of the above-mentioned styles. While translating stylistic devices, a translator must be fully aware of their sense and the emotive effect they produce through their image. Both sense and image should be preserved as much as possible. Peter New mark, an outstanding British theorist of translation, suggests several procedures for translating stylistic devices. To convey the author's intent, the

translator must be very careful in selecting words with the same denotative and connotative meanings. Translation of epithets, metaphors, similes, periphrases, hyperbole can be good examples to our topic. 'Her brain is the size of a pea' is equivalent to Uzbek 'miyasitovuqnikidek' (some insulting).

The crucial strategy of a translator in rendering all these types of trope is to make a similar impact upon the reader/listener of the target text as did a source text on its receptor.

### MAIN PART

As a philologist and instructor of translation sciences, first and foremost, I should mention that translation (be it written or oral) is a process so complicated. It is, actually, one of my professional features to delve deeply into meanings of words. On top of that, over a span of the years I dedicate myself to language learning and translating, I do comprehend that translation is not merely a replacement of one language with another. It is, in fact, a somewhat demanding and fairly responsible work. This is why, by and large, translation requires not only a profound understanding and knowledge of a particular field, but also a creative approach, genuine willingness and sparkling zest. Ergo, one should be utterly meticulous and vigilant to encapsulate various cultures, traditions, personalities, and attitudes in translation. This is the only way to convey a spectrum of ideas as explicitly as possible. So, this, in turn, will lead us into the next area of my investigation — *cunning behavior of stylistic devices in translation*.

One of the acute concerns of translation is transmitting stylistic devices into a target language. This being said, commanding a massive lexical resource will not suffice to express all the colors unless one recognizes expressions in the target language and utilizes stylistic techniques. Therefore, translators put methods in use to convey expressiveness and brightness of the original source.

Leaning on the given situation, they copy the technique of the original or create their own stylistic tools with the equal emotional and artistic effect for the target language audience.

Learning stylistic devices is interesting, but translating them into another language keeping the color and deep insight is quite engaging. Because the more one goes deeper with their behavior, the more enthralled he/she becomes. Moreover, one gets familiar with the importance of studying the translation of expressive means, the parameters of the adequacy of the translation means in terms of content, etc. When it comes to the translation of various lexical stylistic devices, among the transformations "compensation" (the transfer of semantic meaning or stylistic color which it is expressed in the original) is the most sophisticated one. Naturally, we can find some elements that cannot be separately transmitted by means of another language. Nevertheless, it is a top priority for any translator to preserve the expressive meaning of a word or phrase.

Furthermore, the methods of transmitting lexical figures of speech during translation depend primarily on nationwide or individual. For the record, it is logical to find a figurative equivalent/analogue to translate. Here, we can present a classic example for this: *a hotbed of disease* — *kasalliko'chog'i*. However, some metaphors or comparisons might be built on a different image: *to hit the nail on the head* — *nishongaurmoqor work like a horse - eshakdekishlamoq*. From the aforementioned examples, we can deduce that preserving the imagery is as equally important as replacing the neutral image. It is also of paramount

importance to keep in mind that if there is no figurative unit in target language, translators should create a literal equivalent. Let us look at this example of simile: *as dead as a doornail – o'likdekjonsiz*.

In our fast-paced world, there is a tendency to a style, which is plainer and more simplistic. This is why, it is highly unlikely to encounter stylistic means, namely hyperbole, metaphor, metonymy, pun, zeugma etc. Yet we do have epithet in our case. As a matter of fact, it is quite difficult for translators with epithets. The reason is- English adjectives are far ambiguous. Let me present the following examples: plain, tough, strong (and the adverb strongly), deep, mean. There are, of course, legions of meanings and we can only understand it leaning on the given context or situation.

The cunning behavior of Stylistic devices in translation can be vividly observed in many riddles and brain teasers for language learners. *'You are crossing the bridge and in the water you see a boat full of people, but there isn't any single person in it, how?'* this is a word-play, pun, that the translation of it would put the guesser in challenging situation, so the solution is to think in the language of origin! Here, the word 'single' is easily accepted as 'lonely, one' from the context (full of), but in fact it is 'not married' and the answer to the riddle is- 'All of them are married'. Another example is hidden in the alliteration of the letter 't' in the following riddle: 'Name four days of the week that start with the letter 't''- translated into Russian or Uzbek languages (the ones we usually deal with in translation), the riddle will lose its charm- so, again, we have to think of the answer in English. The answer is- Tuesday, Thursday, today and tomorrow.

Of course, when we speak about stylistic devices and their translation the first thing that should be covered is- belles-lettres in all its forms, be it a drama, prose or poetry. But in our article we decided to deal with a slighter topic- interesting cases we experienced during our regular classes, that are both easy to understand and challenging for learners of the language. This type of translation should be included in literal translation, an opposition to those who were eager to preserve the inner essence of the original text. For instance, famous and respectable poet A.Fet was the apologist of literalism. He writes, "The translator is happy when he manages, at least partially, to achieve the beauty of form that is inseparable from the original text. The main task of translation is to be literal. No matter it can sound heavy and uneven; the reader with an artistic flair will feel the power of the original text".

Last but not least, despite the challenges and tricks of stylistic devices, translators should attempt to use multitude of expressive means to make the text more vivid and have a considerable bearing on readers. This is the combination of translator's knowledge, ability, competence and talent.

## CONCLUSION

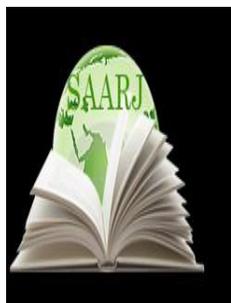
I would dearly love to conclude my piece of writing with the words of K.I. Chukovsky about the principle of stylistic compensation: "It is not a metaphor that needs to be conveyed by metaphor, not comparison conveyed by comparison, but a smile - by a smile, a tear - by a tear, etc. This means a certain freedom of action." Is not this fantabulous?! Resoundingly yes! I cannot get enough of the wonders of translation!

Summing up all analyzed ideas and phenomena we should bear in mind that techniques acceptable for the Informative Translation are inadmissible for the Literary one. Beauty does not

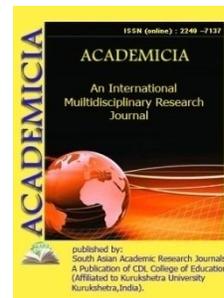
exclude the accuracy. What is more, it should not be interpreted as prettiness and accuracy as literalism.

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## REASONS FOR USING ROLE-PLAY IN EFFECTIVE LEARNING

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### ABSTRACT

*Students can also take on the opinions of someone else. 'For and against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme. I recently did a 'lost property office' role-play with elementary adults and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language.*

**KEYWORDS:** *Imaginary, Drilling, Millionaire*

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### INTRODUCTION

Incorporating role-play into the classroom adds variety, a change of pace *m* & opportunities for a lot of language production and also a lot of fun! It can be an integral pass of the class and not a 'one-off event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher is not convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to" (Gillian Porter Ladousse 1987). Therefore, if you think positive and have a go you may be pleasantly surprised! Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

*Imaginary people* - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star..... the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme.

*Imaginary situations* - Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays. It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating.
- Quieter students get the chance to express themselves in a more forthright way.
- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities.

In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Role-play is possible at elementary levels providing the students have been thoroughly prepared, 'try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. I recently did a 'lost property office' role-play with elementary adults and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language. At higher levels the students will not need so much support with the language but they will need time to 'get into' the role. The role of the teacher

- Facilitator - students may need new language to be 'fed' in by the teacher if rehearsal time is appropriate the feeding in of new language should take place at this stage.
- Spectator - The teacher watches the role-play and offers comments and advice at the end.
- Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.

Realia and props can really bring a role-play to life. A group of my young learners recently played the roles of pizza chef and customer. A simple cone of white card with CHEF written on it took a minute to make and I believe it made the whole process more fun and memorable for the class. As soon as it was placed on their heads they 'became' the pizza chef and acted accordingly.

We have to mention 3 stages of performing the Role-play during the lesson;

1. Pre-Role-play
2. While-Role-play
3. Post-Role-play

- Pre-Role-play. We actually give students some guessing exercises or multiple choice questions to involve them into topic.

While-Role-Play. They perform their roles with their dialogues with the help of their abilities.

- Post-Role-play. After performing their stage, they are given extra task to evaluate their roles by themselves.

Rearranging the furniture can also help. If you are imagining you are at the tourist information office or at the doctor's surgery try to make it as real as you can. Students can even leave the room and make an entrance by knocking on the door, try to keep the roles you ask students to play as real to life as possible.

There are many ways to correct mistakes when using role-play, it is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly demotivating! Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together.

- Self-correction - If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.

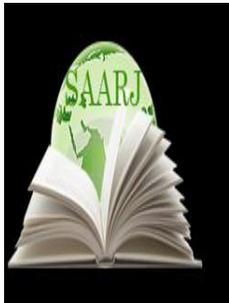
Peer-correction - Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves, and some mistakes they hear. Be careful to keep peer-correction a positive and profitable experience for all involved.

- Making a note of common mistakes yourself and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or straight after the role-play. Negotiate with students and ask them how they would like to be corrected.

Role-play can be a lot of fun. If you still feel reluctant to use it in the class I suggest you begin to integrate it slowly. Why not extend an appropriate reading or a listening from a course book and turn it into a role-play? You may be pleasantly surprised by the results.

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## THE BENEFITS OF USING POETRY IN TEACHING ENGLISH

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### ABSTRACT

*It is known that linguists have developed a lot of theoretical and practical methods of teaching a foreign language. The most effective of these methods are used by teachers in classroom education. One of the fruitful ways of teaching language that we would like to analyze in our article is to teach this language through poetry. Poetry may not obey the grammatical, syntactic rules of language, but the metaphorical images expressed in the poem, rhyming synonyms serve not to bore the student during the lesson and, conversely, to increase interest in language learning. The article also details a number of practical activities on how to apply the research topic in the classroom.*

**KEYWORDS:** *Poetry, New Ideas, Metaphorical Meanings, Stylistic Effect, Key Words, Images.*

### INTRODUCTION

Once British author Minette Walter said, "As a reader, I love to escape into somebody else's world. As a writer, I love to create that other world for my readers. There's nothing so adventurous as going on a journey to an unknown destination. Reading expands our imagination and gives us the confidence to explore new ideas". We would like to emphasize that reading expands not only our imagination but also our understanding of another country's life style. We know that during last period our people did not have confidence to explore new ideas, to explore new world, to explore something new which could change our life, our thoughts, and our style.

Due to our Independence we have an opportunity to explore new things and our teachers can be acquainted with a number of new methods in teaching second language.

This article is intended to show the thrill and meaning of poetry through the author's key elements of his craft. We express the faith that good literature best reflects the human condition, for better to worse, for greater extent than films or television. Even these media, so easy to absorb if not delight, could not exist without the written word. Perhaps the oldest kind of literature known to humanity, poetry in its earliest stages was told or sung, but during its long and continuing evolution it has become part of the written tradition and has been used for several purposes. Poetry encourages students not only to understand and appreciate some facts of the life, but also to use the skills essential for critical thinking - to develop and refine abilities to analyze, compare, classify and define concepts and to defend critical positions. "Poetry", wrote Ralph Waldo Emerson, "teaches us the enormous force of a few words". The careful selection, compression, and arrangement of language by the artist gives poetry the power to project experience vividly and memorably for the reader.

Why poetry is should be used with the language learner? One of the greatest enemies of successful teaching is student boredom. If student spend all of the time reading or writing, they will probably get bored. But if, during the lesson, there are different tasks with a selection of different texts, the students are much more likely to remain interested. We suggest using poetry in teaching English once a week. Students enjoy line-by-line analysis, jotting down many new vocabulary words along the way. They can write about the poems in their journals, choose a poem to memorize and perform for the rest of the class. Teachers should integrate the poetry as fully as possible into the syllabus, find poems with a variety of themes and styles, give plenty of time for in-class practice, and give plenty of encouragement. Poetry has been characterized as deviating from the norms of language. It has been argued that poetry frequently breaks the 'rules' of language, but by so doing it communicates with us in a fresh, original way. If a poem contains unusual syntax then students can be asked to pinpoint in what way it is unusual and to contrast this with more commonly accepted uses. In so doing, they would be reaching some kind of conclusion about the stylistic effect conveyed with language, and hence the meaning of the poem. Using poetry is not then seen simply as an activity done for its own sake, but as way of improving language knowledge. The occasional use of a poem linked linguistically to a lexical or grammatical area being taught in a particular lesson is often an enjoyable way of reinforcing or revising that area.

Let's see some practical ideas for helping students to unravel the often complicated metaphorical or figurative meanings in poems. Metaphor denotes expressive renaming on the basis of similarity of two objects: the real object of speech and the one whose name is actually used. Metaphor is not only an effective stylistic device, but also a common lingual means of occasional denomination. Whenever a speaker does not know the name of a thing he has not seen before, he generally resorts to a metaphor, using a word or expression which denotes a similar thing, a thing familiar to him. There are plenty of metaphors in the poetry, that's why students might find it difficult to understand and interpret a metaphor in a poem for a number of reasons. To begin with, it may not be very clear to students that' a metaphor is being used, or rather that a metaphorical reading of a poem is required. Secondly, students may find it difficult to unravel the connections between apparently dissimilar objects or concepts. For example, the metaphor is used in the poem "The gull's flight". In this poem the sun is described as the 'the day's fire' lit at

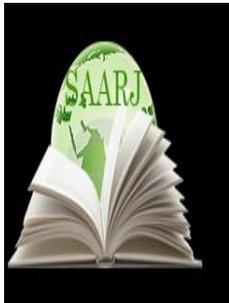
the edge of the sea. To be able to understand this metaphor, students need to infer that one object (the sun) is being implicitly compared to another (the day's fire) so that the fire 'stands for' the sun.

Below are some suggestions how to work with metaphorical words in the poem. Teacher divides students into two groups and asks one group to look at the following lines from a poem, from which two words have been removed. Teacher asks students to predict what words could go in the blanks. Then the teacher asks; the other group to look at the same lines from the poem but with different words removed, and to do the same as the other group.

Another activity is to ask students to write down any associations they have for the key words from the poem. Then they read the poem and underline any of the words mentioned in cluster. With younger learners you can use pictures which represent metaphorical words or ask students to draw their own pictures. Student will get a lot of fun with working on different poems and the teacher can consider that his lesson succeeded. Teacher should take notes on what works to improve the unit the next time he teaches it. If possible, the teacher can pair up with another teacher to teach the same poems and compare students' reactions. Teacher should believe in the power of poetry, most of the students already do that. All they need is a little prompting from the teacher.

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## THE ROLE OF GRAMMAR IN IMPROVING STUDENTS' WRITING SKILLS

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### ABSTRACT

*The variety of methodological approaches can contribute to improving students' writing in educational institutions and there has always been a demand for predominant strategies. However, the role of grammar is essential not only in improving students' writing abilities but also in other language skills, such as listening, reading and speaking. The question of making the way students write better has been significantly researched over the last few years. The current research paper investigates the urgency and actuality of grammar (in our case the English Grammar) in improving students' writing. In the era of globalization, English is a very important tool in communication, especially when it is in a written form. Therefore, it is an essential prerequisite for students to master grammar to put their ideas and thoughts on paper. Consequently, teaching grammar in harmony with writing should be adapted to achieve proficiency in students' writing abilities.*

**KEYWORDS:** *Grammar, Writing, Context, Teaching Techniques, Method, Approach, The Inductive Approach*

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### INTRODUCTION

#### **The most effective methods and activities in teaching grammar in context**

As it is known, approaches and methods play a great role in teaching foreign language acquisition. Therefore, we must implement different approaches and methods in language learning classes. There are various types of methods which we can widely use in language learning classes:

### *The communicative approach*

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 2004, p. 5)

The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints. Communicative exercises such as this motivate the students by treating topics of their choice, at an appropriately challenging level. (The announcement can be read by the teacher or played on tape.) Then ask students to circle the letter of the most appropriate answer on their copy, which consists of the following multiple-choice options:

- |  |
|--|
| a taxi service<br>b. a hotel<br>c. an airport<br>d. a restaurant |
|--|

Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning (Larsen-Freeman, 2003, p. 19). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and

frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 2003, p. 34).

### ***Teaching Grammar Using the Inductive Approach***

Inductive learning is the process of 'discovering' general principles from facts. In a language classroom, an inductive approach involves getting learners to discover rules and how they are applied by looking at examples. The role of the teacher is to provide the language the learners need to discover the rules, to guide them in discovery if necessary, and then to provide more opportunities to practise. The inductive approach is often thought of as a more modern way of teaching: it involves discovery techniques; it seeks in some ways to duplicate the acquisition process; it often exploits authentic material; it has learners at the centre of the lesson; and the focus is on usage rather than rules. Over the years, different teaching approaches and methods have been developed for use by teachers of English language development and the merits of teaching grammar in language lessons has long been a hot topic. Despite this, some distinct approaches have formed. In general teaching terms, Prince M.J. and Felder (2006. – P. 75) looked at different methods under the rubric of the inductive approach, endorsing constructivist problem-based learning activities. Conversely, Bilash (2006.-PP. 35-37) looked at both approaches but concluded that students understand and retain content more effectively through inductive learning. According to Howard Community College (2012,-pp. 58-59), the constructivists' approach to teaching grammar involves teaching it in context and not as a separate entity. It is taught using methods such as mini-lessons, grammar journals and peer group activities. This simply means that grammar is taught using the students' own work as models. These methods help students understand that evaluating grammar in their writing is a part of the revision process.

The inductive approach is especially useful for the development of critical thinking and fluency via a range of instructional methods including inquiry learning, problem-based learning, project-based learning, and discovery learning (Prince, 2006. – P. 12). Simply put, the teacher provides examples of the target grammar but it is the task of the learner to figure out the rules from these examples and it is the students' job to notice the differences and similarities.

Overall, regarding best practices for teaching grammar, research does not prove either way which approach is most effective. Some teachers are better at teaching one method than the other whilst at the same time, students vary in their ability to perform under one approach or the other. To decide upon the best approach, the teacher's ability, academic level of the students and their learning styles are all important factors which need to be considered when deciding upon which classroom methods to use

### ***Content-Based Teaching***

In the early days of the TESOL profession, most teachers pulled their students out of mainstream classes or offered English instruction in a self-contained, language-focused classroom. Teachers often focused on learning about language in these settings. It wasn't unusual to see explicit grammar explanations and drills in these ESL classrooms. In the last twenty years, however, things have changed. Due in large part to the underwhelming results of these early models, programs began shifting to push-in, co-teaching, and sheltered models. These models are thought

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to offer a form of content-based language instruction (CBI), a research-backed (Grabe, Stoller, 2002. -PP. 1-21) approach to language teaching in which language and content are taught concurrently. A central idea of CBI is that language is best learned when used to make meaning, and academic language is best learned when heard and used in academic settings (Brinton, 2010, -P. 63). As more ESL teachers push into content classes, their focus has shifted from teaching about language to scaffolding the content so that it is accessible to the multilingual students in the class. However, to be most effective, teachers must balance the emphasis on language and on content in a content-based class (Cammarata, Tedick, Osborn, 2016. -P. 38). As to the correct balance, Nation (2007) suggests that approximately 25% of class time should consist of language-focused learning in which students are attending to, processing, and discussing language features that they will use in the other 75% of the course time. In their teacher education programs, most ESL teachers are taught to achieve this balance by identifying two kinds of learning objectives: content objectives and language objectives. This practice is directly connected to a content-based approach to language instruction and the need to focus on both content and language. If we are to teach language through content, it is important to articulate both the content that is to be taught (the content objectives), and the language to be taught (the language objectives). Language identified in the language objectives is related to the content and will help students better understand and interact with the big ideas of the content.

### *Task-based language teaching*

Over the past two decades, task-based language teaching (TBLT) has been introduced quite successfully into foreign language teaching methodology in wide parts of the world and a sizable number of current and especially future foreign language teachers have become acquainted with this approach during their studies as well as during diverse internships and trainings-on-the-job. However, task-based teaching has not yet found a solid way into foreign language classrooms. Textbooks do not integrate this approach, nor do curricula, as task-based teaching is seen as being partly incompatible with current views on didactic progression. This situation is understandable insofar as task-based language teaching does not – and does not want to – follow the rigid routine of a traditional foreign language textbook. This may be seen as a disadvantage by those teachers who have learned to rely exclusively on a text book series, but for teachers with a more creative mindset the integration of task-based teaching bears many advantages, which outweigh the disadvantage just mentioned, as it allows the teachers (as well as their learners) a lot more freedom to deal with everyday situations and current issues, which is usually perceived as immensely motivating by both teachers and learners alike. Yet, how can grammar be seen as fun or even as interesting when not even the teachers like it? Such a view of grammar is presumably still heavily influenced by the grammar drills and/or PPP methods (“presentation, practice, production”) that the teachers have encountered in their own school, university or internship days, where grammar was presented as a set of abstract structures with rules and exceptions which had to be learned by heart, and where grammar was not necessarily related to meaning. As Ellis, N. C. (2017. -pp. 113-124) correctly claims, “grammar can no longer be viewed as a central, autonomous system to be taught and learned independent of meaning, social function and discourse structure”. This book even goes a step further because it argues that grammar is as meaningful as lexis (just in a more abstract way) and that teaching grammar is therefore at the same time teaching meaning. According to Nassaji, H., Fotos, S. (2011. – P. 76)., applied cognitive grammar is a good starting point for grammar instruction, “because the kinds

of generalizations it posits to describe linguistic organization can easily be made explicit, and thus incorporated into classroom practices”. As grammar will definitely be an ever-present ingredient in any foreign language classroom, grammar teaching will always be a necessity. Using language creatively will also benefit an outside-of-the-classroom use of the foreign language, as a creative use of language is exactly what happens in ‘real’ communication, which is quite different from the pseudo-communication that can be found in the majority of more conventional foreign language classrooms. According to Schmidt, R. (2001. -PP. 3-32), task-based language teaching “puts learners in an unconventional and perhaps unusually proactive relationship to their classroom learning. They have more room to show seriousness of purpose, some capacity for decision-making and space to be unique”, an important quote which already mentions several crucial aspects of this approach. Task-based language teaching can be seen as an action-oriented approach, which can be enhanced by integrating grammar teaching in a non-explicit way, i. e., “by the backdoor”, while the learners may not even notice that what they are learning IS indeed grammar. They will be involved in situations that they may, at least to a certain extent, also encounter outside their classrooms and they are given communicative tasks they are to work on and solve, usually with a partner or in small groups. These situations and tasks have to be carefully chosen and developed by the teacher so that in order to fulfill a task the learners need to use a specific grammatical phenomenon. In this way, not only the communicative topic is for grounded in the lesson, as is usual in task-based classrooms, but the lesson focus is instead two-pronged, as a grammatical topic goes hand-in hand with the communicative topic. What teachers need to invest for preparing such lessons is especially their creativity, as they have to come up with communicative situations which more or less force the learners to use a specific grammatical structure and which additionally cater to different learner types. The connection between task-based teaching and cognitive grammar definitely seems to be a fruitful one, although this can only be claimed with caution, as there is still a lack of studies.

During the class we can suggest to provide the following communicative activities in language learning classes

### ***Information-Gap Activities***

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task. The following exercises make use of the information-gap principle: Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures. Students practice a role play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure times, prices, etc. They role-play the interaction without looking at each other’s cue cards.

### **Jigsaw activities**

These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. The following are examples of jigsaw activities:

The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained. The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

### **Other Activity Types in CLT**

Many other activity types have been used in CLT, including the following: ***Task-completion activities***: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

***Information-gathering activities***: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

***Opinion-sharing activities***: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

***Information-transfer activities***: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

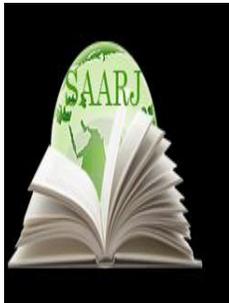
***Reasoning-gap activities***: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

***Role plays***: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Relying on collected facts and arguments, one can definitely infer that, teachers need to display a range of roles such as being: role models, motivators, supporters, facilitators, and relation managers. The common understanding is established in the guidelines and we asked learners to follow them. In addition, clarity is very important for us all. They will get better grades if the ideas are clearly stated and when the writing has a beginning and a conclusion or an appropriate end. Organization is everything, and the more organized the arguments are, the higher the grade in case it meets the requirements set for the content, of course.

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## PROBLEMS OF THE DEVELOPMENT OF WORD FORMATION IN MODERN LINGUISTICS

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### ABSTRACT

*This article is devoted to some theoretical problems of word formation. This term is understood as the formation of new words, due to the needs of the communication through various word-formation means, acting in a given language in a given period of its development. As you know, the creation of new words to meet the demands of the communicative intention is the main function of word formation. On the one hand, it is closely connected with vocabulary, on the other with grammar and thus, it allows including a section of word formation in the description of the vocabulary of the language and its grammatical structure.*

**KEYWORDS:** *Word Formation, Word- Derivation, Productivity, Referent, Affixation, Grammar, Prefixation, Suffixation, Synchrony, Diachrony, Compounding Vocabulary, Grammatical Structure.*

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### INTRODUCTION

Linguists agree that the language is a social phenomenon, associated with different areas of human activity; therefore, the vocabulary of any language directly reflects all the changes that have taken place and are taking place in social production, cultural, and other fields of human activity.

Vocabulary of any language is replenished with vocabulary units, in various ways. Like other languages, modern English is replenished mainly in two ways: word -formation or borrowing.

In the linguistic literature related to the issue of formation words, the terms word-formation are used. This term is understood as the formation of new words, with the help of various word-formation means, and acting in a given language in a given period of its development.

Certainly, the creation of new words is the main function of word formation. This function is well characterized, for example, by P.A. Soboleva: “language without its actual formation could not have a derivational composition that would correspond to the development of society”.

Indeed, the endless process of cognition of the world, the emergence of new concepts and the modernization of existing ones, the discovery and creation of more and more new objects of reality require the language to provide the speaking team with the necessary number of words, object names, characteristics, etc. this is evidenced by A.I. Gelyaeva: “..... man has to talk about more and more new things that he discovers in nature or produced by man’s own labor. This, by the way, requires the construction of such a language model, in which not only the set of phrases is infinite, but the vocabulary is also infinite: As we see it, word formation is one of the most important linguistic mechanisms that ensure the infinity of the vocabulary”. However, word formation, obviously, does not in the full sense of the word “infinity” of the dictionary, i.e. to the extent that the grammar provides for the construction of an infinite number of phrases. The lexical content of phrases is not limited by anything (in the grammatical sense), but the peculiarity of word-formation is that the possibility of spreading word-formation process (acts) to lexical principles is subject to various restrictions. In other words, word formation creates potencies for an infinite vocabulary, potencies that are never fully realized. In particular, it depends on the linguistic traditions of the collective.

However, the lack of development of the theory of word formation, in particular, due to the fact that this aspect of the teaching of language is only beginning to gain autonomy, does not yet give an opportunity to talk about certain rules of word formation. Moreover, it is still completely unclear what concept in a general sense should be invested in the expression “rules of word formation,” “principles of word formation,” etc. For example, Fowler, speaking of “principles of word formation,” refers to recommendations on the compatibility and incompatibility of certain English and non-English, as well as living and non-living foundations and word-formation elements. He gives the following examples of “mis formed” words: amoral, automation, backwardation, bi-weekly, bureaucracy, cablegram, climatic, coastal, coloration, dandiacal, floatation, gullible, impedance, pacifist, speedometer, breat-halyser and triphibious.

Citing this list, Fowler writes further: “word-making, like other manufactures, should be done by those who know how to do it. Others should neither attempt it for themselves, nor assist the deplorable activities of amateurs by giving currency to fresh coinages before there has been time to test them”. As can be seen from this quote, by “principles of word formation” is meant here, what can be called the recommendations of purists and “good” and “bad” words.

Word formation is closely connected with vocabulary on one side, and grammar on the other. The connection between word formation and vocabulary is that each newly formed word becomes a unit of vocabulary. At the same time, however, the process of creating new words is carried out according to the models, forms that are peculiar to this language. In addition, each newly created word includes one or another lexica-grammatical category of words, called a part of speech. This is the close connection of word formation with grammar. Close connection of word formation with vocabulary and grammar allows including a section of word formation in the description of the vocabulary of the language and its grammatical structure.

Language is a product of a number of epochs, therefore, the vocabulary of a language can be found as words created using such methods of word formation, which acted in the early period of

the development of the language and have now become productive and words created using word formation methods. Among the first, i.e. unproductive with respect to the English language should note the alternation of sounds, stress changes, substance, lexicalization. The second group of methods of word formation, along with collocation, conversion, abbreviations, also includes affixation and, in particular, one of its subtypes, prefixation, which in the linguistic literature is considered as a method of word formation involving prefixes with roots and stems.

Prefixation as a method of education appeared in the Indo-European languages rather late. Therefore, the prefix origins are more or less clear compared to the origins of other derivational morphemes.

One of the sources of prefixation is prepositive particles, which over time receive word-formation functions. Each language prefix can be classified according to certain criteria. For example: by their origin, by their purpose and by their function.

Before turning to the question of how the system of word formation is arranged and what it is made of, it becomes important, if only in general terms, on the question of how this system functions. Word formation, less than any other system, can be represented as a statistical aggregate of once and for all these models, frozen in flawless regular correlations and implemented in more or less voluminous word-formation series. The mere fact that many of these series are not closed and closed gives the whole system the character of a mobile system, differing more in development possibilities than in the realization of all the possibilities incorporated in the system in the form of ready-made derivatives- their formulas. Open character of the word-formation system distinguishes word-formation among other formalized systems with their more stable configuration.

It is not only a matter of much greater potential for changes within a single word-forming series or in the relationship between various word-formation series. Greater mobility and distinguishes a word-formation from a paradigmatic series: the completion of a word-formation series, on the one hand, and its separate components falling out of it, on the other, is generally more frequent and simpler than redistribution within paradigmatic series. It's, therefore, not the fact of the transformation of various parts of the system, but the speed with which these transformations occur.

It is the rapid rate of change that leads to the fact that the system as a whole is characterized only by relative stability, and its boundaries at any given moment are definable only conditionally. What is the measure of this convention?

How to determine the boundaries of word formation? Solving these questions means answering a whole series of questions about the essence of understanding language phenomena in their statistics and in their dynamics, in synchronous terms and in terms of diachrony. With regard to word formation, these questions can be formulated as follows; how to carry out the description of the system of word formation in a purely synchronous plan, if this system acts simultaneously both as a result of development and as a kind of language creation process; whether it is possible to describe this process without restoring to clarifying the framework of its temporal assignment or abstracting from the time factor; can, finally, be called "synchronous" such a description of the system, which inevitably includes the concept of the evolution of its individual elements? And what, actually, the length of time is a decade, several decades, half a century, a century, etc.

– can be considered sufficient and accessible so that in relation to it we can use the term “synchronous”?

Of course, the known instability of the system and, in particular, the uneven rate of transformation of individual links of the system complicate the answers to all these questions. It is not possible to exclude descriptions of word-formation in the synchronous plan, however. Moreover, precisely because of the mobility of word formation, the principle of strict separation of synchrony and diachrony becomes especially important here.

With the change of various links of the word-formation system, not only the quantitative and qualitative characteristics of individual word-formation series, but also the ratio of its constituent units –models of the derivative –change in it. In this respect, the interpretation of the same units from the synchronous and diachronic points of view is completely different.

From a historical point of view, for example, formation such as English Childhood ‘детство’, boyhood ‘отрочество’ etc. represented complex words (in Old English, the word had ‘состояние’, ‘образ’, ‘положение’). From the synchronous point of view, we have before us ordinary suffixal derivatives parallel to other abstract denominative formations.

Naturally, when transformations occur before our eyes, synchronous and diachronic descriptions can come into direct contradiction (see, eg., the formation of new affixes, when any morpheme, which is not yet completely independent, begins to be used as a derivational particle, i.e. functionally changes its purpose). The ambiguity of the phenomenon in itself, and no metaphysical distinctions, against which our most prominent linguists so rightly speak, here cannot.

In contrast to the purely synchronous analysis aimed at establishing correlative pairs, historical parallels and excursions contribute to discovering the cause of the connection between various phenomena and allow revealing some regularities of the functioning of the word formation system. Thus, referring to the history of the period before the studied one can help to explain the reasons for the sudden spread of one of the methods of word formation due to the disappearance of another method or by contacting the given language with any other language and borrowing. Nominal word formation in Germanic languages is in the book “Comparative Grammar of Germanic Languages”. As a result, knowledge of a broader historical perspective for the development of a given language or group of languages is not only desirable, but also necessary. And in detail about this can be found in the work of H. Marchand “The categories and types of present-day English word-formation”. It would be important to highlight the range of problems in word formation, the coverage of which, due to their specificity, requires taking into account diachronic data.

But which models should be considered as forming a word formation system?

On this the opinions of many linguists differ. So, according to academician L.V.Scherba, the rules of word formation, first of all, the rules of active word formation, this is “how to make new words”. The question of how ready words are made is a matter of vocabulary. Moreover, it is possible to learn in more detail in his works “The Next Problems of Linguistics”. There is no doubt that in describing the word-formation system of a particular language, we will give preference to the most used common and productive models and try to distinguish between models by which even now new words are created, and word-building types are less common,

unproductive, disappearing. In our description, perhaps, it will not be given at all a place for unproductive models. Yet, consciously or unconsciously, we will be guided by the selection of material to be considered, one rather simple rule: take into account those models “that are perceived by native speakers as a living construct within the framework of a particular semantic category.”

This does not mean, however, that only living languages can be studied in synchronous terms. This only indicates that, in the study of modern languages, their carriers can provide us with invaluable assistance, which we often underestimate and which it is so difficult for us to replace with other criteria in the study of so-called dead languages. In principle, the basis for the selection of the material remains the same; only such correlative pairs are included in the synchronous system of word formation, whose existence is easily verified by repeatability under the same conditions. The moment of the structural-semantic correlation of the original and derived units plays a crucial role in this. On it builds relations of production. The latter are central to the whole system of word formation.

English vocabulary continues to be updated and replenished with new units.

According to some data, on average about 800 new words appear in English in a year – more than in many other languages. This vocabulary replenishment is not only due to various borrowings, including neologisms, i.e. create new words using models of another language by translating morphemes (such a word, for example, is chain smoking, калькированнонемецкое "kettel-rauchen"), but also at the expense of the “internal resources” of the language system – word-building processes and rethinking existing values (secondary nomination). To persist, according to the expression B.A. Serebrennikov, “in a state of communicative fitness”, the language must constantly be rebuilt and developed without losing the originality of the system.

Not every new word created by a speaker is fixed in the language. Initially, this word is occasionalism, the meaning of which is rigidly connected with this context and is not perceived outside of it. Later, if there is a whole complex of prerequisites for this, the word may gradually be fixed in the language (lexicalized); at this stage it is already a neologism, which can either finally enter the lexical system, or stop its existence.

A new word can be new, either in form, or in content, or in form, and in content. Based on this, it is customary to distinguish:

1. neologisms (new form and new content) - bio-computer, telecommuter, audio taper;
2. rename (new form – already known content) - sudser (soap opera), big C (cancer);
3. rethinking (already existing in the language of the form – new content) - acid (narcotics), bread (money), box (TV-set).

The first two groups assume the use of the internal resources of the English word-formation system. So-called phonological neologisms can also be added to them, i.e. artificially created sound configurations. Most often these are terms or trademarks, often associated with morphemes of Greek or Latin origin (acryl, perlon). The third group relates to the sphere of the secondary nomination of the value change.

1. **Borrowing** from other languages is one of the most common ways to form words. Such an original word as “paparazzi” was borrowed from Italian language and “tsunami” from Japanese.

2. The next type of word formation is **transliteration**: the words are different in pronunciation, but in fact they are the same. Often transliteration is used colloquially: gonna – going to, pix – pictures.

3. In English, words appear with the help of **conversion** – the transition of one part of speech to another; the form of the word does not change. A noun can turn into a verb, in English you can often hear words text, skype, email, denoting action.

4. **Contamination** is often observed when two or more bases are mixed for example: global + localization = globalization – глобализация; net + etiquette = netiquette – правилаповедениявИнтернете.

Short words are often used colloquially, they have become common. The word “gossip” is gradually being replaced by “goss”, in order not to pronounce the long word “demonstration”, you can simply say demo.

5. In English, new words are formed by **affixation**. Word formation suffixes are added to the existing word, among them -athon, -busting, -fest, -gate, -impaired, -ista, -meister, -ville. For example, an entertainment-master – экспертвразвлечениилюдей. There are many prefixes that are necessary for word formation, among them there are those by which it is clear that the word has a negative connotation: un- (unbelievable), im- (impossible), in- (incapable), non-(non-essential). Common prefixes include the following: over- (overpay), pre- (prehistoric), de- (decontrol), re- (reconstruct), sub- (subdivision), co- (co-operation), inter- (international) and others.

6. Another method of word formation in the English language is the **merging of two words**, sometimes you can see a combination of three words. For a word to have a complete logical meaning, there is a definite connection between its components, for example, basketball – баскетбол, mother-in-law (матьвзаконе) свекровь.

7. New words can be formed using particles [a type of affixal way], a clear example is the derivation of phrasal verbs: find out – узнавать, weed out – удалять, talk up – хвалить.

Word formation in English also occurs with the participation of the Greek – Latin components. You can often find words with these elements cur orcour: excursion – экскурсия, course – курс, currency – валюта.

English is unusually rich. Sometimes new words are thought out very quickly, which is why they do not have time to get into the dictionary. Most English words have more than one meaning; sometimes there are difficulties when translating them separately. To correctly translate a sentence, it is important to consider the context. If you know the basic ways of word formation, you can learn vocabulary more easily.

The factors causing the development and replenishment of the vocabulary of the English language can be divided into:

1. linguistic,
2. non- linguistic,
3. mixed.

Allocate quantitative and qualitative enrichment of vocabulary. Quantitative completion – creating new words. It is divided into internal and external methods. Qualitative vocabulary replenishment is a change in the semantic structure of a word.

A large role in the development of the vocabulary of the English language played borrowings from the Latin and French languages. Scandinavian languages also had some influence on the English dictionary. Borrowing Latin vocabulary: I –V centuries AD –Roman domination: kettle, wine, cheese, butter, cheap VI-VII centuries – the Introduction of Christianity in England: angel, candle, priest, school, church XV-XVI centuries- the development of culture in the era of Renaissance: animal, formula, maximum. Borrowing French vocabulary: XI – XI centuries – 1066 – the Norman Conquest: French supremacy in the country, French is the official language in England, there was bilingualism in the country (ability, accompany, beauty, coin, plate). Borrowing Scandinavian vocabulary: IX c. – Scandinavian conquest, England enters the power of the Danish king. From the Scandinavian dialects in the English language entered common words of broad semantics: they, their, take, give, call, get, raise, want. It is believed that the Scandinavian influence contributed to the falling away of the endings in English words, and, ultimately, to the establishment of an analytical structure of the English language. The periods of the history of English. Old English – 5-11 centuries (from the moment of the resettlement of the Germanic tribes of the Angels, Saxons, and others to the British Isles and until the beginning of the intensive influence of the French language and the establishment of bilingualism in the country). Middle English – 11-15 centuries. (until the cessation of bilingualism and the formation of the national English language) Modern English – 15 century. Borrowing vocabulary can occur: orally and in writing. In the case of borrowing verbally, words are quickly fully assimilated into the language. In the case of borrowing by writing, words retain their phonetic and grammatical features longer. Borrowing can be direct and through intermediary language. For example, many borrowings from Latin came to English from French, or many words from Greek fell into English from Latin. The main methods of borrowing: - Transcription (phonetic method) – borrowing a vocabulary unit, which preserves its sound form. From Fr. to Eng.: ballet, bouquet, from English: футбол, трейлер. - Transliteration is a borrowing method in which the way of writing a foreign word is borrowed, the letters of the borrowed word are replaced with the letters of the native language. When transliterating the word is read according to the rules of the native language audio (лат. "слушать") - audience, audible demos (греч. "народ") - demography, democracy – Tracing is a borrowing method in which the components of a borrowed word or phrases are translated separately and combined according to the pattern of a foreign word or phrases. Many words based on Latin and French are created using the tracing method in English: masterpiece - фр. шедевр blue stocking - фр. ученаяженщина under consideration - лат. на рассмотрение Примеры заимствований Латинские: kettle, wine, cheese, butter, circus, angel, candle, priest, church, school Греческие: alphabet, character, psychology, Christmas, sympathy, physics Скандинавские: take, give, want, get, their, them, they, leg, egg Французские: - правительство: government, parliament, treaty, majesty; - еда: peach, lemon, beef, bacon, cream, biscuit; - церковные: baptism, sermon; - игры и развлечения: dance, chess, music, restaurant, pleasure, leisure; - литература: romance, poet, literary, story; - другие: treasure, memoirs, bouquet, ballet, fiancée, cartoon, engineer, cigarette, machine.

**The List: Meaning, Latin Prefixes, & Greek**

MEANING	LATIN PF	GREEK PF
above, excess	super-, ultra-	hyper-
across, beyond, through	trans-	dia-
After	post-	
again, back	re-	
Against	contra-, (in-, ob-)	anti-
All	omni-	pan
Around	circum-	peri-
awayorfrom	ab- (orde-)	apo-, ap-
bad, difficult, wrong	mal-	dys-
Before	ante-, pre-	pro-
between, among	inter-	
Both	ambi-	amphi-
completelyorvery	de-, ob-	
Down	de-, ob-	
Four	quad-	tetra-
Good	ben-, bene-	eu-
half, partially	semi-	hemi-
in, into	il-, im-, in-, ir-	en-
In front of	pro-	pro-
Inside	intra-	endo-
Large	(macro-, fromGreek)	macro-
Many	multi-	poly-
not*	de-, dis-, in-, ob-	a-, an-
On		epi-
One	uni-	mono-
outof	ex-, e-	ek-

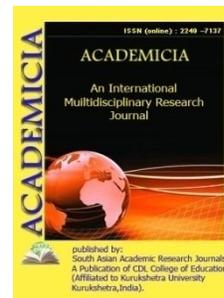
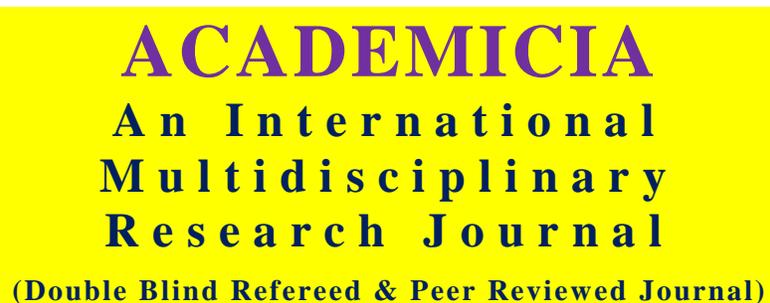
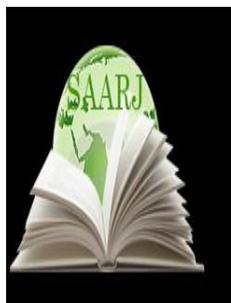
Outside	extra-, extro-	ecto-, exo-
Over	ob- (sometimes)	epi-
Self	ego-	auto-, aut-,auth-
Small		micro-
Three	tri-	tri-
Through	trans-	dia-
toortoward	ad-, a-, ac-, as-	epi-
Two	bi-	di-
under, insufficient	sub-	hypo-
With	co-. com-, con-	sym-, syn-
within, inside	intra-	endo-
Without	dis- (sometimes)	a-, an-

High-quality vocabulary replenishment – changing the semantic structure of the word. Many linguists consider changing the meaning of words and the appearance of new meanings in words as one of the ways to form new words.

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## EFFECTIVE WAYS AND TECHNIQUES OF TEACHING A FOREIGN (RUSSIAN) LANGUAGE

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### ABSTRACT

*Teaching foreign languages is considered to be a complex system of actions which demands that both a teacher and learners should follow particular principles and methods to achieve their target in the process. Generally speaking, while teaching language skills to learners a teacher searches all sources and means for appropriate tasks and materials to make his or her lessons as much interesting for learners.*

**KEYWORDS:** *Methodology, Russian Language, Techniques, Method, Approach, Classroom, Student Centered.*

### INTRODUCTION

Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation. In our case principles are used to define strategy and tactics of teaching Russian language at all stages practically in each point of educational process.

As far as the result of teaching of students' foreign language is formation their skills of using language as means of intercourse, the leading principle is the principle of a communicative orientation.

Its main function is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of language material, its situational conditionality, communicative value both speech and training exercises, communicative formulation of educational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching<sup>1</sup>.

Proceeding from the aforesaid teacher should follow the rules:

**1) Principle of communicative orientation**

- Selection of situations.
- Recurrence and novelty.
- Participation of everyone in intercourse.
- Favorable conditions for intercourse.
- Communicativeness of tasks.

As far as juniors have still insignificant experience of collective intercourse and they are taught not only to associate in Russian, but also to associate in general, teacher should provide the support on pupils' realizing the models of intercourse in native language, realizing the communicative function of this or that language unit. Realization of this principle is carried out through system of cognitive problems, solving which children "open" laws of the native language.

On the basis of this realizing there is children's acquaintance with the form and functions of corresponding units of Russian language.

Proceeding from this, it is possible to plan some rules - following which allows realizing this principle in teaching and educational process.

**2) Principle of support on the native language:**

- Display of generality between Uzbek and Russian languages.
- Formation of the common educational skills.
- Use of similarity and distinctions in the script.
- Use of similarity and distinctions in pronunciation.
- Uses of carry and avoidance of interference in teaching vocabulary and grammar.

It is established, that for each kind of speaking activity "set" of actions and even the lexical and grammatical registration<sup>2</sup>. It has allowed formulating methodical principle of the differentiated approach in teaching a foreign language.

Thus the differentiation is carried out as though at different levels of generalization - precise differentiation is conducted in teaching:

- oral and written speech;
- speaking and listening;
- reading aloud and reading silently;
- script and spelling.

In teaching Russian language process of integration is realized, it shows, first of all, that mastering of various aspects of language, its phonetics, grammar, lexicon occurs not separately as certain discrete components of language, but is also integrated. Pupils seize and acquire them during carrying out of speech actions which realization can demand the use of a word, word forms, a word-combination, super phrase unity and, at last, the text, caused by situations of intercourse.

Considering the given specific principle of teaching the Russian language it is possible to formulate rules, their observance will help the teacher to realize this principle.

### **3) Principle of differentiation and integration:**

- The account of specificity of each kind of speaking activity.
- Use of teacher's speech and sound recording for listening.
- Teaching monologed speech, proceeding from features of each form.
- Teaching reading aloud and silently in view of features of each form.
- Mastering of aspects of language in speech units.
- Use semi-typed font in teaching writing.

In a basis of teaching any subject at school including foreign language, there are general didactic principles. Such principles are: scientific character, availability, presentation in teaching, an individual approach in conditions of collective work and others.

Specific and general didactic principles express typical, main, essential, that should characterize teaching a foreign language at school and, first of all at the beginning stage where bases of mastering are pawned by this subject. The understanding of action of principles of teaching and direct use of rules will allow the teacher to carry out teaching effectively<sup>3</sup>.

The learning is the active process which is carried out through involving pupils in a various activities, thus making it active participant in reception of education. In this bilateral process it is possible to allocate the basic functions which are carried out by each the parts. The teacher carries out organizational, teaching and supervising functions. Functions of the pupil include acquaintance with a teaching material, the training which is necessary for formation of language skills and speaking skills, and application of investigated language in the solving of communicative problems<sup>4</sup>.

We distinguish three basic functions which are carried out by the pupil, and the teacher is to organize and direct the doctrine of the pupil. Then it is necessary to attribute acquaintance, training and application to the basic methods. Control including correction and an estimation is accompanying, as it is in each of the basic methods.

The organization of acquaintance with "portion" of a teaching material includes:

First, I. L. Bim marks, that display is addressed to sensual perception of pupils - acoustical, visual, motor<sup>5</sup>. The teacher can accompany display by some explanatory's;

Second, an explanation inducing pupil to reflection is necessary and enough for understanding and realizing of a perceived material with a view of the subsequent intelligent training and application. The teacher can involve various means of presentation.

Due to training memory of the pupil is enriched with new units of language and automatism in their use is developed. At application of new vocabulary organizing function of the teacher is shown most precisely. He should create favorable conditions, benevolent atmosphere for normal course of the speech act. He should make such conditions in which each pupil would like to participate in work of group, in which children aspired to understand the contents and sense of the text, they have read or listened to, and were not afraid to make a mistake. At application of

new vocabulary it is supervised formulation of speaking skills, it is established, how the pupil can use each of them in the practical purposes.

The considered methods reflect essence of pedagogical process in which the teacher and pupils cooperate. These methods are used in teaching a foreign language at school, open specificity of a subject and are directed on achievement of the practical, educational and developing purposes.

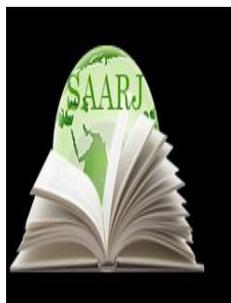
Each of the considered methods is realized in system of the modes used by the teacher in the organization of teaching pupils, carried out by the latter through the decision of set of the specific targets which are bound up with cogitative operations and perception by sense organs. Modes as well as methods are structural-functional components of mutual action of teacher and pupil. But if the method names the basic, dominating activity mode is bound up with the concrete action making essence of formed speech activity<sup>6</sup>.

It is very important, that modes which are applied by the teacher, let pupils solve tasks, and not just demand simple storing. And it is also necessary, that the pupil not only reproduces speech unit, but also creates his own «speech product », i.e. he can construct the statement in connection with a communicative problem facing to him, using units of language.

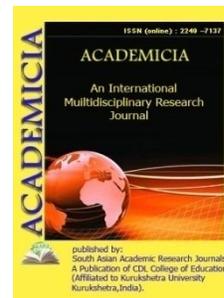
In conclusion, there is no key to future without learning any foreign language. It is very important and necessary to learn any kind of needed foreign-language in order to achieve success in a broaden area. Especially, in this integrated world it is significant to be capable of speaking in more than two foreign languages. Thus, there is always a certain question – how is it effective and possible to learn faster, effortlessly and automatically. Current tendency in national education make it necessary to state the fact that for most people the level of this education itself is not enough to become successful. Naturally, school knowledge is considered as a basis for the growth of many useful skills in life. The main purpose of learning foreign languages is the formation and development of the communicative skills and enhancement cultural capabilities of students, learning a practical mastery of a foreign language.

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## THE ROLE OF HOME READING OF FICTION IN LITERARY TRANSLATION TRAINING

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### ABSTRACT

*Today the translation activity covers the whole world. These days it is difficult to imagine any area of social, scientific, and cultural life without translation. Literary translation plays an important role in intercultural communication. Literary translation should consider how to develop in future translators a sense of language, understanding its clarity, correctness and expressiveness. In terms of lingua didactic principles set of exercises are useful in literary translation training. One of them is based on home reading of fiction. Reading, discussion, translation and comparison of different translated versions (by students) of authentic texts (fiction) give good results in students' training for literary translation.*

**KEYWORDS:** *Literary Translation, Translation Competence, Communicative Competence, General Educational Competence, Technical Competence, Text-Forming Competence, Linguistic And Didactic Principles, Authentic Texts, Home Reading, Fiction, Criteria.*

### INTRODUCTION

With the development of civilization, the role of translation in the life of mankind steadily increased, and in the second half of the 20th century there was a real explosion of translation activity, which covered more and more new areas of activity and, especially areas related to production, scientific and technological progress and international communication. Translation activity today covers the whole world. We cannot imagine any area of social, scientific, cultural life today without translation. That is why a significant place in the modern field of professional education is occupied by specialties related to foreign language and the study of translation.

The study of literary translation is a creative process; it is connected with the development of languages in their historical perspective. Language and speech in translation practice are tools of

cognition, thinking, have rich opportunities for creative enrichment of students. Mastery of language and speech is a necessary condition for the formation of a socially active person.

Teaching literary translation should consider how to develop in future translators a sense of language, understanding its clarity, correctness and expressiveness. And in this regard, the role of linguistic and didactic principles is important. The formation of translation competence takes place in exercises, which are understood as structural units of the methodological organization of educational material and as units of teaching foreign language speech activity, and, consequently, translation as an activity.

Translation schools consider the issue of teaching literary translation study in close connection with the development of creative thinking of a translator. Mastering a language creates the prerequisites for developing thinking, so the sooner the language is learned, the easier and more complete the knowledge of literary translation will be absorbed by senior students.

The main methodological approaches in the study of translation have developed within the framework of linguistics, while the time requirement is to shift the key vector of translation studies towards the cultural component. Experience of literary translation shows that the methods developed in its process such as periphrasis, translation by adaptation, imitating translations require careful selection and appropriate application in order to obtain an adequate result. This choice is determined not only by the language systems encountered, but also, above all, by the peculiarities of interacting cultures and the translator's mentality.

With the help of reading and translation of fiction it is possible to improve the interaction of cultures, i.e. the dialogue of cultures. It is not the cultures themselves that engage in dialogue, but people for whom the respective cultures draw specific semantic and symbolic boundaries. A good translator can find a way of dialogue between different cultures.

In literary translation training, the process can be divided into three stages with the help of exercises. At the first stage of training exercises for improvement of communicative competence and general educational competence are carried out, at the second stage - exercises for formation of technical competence, at the third stage - exercises for formation of text-forming competence. Step-by-step exercises to improve communicative competence and to form translation competences are closely linked to the method of teaching translation with the help of linguistic and didactic exercises. The translator must constantly maintain a high level of knowledge of the language he or she works with. This requires regular reading in this language, fiction and periodicals, watching programs to improve the understanding of speech and vocabulary.

In the process of fiction translation knowledge of the meanings of words and grammar rules is obviously not enough to carry out effective intercultural communication in the translation process. A translator needs to have a good knowledge of both the cultural peculiarities of the author of the text being translated and a good understanding of the culture of the audience for which the text is being translated. Translation practically serves to interpret the content of the text generated by one culture in terms of the culture for which the translation is being translated. At the same time, there may be situations in which fully adequate translation is impossible.

It should also be taken into account that the perception, understanding and interpretation of the texts to be translated are influenced by a third culture - the personality of the translator himself, his cultural characteristics, level of professional training and experience. Therefore, when

translating a text, methodologists recommend analyzing it in terms of cultural content. The purpose of this procedure is to develop the translator's ability to analyze cultural differences, to develop a special "sensitivity" to the cultural content of the texts being translated. And in this term the role of home reading and translation is significant. Home reading assists in clarifying the issues such as cultural characteristics of the potential text translation audience, characteristics of the possibility of taking into account cultural peculiarities of the text when translating and features of translation strategies used when translating a text.[1]

Home reading assists in ability to communicate with native speakers of a foreign language, using a variety of styles of communication; in ability to read authentic texts of English using different types of reading; in mastering of written speech skills; in ability to use the acquired knowledge and acquired skills in life. In our opinion, using fiction texts as texts for home extracurricular reading for students is more helpful in improving the quality of literary translation training.

Home-reading should be compulsory for all future translators. The use of home reading in the process of teaching literary translation in the classroom has several advantages:

- 1) Using texts for home reading in parallel with reading fiction texts leads to full mastery of the language. "It is reasonable to speak about home reading only in the middle and advanced stages of education, when students already have the necessary amount of words, grammatical knowledge and practical skills. [3] In the process of home reading, grammar and vocabulary skills become part of the skills of students. Thus the vocabulary of students is expanded and fixed.
- 2) With the help of home reading skills and independent reading and, above all, understanding the content of literary texts is improved.
- 3) Reading of literary works plays an important role in the process of fiction translation training, because on the one hand is a means of familiarizing students with the country, life and culture and on the other hand, enriching lexical and grammatical competencies, helps them develop other types of speech activity, i.e. listening, writing and speaking.

The quality of training in translation activity implies that future translators should have the following knowledge, skills and abilities: - knowledge of vocabulary; - knowledge of grammar; - knowledge of country and cultural information obtained from authentic texts. In translators' training, achieving a result in the reading process is very important because "reading is a speech activity aimed at extracting information contained in a written text. The purpose of reading is to reveal the semantic connections, to make sense of a visually perceived speech message" [2]

It is necessary to develop the professional orientation of translator training for intercultural mediation within the framework of "Home Reading" and analysis on the stylistic and lexical features of literary works. "Home reading" will become more effective if it is: a) aimed at the formation of the intercultural component of translation competence; b) is aimed at the formation of adequate and creative levels of the cultural and linguistic personality of the translator.

Obviously, when working with future translators it is very important to introduce students to the best works of the world. Home reading gives us the opportunity to acquaint future translators not only with these works, but also with the life and culture of the peoples of the world. When working on fiction texts, especially in discussions about fiction extracurricular texts, lexical and grammatical materials are actively used by students. At the same time, their knowledge is

transferred into skills and abilities. In the training of literary translation it is very important, because this is an indicator of quality training.

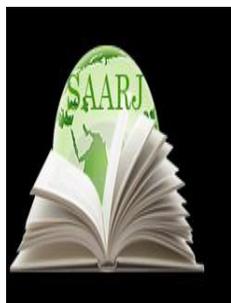
What criteria do we have to meet when selecting texts for my home reading? When selecting texts, the home-reading topics should be similar to those used in the classroom. For pretext work we can use questions about the content of home texts, it increases interest and confidence of students. In the selection of texts for home reading it is important that the classroom and home texts should be relatively the same in terms of lexical and grammatical difficulties. Students can be offered to translate texts at home and in the classroom, to discuss and compare translations with each other. Translation, along with the above tasks, will also help students to actively master the language.

Using fiction texts as texts for home reading increases the quality of literary translation training. Both the criteria for selecting fiction texts for home-reading and the methods of working on these texts are extremely important. More attention should be paid to the work on texts for home reading. Methodologists are convinced that the fiction texts themselves are not outdated, but methods of work on these texts are outdated.

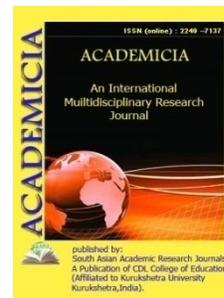
In our opinion, if teachers take into account the criteria for selecting fiction texts for home reading and the norms for working on these rich texts, the use of such texts in the process of literary translation training helps to improve the quality of training. It should be noted that home reading is one of the effective means of teaching literary translation and improving its quality.

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## LEXICAL PROBLEMS OF TRANSLATING NEW PHENOMENA IN SOCIO-POLITICAL LIFE OF THE SOCIETY

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### ABSTRACT

*Many translators believe that a socio-political translation does not require certain knowledge from them comparing to a special translation, for example, where it is necessary to have information in the specific field of translated area. However, background information plays an important role in socio-political translation, and the more extensive this information, the more adequate the final variant. The implementation of the socio-political translation involves considering and analyzing specific areal features and, of course, a high lexical level, since the vocabulary of the socio-political sphere is most susceptible to semantic changes. The equivalence of the translation means that the translator must create speech works in the target language that are amounting to the translated speech works according to the criteria.*

**KEYWORDS:** *Translation Process, Equivalence, Socio-Political Terminology, Transliteration and Transcription*

### INTRODUCTION

The socio-political sphere remains one of the most innovative. It is marked by a tendency towards civil progress, political and social advances, values and orientations.

The most typical ways of the formation of socio-political terms are: rethinking of individual words, stable combinations of non-phrase logical nature, as well as phrase logical units that do not have a prototype in the form of a variable phrase. It is also known that the terminological apparatus of sciences studying certain social phenomena has the ability to be popularized easily.<sup>1</sup> The presence of these attributes makes socio-political terminology an object of the study of linguo-culturology.

“Socio-political terminology” means a thematic combination of commonly used words and phrases of a stable and phrase logical nature, that are understandable by most native speakers, and which from a semantic point of view can be considered as socio-evaluative nominations. The informative component of socio-political terminology is implemented through explication in the meaning of social position or values. This layer of vocabulary is delimited from political science terminology, which is utilized only by specialists in special, politics-oriented sciences.<sup>2</sup>

Since the nominative units of socio-political terminology act as mental models for the perception of the world, designed to serve as a socio-political conceptualization of reality, this layer of vocabulary is a special channel for creating a corresponding picture of the world in the mass consciousness. It is proved that there are conceptual constructs familiar to native speakers, which influence any nomination formed on the basis of a trope.<sup>3</sup> This means that images that served as basis for the representation of knowledge about various fragments of the political picture of the world are in constant correlation with the living environment, life experience and culture of the people. Such representations carry traces of everything that is known by man - from visual and acoustic impressions to the ones of conceptual nature, which are formed under the influence of heard, seen or read.

For instance, the nomination ‘*stalking horse*’ (заслонная лошадь) in the sentence ‘*a candidate put forward in an election to conceal an anonymous person’s potential candidacy*’ (кандидат «для отвода глаз», кандидат-прикрытие) is associated with the natural-geographical and national features of the United States.<sup>4</sup> Originally it was used among hunters who lived on the Great Plains, where, due to scarce vegetation, hunters had to use their horses to hide while hunting a bison. The nomination ‘*flip-flop*’ (сальто-мортале) means ‘a sudden reversal of opinion or policy by a politician, usually running for office’ is based on the image of an acrobat performing dexterous and unexpected tricks. The feature of the ‘*dog-whistle*’ (свист-сигнал, который отзывается собака), ‘a type of political speech using code words that appear to mean one thing to the general population but have a different meaning for a targeted part of the audience’ (политическая речь, в которую заложены скрытые от широкой публики, но понятные целевой аудитории, значения и смыслы), is explained by acoustic impressions. These and many other examples confirm how important the role of “mental pictures” in reflection of the fragments of political picture of the world and in conveying the main features of these phenomena and their essential characteristics.

The English-language terminological apparatus of the political sphere is a dynamic linguistic phenomenon that is under active development. The nineteenth century is considered to be the golden age of the English political dictionary. It gave birth to the majority of nominations that are still actively used up to this day. Among them are: *left, right, center, spoils system, lobbyist, split ticket, party ticket, dyed-in-the-wool, office seeker, dark horse, lame duck, slate, standard-bearer, gag rule, straw vote, party machine, filibuster, to whitewash, to keep the ball rolling*, and others.

The origin of the phrase ‘to keep the ball rolling’ (вести длинную и широко масштабную предвыборную агитацию) dates back to 1840. During the election campaign in support of presidential candidate William Francis Harrison, an ingenious propaganda decision took place: a huge leather ball was rolled across the streets of American cities with the slogan “Keep the ball rolling!” on it.<sup>5</sup>

Some terms were borrowed from other linguistic cultures. So, 'left', 'right', 'center' (левые, правые, центристы) came to American political language in about 1840 from Great Britain, where, in turn, they were borrowed from France. These terms were used to indicate the location of the deputies of the French National Assembly, where traditionally representatives with more radical political views took seats to the left of the president, and representatives of the conservative clergy were located to the right.

Great Britain gave the terms like 'dark horse' (тёмная лошадка) 'a little-known politician who emerges to win a primary election and capture his party's nomination'<sup>6</sup> and 'lame duck' (хромяютка) 'a public official still in office after the election but before the inauguration of his or her successor' (непереизбранный государственный деятель). The author of the expression 'dark horse' is B. Disraeli, who utilized it in his novel 'The Young Duke' in the context of horse racing meaning 'a person who is not expected to succeed in or unexpectedly wins'.

The term 'lame duck' came from the London Stock Exchange, where it was used in the meaning of 'exchange bankrupt'. For some time, the original nomination remained, however, by the middle of the XIX century the term has entered the realm of politics. It is interesting to note that the nomination in the UK already has an additional negative connotation 'one that is weak or that falls behind in ability or achievement' (weak opponent).

Nominations as *smoke-filled room*, *grass roots*, *pork barrel*, *square deal*, *new deal*, *keynote speech*, *off the record*, *egghead*, *brain trust*, as well as words formed with the suffix - *gate* (Koreagate, Quakergate, Irangate, Watergate) entered political discourse by the beginning of the XX century. The word 'pork' was included in the vocabulary of politicians as a slang term for abundance (of any kind) with a suspicious origin. At the beginning of the XX century in the process of further phraseologization of the meaning of the word *pork*, the phrase '*pork barrel*' assigned the meaning 'a bill or project requiring significant government spending in a locality to the benefit of the legislator's constituents who live there'

(legislative approval of programs of state financing of individual regions in order to increase the popularity of the politician, whose voters live in the given region). The second half of the XX century is marked by a new surge in term-creation. The unstable political situation on the world's scene and the need to resolve emerging conflicts led to the birth of a number of terms based on military and diplomatic metaphors, like: *guerilla strategy*, *offensive strategy*, *defensive strategy*, *push strategy*, *pull strategy*, *strategic withdrawal*, *search-and-destroy mission*, *clean bombing*, *dollar diplomacy*, *give-and-take policy*, *good-neighbor policy*, *kid-glove diplomacy*, *big-tent policy*.<sup>7</sup>

A lot of nominations and phrases of phraseological character appeared at that time. For example, '*long hot summer*' arose in 1966 during an unprecedented upsurge of the struggle of African Americans for their civil rights and began to be used as a euphemism for the word '*riots*'. '*Straw man*' outside political terminology means 'imaginary power'. The political meaning of the term is as follows: 'a dummy candidate nominated for election in order to divert attention from another candidate and thereby split the political opposition.'

A lot of new words with metaphorical context and precedent have appeared in the political vocabulary recently. This feature of political terms is determined by the specificity of political communication. Imagery, an abundance of metaphors, orientation to word games and an

emotional influence on the addressee are the most essential characteristics of modern political communication.<sup>8</sup>

Real situation is a frequent source for new nominations these days. For instance, the phrase '*full Ginsburg*' – 'an appearance by one person on all five major Sunday-morning interview shows on the same day:

This Week on ABC, Face the Nation on CBS, Meet the Press on NBC, State of the Union on CNN and Fox News Sunday' (the appearance of a public person is one and the same day on the five main Sunday shows).

This term is associated with the name of William Ginzburg, the lawyer of Monica Lewinsky, who became the first person to find himself in such situation on February 1, 1998.

New nominations often force out generally accepted political vocabulary. For example, the phrase 'agonizing reappraisal' appeared in political discourse instead of a usual 'change of mind'; the word 'fringe' or the phrase 'lunatic fringe' (безумствующиекрайние) in the political language is used more often than traditional 'extremists'.<sup>9</sup>

The considered examples allow us to conclude that the role of extra-linguistic factors in the process of formation of the names of new phenomena is really great. The desire for novelty, the deliberate attempt of politicians to 'hide' their thoughts, euphemistic tendencies and, finally, the provocative style of political speeches - all this gives a rise to an abundance of neoplasm in the sphere of political vocabulary. Election campaigns, foreign policy, political traditions and socio-political practice of people is reflected in the socio-political translation.

The lexical layer of any language is recognized to be quite flexible and very sensitive to changes. Lexical field represents the interrelation of various spheres of public life (political, socio-economical, for example) with the language system. That is why transformations in this sphere occur continuously, making it unstable.

This fact creates a number of translation problems for a novice specialist of this direction. One of them is the inability to see translation problems. Replacing the words of the original with the words of the target language is a translation fault called literalism. L.S. Barkhudarov defined a literal translation as the one carried out at a level lower than it is necessary. If a thought can be expressed in the same way as it is expressed in the original, in this case there is a correspondence at both formal and semantic levels.

Each language is an original and specific phenomenon, and frequent coincidences are quite rare when comparing languages in translation. The meaning of the original is conveyed using translation correspondences. This creates the need for all kinds of translation transformations.

Describing the subject situation in English, one can use different predicate or configuration of attributes. "The predominant use of verb forms is distinctive to English. The Russian language, on the contrary, is characterized by a wider use of objectified actions and signs, which come out more frequently than in English. Interlinguistic factors can also lead to translation transformations, such as compatibility and change in communicative structure of the sentence."<sup>10</sup>

Lexical units of English and Russian here show various types of semantic correspondences between each other:

About one-third of the total vocabulary of the English language constitute words and phrases that are equal in meaning of its Russian adequation (i.e. fully correspond). Regardless of context, they are always transmitted constantly with the same equivalent.<sup>11</sup>

Most of these words are terms:

*agenda* - 'новостка дня'

*indictment* - 'обвинительный акт'

2) Second group includes English words, which have different correspondences in the Russian language. So, let us take the English adjective 'definite'. It can be translated as 'определенный', 'точный', 'ясный', 'конкретный' into Russian. All these nominations have something in common:

*definite opinion* – 'определенное мнение';

*definite statement* – 'не двусмысленное заявление';

*definite dimensions* – 'точные размеры'

Context plays an important role, when choosing the right match for the words of this type.

3) The English lexicon is polysemantic in general. It means that such kind of words has several interpretations, when translated into Russian. Quite often they have nothing in common.

A huge amount of English words (like football, manager, antenna), are just like Russian ones both in form and sound. The size of this vocabulary increases over time because of globalization. International words are often confused with "pseudo-international", which can have different meanings in Russian and English, despite its external similarity:

'*progress*' is not only '*прогресс*', but '*успехи, достижения, развитие*';

'*leader*' is not only '*лидер*', but also '*руководитель, глава (делегации)*'.

There are so-called "false friends", i.e. words similar to Russian ones in phonetic and graphic form, but with absolutely another denotation. These groups belong to the layer of hardly translated vocabulary we discussed above:

*prospect* – '*перспектива*' (а не '*проспект*');

*decade* – '*десятилетие*' (а не '*декада*');

*momentous* – '*важный*' (а не '*моментальный*').

The context helps to translate this lexical units adequately:

He was careless about his personal *prospects*.

Он не заботился о *своем будущем*.

The English socio-political dictionary is constantly updated with neologisms. These are new words and new meanings of already existing words that arise as a result of socio-political changes, the advances in technology and science. Neologisms arise when a word is used in a different, new context, when existing words can acquire new shades of meaning or new meanings. For example, the word '*confrontation*' at first carried the meaning of '*очная ставка*,

*сличение, сопоставление*’, but later transformed into *‘столкновение, противостояние, противоборство’*.<sup>13</sup>

Affixation is another productive method to form neologisms: reintroduce *‘повторновноситьнарасмотрение’*; decentralize *‘децентрализовать’*. Some neologisms were formed as a result of the expansion of the meaning of the old word. For example, the word *‘trash’* has the meaning *разрушать*, *громить*, *портить* in the American English: *to go out trashing* equals *to go out for things to destroy* - *‘заниматьсяпорчейимущества’*. When translating neologisms into Russian, the translator must, understand its implicit meaning by analyzing its structure.

A number of political terms appeared as neologisms: *political drudge* - *‘работяга’* (about a hardworking person); *straw man* - *‘подставнойкандидат’* and others.

The large amount of terms determines English socio-political. Most of the them are unambiguous: they assigned a specific meaning. Ambiguous terms create some obstacles in translation:

*engine* – *машина, двигатель, паровоз’*;

*device* – *‘устройство, аппарат, машина, эмблема, символ’*;

*attorney* – *‘прокурор; поверенный’*.

The literacy of the translation of terminological vocabulary depends on the competence of a specialist, which requires knowledge of the conceptual content of the terms, as well as the ability to distinguish the denotation from the surrounding reality. Here are a few examples of military terms:

*navy* – *‘военно-морскойфлот’*

*company* – *‘рота’*

*intelligence* – *‘разведка’*

If the first term is unambiguous, the rest may reveal their terminological meaning only in context.

But many lexical units do not have correspondences in the vocabulary of the target language. Such lexical units belong to “non-equivalent vocabulary” and are transmitted using the following methods:

**1) Transliteration and transcription.** The method of transliteration is the transfer of an English word into Russian using the reproduction of its graphic form – letter composition:

*Baltimore* – *‘Балтимор’*;

*Washington Post* – *‘ВашингтонПост’*.

Transcription conveys the sound image of the lexical unit, not its literal composition:

*General Motors* – *‘Дженералмоторс’*;

*Guardian* – *‘Гардиан’*;

*know-how* – *‘ноу-хау’*

The transfer of non-equivalent vocabulary into the Russian language is imprinted with the difference between the phonetic systems of both languages:

*Yehuda Avner* – ‘Иезуда Авнер’

*Elisabeth* – ‘Элизабет’.

Transliteration and transcription are usually used in combination: ‘Herald Tribune’ - ‘ГеральдТрибюн’ (the first word is transmitted by transliteration, the second – by transcription).

## 2) *tracing*

It translates the parts of an English lexical unit with the subsequent combination of the translated parts:

*backbencher* – ‘заднескамеечник’

*shuttle diplomacy* – ‘челночная дипломатия’

*White House* – ‘Белый дом’

3) **Descriptive translation** is a detailed explanation of a word or phrase translated. The need for this type of translation arises when target language does not possess the indicated realia (*maverick* – ‘государственный деятель, занимающий отличную от других позицию’). Another case is the peculiarities of combinability of words in English (*better-late-than-never admission* – ‘признание, сделанное по принципу «лучше поздно, чем никогда»).

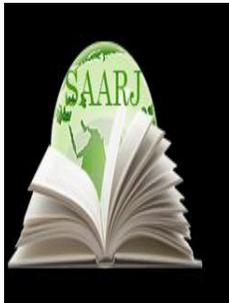
Some *politically correct* words do have an equivalent, however, the amount of them is relatively small. For example, ‘*indigenous people*’ (instead of natives) have the equivalent ‘*исконное население*’. In some cases, the translation uses partial correspondences, which are not a stable fact of translation, i.e. they are not a constant dictionary correspondence.

In conclusion, the general pattern of socio-political translation corresponds to the following words by L.N. Soboleva: “... the measure of accuracy varies depending on the purpose of the translation, the nature of the text to be translated and the reader to whom the translation is intended”. To conclude, this type of translation is one of the most popular directions due to the increasing intensity of international contacts and the amount of socio-political texts published annually. That is why conveying the original intent is of a great importance.

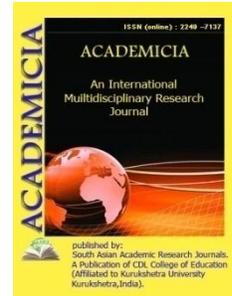
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## DIGITAL ECONOMY IN INDIA- CURRENT SITUATION

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### ABSTRACT

*Cash may no longer be king. Cashless economy is an economy system in which there is little or very low cash flow in a society and goods and services are bought and paid through electronic media. It includes e-banking (Mobile banking) debit and credits card swipe or point of sale machines and digital wallets. Digital transaction or cashless transactions brings in better transparency, Scalability and accountability. This paper focuses on concept of cashless economy, pros and cons and knows the modes of cashless transactions. The digital India is a leading programme of the government of India with a vision to convert India into a digitally authorized Society and knowledge economy. "Faceless, Paperless, Cashless" is one of the declared rule of digital India. Cashless economies, as the name suggests are those that run frequently on plastic or digital money.*

**KEYWORDS:** *Cashless Economy, E-Banking, Digital Money, Demonetization.*

### **1. INTRODUCTION:-**

India is an enthusiastic effort to move towards a cashless transaction economy by minimizing the use of corporal cash. Digitalization is a process which help the economy towards a cashless Society. The trend towards use of non-cash transaction an settlement began in daily life during the 1990's , when electronic banking became popular. By the 2010's digital payment method where widespread in many countries with examples including intermediaries such as Paypal, digital wallet systems operated by companies like apple, contract less and NFC payments by electronic card or smart phone and electronic bills and banking, all in wide spread use

TABLE -1 TOP CASHLESS COUNTRIES

Countries	%	Countries	%
Singapore	61	Australia	35
Netherland	60	Germany	33
France	59	South Korea	29
Sweden	59	Spain	16
Canada	57	Brazil	15
Belgium	56	Japan	14
UK	52	China	10
USA	45	India	02

Source : <http://m.businessstoday.in> (2017)

WE WANT TO HAVE ONE MISSION AND TARGET: TAKE THE NATION FORWARD DIGITALLY AND ECONOMICALLY

-SHRI NARENDRA MODI

Prime minister, Mr. Narendra Modi Launched the programme “**Digital India**” with a vision to transform India into a digitally empowered nation and creating a cashless, paperless economy. As per the current status of India, only 7% or 8% of all the payments are taking place electronically. Narendra Modi’s government Scrapped currency notes of INR 500 and INR 1000 Demonetization, Which is seen as an unprecedented measure, through a giant leap towards curbing corruption and forged currency. Even the RBI has also revealed a document “**Payments and settlement schemes in India: Vision 2018**” Setting out a plan to inspire electronic payments and to permit India to move to a cashless society or economy in the medium and long term. Digitalization is a process may help the economy towards a cashless society.

### **CASHLESS ECONOMY?**

A Cashless Economy is an economy in which all types of transaction are carried out through digital means.

### **2. Statement of the Problem:-**

As continuation of demonetization process, the cashless transaction activities are implemented and has impacted significant changes in country. In India most they are heavily dependent only on the cash economy, now everyone have to switch from cash to cashless transactions. Even government has restricted for cash transaction and pushed the people to adopt and implement cashless transaction.

### **3. Objectives of the Paper:-**

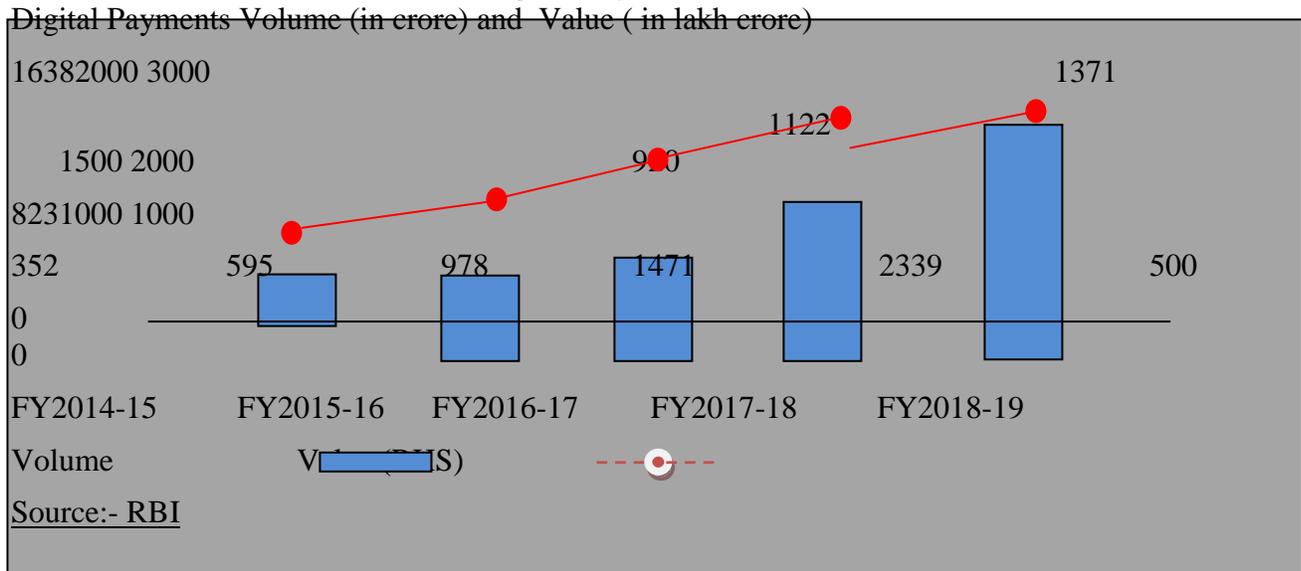
1. To study the concept of cashless economy
2. To know the benefit and challenges of cashless economy
3. To know the modes of cashless transactions

### **4. Research methodology:-**

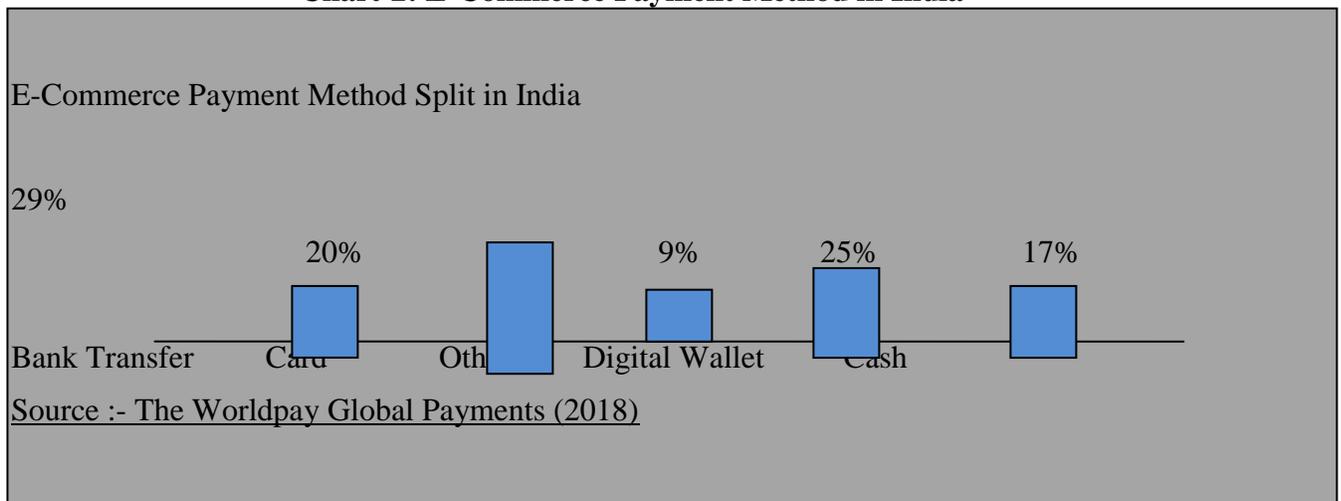
The study is based on secondary sources of data. Different books, journals, local news- papers and relevant websites have been consulted in order to make the study an effective one.

## 5. Cashless Indian Economy current Scenario

**Chart-1: Digital Payment Trend in India**



**Chart-2: E-Commerce Payment Method in India**



## 6. Modes of cashless transactions:-

1. Credit Card and Debit Card
2. Cheque
3. Demand Draft
4. Online Transfer- NEFT or RTGS
5. Mobile Wallets
6. E-Wallets
7. UPI Apps

8. Unstructured Supplementary Service data
9. Aadhaar Enabled payment system
10. Gift card

**TABLE -2 : TOTAL DIGITAL PAYMENTS (2020)**

System	Value ( Rs.Crore)	
	Apr	May
Credit Transfer – RTGS	64,43,653	70,41,869
Credit Transfer – Retail		
i) NEFT	13,06,406	14,81,750
ii) UPI	1,51,141	2,18,391
BHIM Aadhar pay	217	159
Wallets	8,693	11,080
CTS (NPCI Managed)	1,63,487	2,60,012
Total Payments	84,10,535	94,64,151
Total Digital Payments	82,46,850	92,03,924

Source: RBI Data

### **7. Benefits of cashless Economy:-**

**7.1 Transparency in transaction** – Needless to say, electronic dealings or plastics money always leaves a digital impermeable valuable for both the tax payer, consumer and the tax collector. It will curb generation of black money.

**7.2 Financial inclusion** - The will to have a cashless economy will promote financial attachment of the people. It will require the government to connect all the households with a bank and plastic economy.

**7.3 Higher revenue** - Unoriginal advantage of transparent transactions is collections of tax will increase.

**7.4 Lower transaction costs** – Digital business is born in turns of handling cost and waiting time. If fulfilled appropriately it will increase the fasting and production rates and there by cultivating the economy.

**7.5 Taxation** - With lesser availability of hard cash at homes and more in banks, there is lesser scope of hiding income and evading taxation and when there are more tax payers are ultimately lends to a lesser rate of taxation for the whole country.

**7.6 Less availability for illegal activities** – When people are encourage to go cashless, there is lesser cash available with the people and there won't be a means to invest in other activities to use the ideal cash. Channels like HAVALA [ illegal remittance] will ultimately suffer the brunt of a cashless economy.

**7.7 Hygiene** – Soiled tobacco stained notes full of germs are an average in India. There are many such happenings in our lives where we significantly or innocently notes, NO Risk.

### **8. Challenges of cashless Economy:-**

**8.1 Digital Literacy** – More than half of the nation still does not know how to use a Computer. People in rural areas still don't know about smart phones. Besides there is lack of internet facilities and without it a country cannot become cashless.

**8.2 Few Banks in villages** – The capital city New Delhi alone has about 20 HDFC bank branches. There are several villages and Tehsils that don't even have one. Banks in villages should be helpful in teaching the residents the process, usage and benefits of plastic cards.

**8.3 Low Literacy Rate** – Low literacy hinders the accessibility of banking services. Citizens should not only know how to read and write but also possess basic ICT literacy to fully enjoy the benefits of e-payments.

**8.4 Transactions are mainly in cash** – Nearly 95% of transactions takes place in cash. Large size of informal [ unorganized ] sector entities and worker prefer cash based transactions.

**8.5 Not enough smart phone and credit or debit card** – In India large number of people without a smart phones and other side 24 million Credit cards and over 660 million debit cards, now interesting bit about this number is that most of the people who have a multiple cards. This means the actual number of people who have the debit or credit card is less.

**8.6.** No law on data security

**8.7.** Sorry state of cyber security

**8.8.** Language barrier

**8.9.** Costly Swipe machines etc.

### **9. CONCLUSION:-**

A large informal group which is major constituent of India's population still runs on cash. Growth in government incentives has yet not proved fruitful and cash is still king in the market. To incline digital payments better internet connectivity and security against hackers should be provided to people along with this, uneducated and people living in remote areas should be trained to use digital means. The transparency in the economy will increase through the e-commerce transactions and the digital payment gateways which will increase the GDP of the economy.

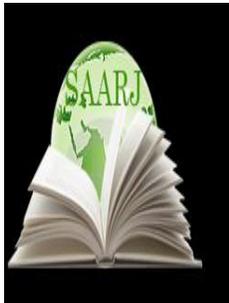
Current COVID-19 pandemic also effect digital payment transactions. This time increase digital payment. Last government all step of cashless is truly going to create ripples of big success and it will help to attain vision of prime minister Modi's vision of Digital India.

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## ANALYSIS OF LAYING ASPHALT CONCRETE MIXTURES AND NEW MODERN INSTALLATION METHOD

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### ABSTRACT

*The world practice of laying asphalt concrete mixtures plays a very important role in the stability and durability of asphalt concrete pavements. Therefore, professionally executed asphalt paving allows not only creating a reliable road surface but also ensuring its long-term service, ease of repair in case of mechanical damage to the road surface. The quality of the paving of the asphalt mixture is critically dependent on the viscosity of the bitumen and therefore on the temperature. So, if the temperature of bitumen is too high, it becomes fluid, prone to mixing, and sometimes plays the role of a lubricant. In the process of paving, in addition to the temperature of the asphalt concrete mixture, the temperature climatic conditions in the work area are also of great importance.*

**KEYWORDS:** *Laying, Asphalt Mixes, Bitumen Viscosities, Mix Temperature, Temperature Segregation, Cold Spots, Protective Tarpaulin*

## INTRODUCTION

Over the past decade, the number of cars has increased several times. The volume of traffic is growing rapidly, and the intensity of traffic is increasing. Accordingly, the load on the roads increases every year.

Many roads fall into disrepair almost before our eyes, in a couple of months. The matter may be in the not very high-quality material used for paving the road, or in heavy loads that are not comparable with the norms. In any of these cases, the roads are covered with cracks and potholes. And in order to provide the necessary safety for vehicles, the road has to be repaired or re-laid[2, 1p].

Asphalt paving includes a whole range of works and is one of the most effective ways to build roads. Professionally executed asphalt paving allows not only to create a reliable road surface but also to ensure its long-term service, ease of repair in case of mechanical damage to the road surface.

## MATERIALS AND METHODS

The article uses a comparative analysis, study and nationalization of foreign experience, study and career guidance of technologies, methods of logic and generalization.

During the construction of highways, hot asphalt concrete mixtures are used as a material for road surfaces. From the analysis of scientific research, a feature of the use of mixtures is the need to lay and compact them at certain temperatures, depending on the type of mixture and the brand of bitumen. Also, a certain temperature must be maintained during the preparation, processing and transportation of the asphalt concrete mixture.

The quality of the paving of the asphalt mixture is critically dependent on the viscosity of the bitumen and therefore on the temperature. So, if the bitumen temperature is too high, it becomes fluid, prone to mixing, and sometimes plays the role of a lubricant (which is favourable for laying)[1, 3p]. When cooled, the mixture becomes harder. The cold mixture is distinguished by its viscosity, stiffness, elastic-plasticity, ensuring the connection of its fillers with each other. In accordance with GOST 9128–97, the temperature of hot and cold mixtures during shipment to the consumer and to the warehouse, depending on the bitumen parameters, must correspond to that specified in Table 1.

**TABLE 1. THE TEMPERATURE OF HOT AND COLD MIXTURES**

Mix type	Mix temperature, °C, depending on bitumen index						
	The needle penetration depth of 0.1 mm at +25 °C, mm					Nominal viscosity according to the viscometer with a hole of 5 mm, at +60 °C	
	40-60	61-90	91-130	131-200	201-300	70-130	131-200

Hot	from 150 to 160	from 145 to 155	from 140 to 150	from 130 to 140	from 120 to 130		from 110 to 120
Cold						from 80 to 100	from 100 to 120

In accordance with GOST 31015-2002 "Asphalt-concrete mixtures and crushed stone-mastic asphalt concrete", the temperature of the mixtures, depending on the bitumen binder used, when shipped to the consumer and when laying, must correspond to the values indicated in Table 2.

**TABLE 2. THE TEMPERATURE OF THE MIXTURES**

Depth of needle penetration, 0.1 mm, at a temperature of + 250C	Temperature, °C	
	On shipment	When laying, not less
from 40 to 60 inclusive	from 160 to 175	150
from 60 to 90 inclusive	from 155 to 170	145
from 90 to 130 inclusive	from 150 to 165	140
from 130 to 200	from 140 to 160	135

The time for transportation of hot asphalt from the place of its production to the place of laying depends on the remoteness of the asphalt mixing plants, and in urban conditions, in addition, on the intensity of traffic flows, the number of traffic jams on the way of the dump truck[9, 2p].

## DECISION

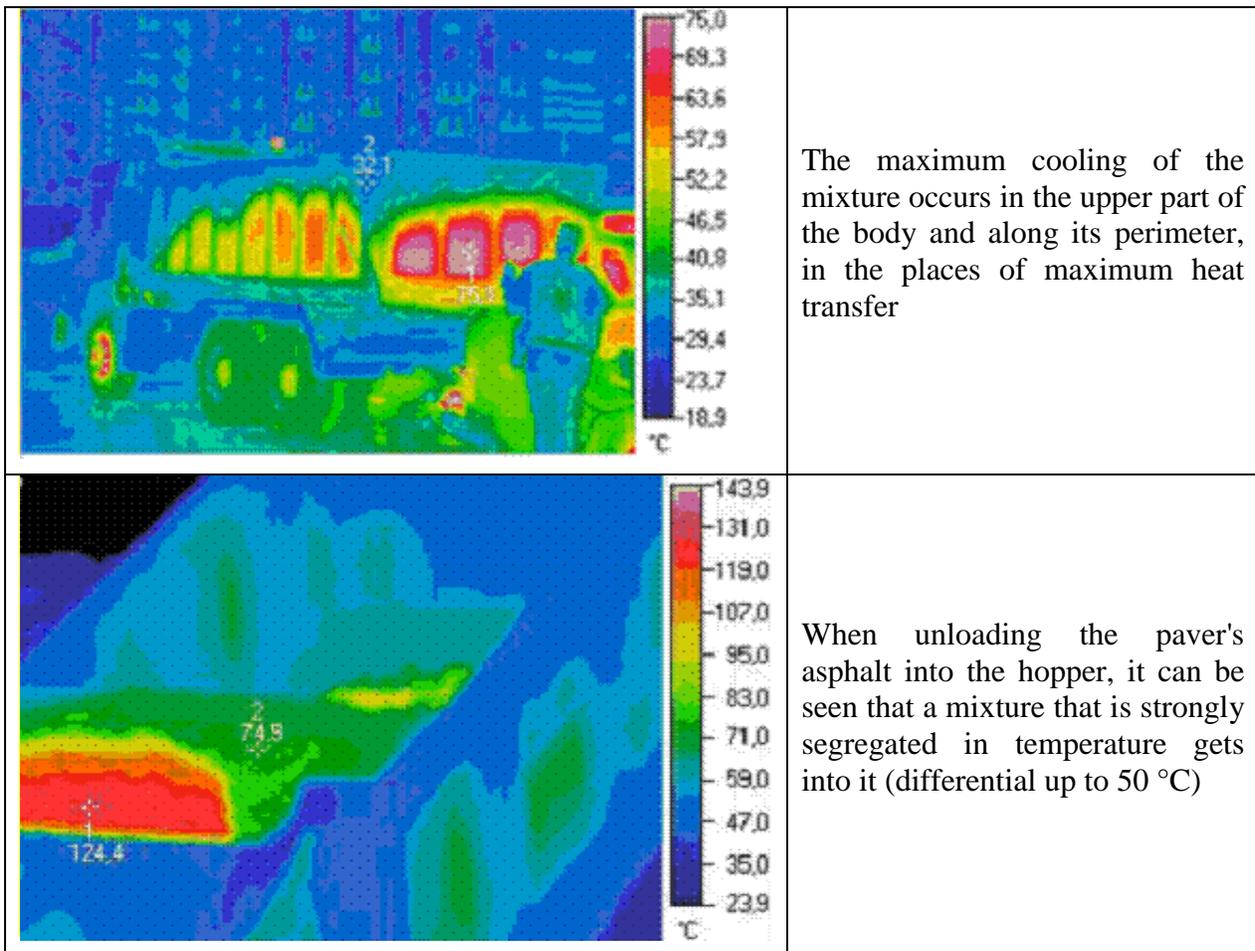
This leads to the cooling of the surface layer of hot asphalt in the places of its contact with the air by the dump truck body. During transportation, heavy fractions of asphalt settle to the bottom of the dump truck, this defect of the mixture is especially pronounced when transporting crushed stone-mastic asphalt, characterized by an excess of bitumen[6, 3p]. Also, the transportation of asphalt from asphalt mixing plants to the place of laying leads to the formation of temperature and fractional segregation (stratification) of the hot asphalt concrete mixture. Fractional segregation in a number of cases can be determined visually - in the form of bands of different roughness.

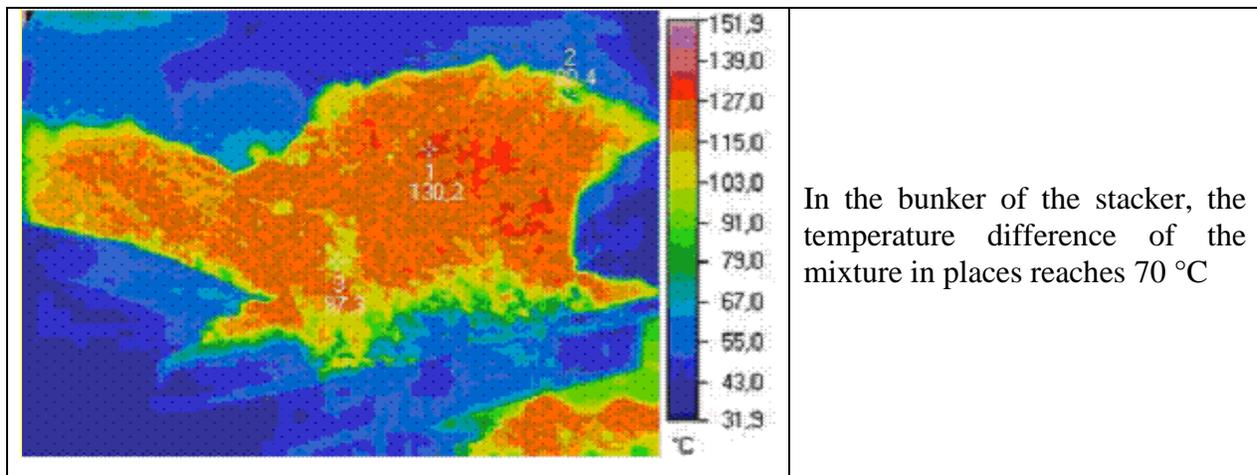
Temperature segregation is not detected visually, it can only be detected with a thermal imager (infrared camera), but its consequences have no less, and maybe even greater consequences for the durability of the road surface[10, 1p]. The low thermal conductivity of the asphalt mixture leads to the fact that pieces of the crust formed during transportation cooled to 70-80 °C, falling from the body of the dump truck into the bunker of the paver's asphalt and then under its slab, do not heat up to the temperature of the bulk of the asphalt, i.e. to 130-140 °C. These comparatively cold pieces form "cold spots" with a temperature of 15-30 °C lower than the temperature of the main area of the coating[3, 2p].

When the ambient air temperature passes through 0 °C, such areas are destroyed much faster than the main part of the pavement, since the moisture in the asphalt layer turns into a solid-state

– ice[8, 1p]. The transition from a liquid to a solid-state is accompanied by an increase in the occupied volume and destroys the coating from the inside. With heavy traffic of vehicles, under the influence of loads from its wheels, these areas are destroyed faster. Hence, potholes and local cracks in the coating, which significantly reduce its overall durability and often appear after 1–2 years of operation.

The photographs with an infrared camera, made at one of the objects, where work was carried out to replace the top layer of asphalt concrete pavement, are presented.





Therefore, a protective awning is offered - the awning protects the mixture from wind and rain, preventing its hardening and large heat loss. A double tarpaulin is especially effective in this sense. It should be removed only immediately before dumping by mixing the stacker hopper. The closed heat-insulated body keeps the mixture ready for laying for several hours, thereby facilitating the implementation of minor repairs[7, 3p].

As well as body closures. The best thermal protection is provided by a two-wall thermally insulated body. It is used in special cases, for example, to maintain the temperature of small amounts of the mixture for several hours when patching roads.

In the process of paving, in addition to the temperature of the asphalt concrete mixture, the temperature climatic conditions in the work area are also of great importance. Road construction is carried out by the device of roads, guided by regulatory documents (SNiP 2.05.02-85, as well as SNiP 3.06.03-85, etc.), prescribing the laying of asphalt concrete is clearly regulated temperature conditions (at least + 10 °C in the fall and + 5 °C in spring). This is due to the fact that the rapid cooling of the asphalt layer at lower temperatures sharply limits the time for its high-quality compaction, which leads to premature destruction of road surfaces and necessitates road works to repair highways[5, 3p].

Road construction, in general, has two “problematic” operations, which are especially sensitive to low temperature and wind that amplifies its influence - placing asphalt in the pavement and compaction. The thickness of the paving layer to be laid has an extremely strong effect on the cooling rate of the asphalt mixture. With fairly thin layers, negative temperatures from -5 to -10 °C reduce the rolling time to 10-15 minutes, which makes it impossible to perform compaction even with the minimum required quality.

Each period of structure formation affects the complex properties of the asphalt concrete pavement. To obtain a coating with the required properties, it is necessary to be able to control the technological process.

During the main period, when the asphalt-concrete mixture is prepared, stored in a storage hopper, and then transported to the place of laying and compaction, microstructural bonds are formed against the background of the intensive ageing process of bitumen. During this period, the main task of the technology is to destroy the primary point contacts between the particles,

evenly distribute all the components of the mixture and envelop the mineral grains with bitumen, and reduce the rate of its ageing.

The necessary condition for the favourable course of the process of structure formation is created primarily by the complete wetting of the mineral material with bitumen[3, 1p]. Wetting is impaired by the presence on the surface of the material of moisture adsorbed from the air, insufficient drying, contamination with dust and clay. During storage of the mixture in a storage bin and transportation, further distribution of its structural elements occurs under the influence of its own weight and the dynamic effect of dump trucks, as well as the ageing of bitumen. During overloading and long-term transportation of a mixture with certain structural and mechanical properties, its segregation (separation) is possible.

The final period of the technological process includes the operations of laying and compaction of the asphalt concrete layer, during which further formation of micro structural bonds takes place, and as a result of the convergence of mineral grains, the microstructure of the material is formed. The ageing of bitumen's slows down.

When the mixture is compacted, bitumen is squeezed out of the zones of increased tension. In this case, free bitumen fills the intergranular space, a film of adsorbed bitumen remains on the grains, and the strength of asphalt concrete increases[4, 5p]. The compaction operation can be controlled by adjusting the temperature regime of the asphalt concrete layer. An increase in mixture temperature slows down compaction. However, the lack of adhesive capacity of bitumen at high temperatures leads to a decrease in the ability of the mixture to compact. Compaction of the asphalt concrete layer must be carried out not at its maximum temperature, but at a rational one, which does the viscosity of the bitumen, the type of mixture and the type of compaction agent determine. The use of pneumatic and vibratory rollers allows the layer to be compacted at lower mixture temperatures. The compaction of the mixture is related to the nature of the stone material, bitumen and the shape of the particles. Asphalt concrete mix on limestone material is compacted better than on sandstone material, since bitumen is evenly distributed on limestone, and the adsorbed layer is more pronounced than on sandstone. The presence of natural rolled sand in the mixture reduces the work of compaction since the grains of sand serves as a kind of hinges along which larger rough and angular particles roll[5, 6p]. During the operation of the asphalt concrete pavement, the further formation of the structure of the asphalt concrete occurs. With a rationally selected composition of the mixture and effective parameters of technological operations, the asphalt concrete pavement is strengthened.

#### **ACKNOWLEDGEMENTS**

We thank the research director A.Inamov and N.Ergasheva for their help to translate into English.

#### **CONCLUSION**

The work on the construction of the main asphalt concrete pavement includes the following technological processes:

- cleaning the base from dust and dirt with sweeping machines, if necessary, drying and fine filling;
- verification of the geometric parameters of the base (width, elevations, slopes). Measurements are made by theodolites, levels and tape measures. Particular attention is paid to the presence of

irregularities when using machines with an automatic tracking system of the drive of the working bodies (irregularities should not exceed 2 mm). If the unevenness exceeds the permissible values, then in advance arrange a levelling layer on uneven places from the same material as the base, or from an asphalt concrete mixture;

- detailed alignment work of pavement edges, layers, working marks along the axis of the road, installation of the tracking system base. When using asphalt pavers without a tracking system, in order to comply with the required profile and marks, immediately before laying, control beacons made of asphalt concrete are set, the thickness of which should be equal to the thickness of the layer being laid in a loose state;

- device for bitumen emulsion priming. For a strong adhesion of the asphalt layer to the base, a day before laying, an auto-asphalt sprayer is sprayed with a bitumen emulsion (emulsion consumption is 0.6..0.9 l / m<sup>2</sup>);

- laying of asphalt concrete mixture. ABS is placed on a solid, clean and dry base at an outside temperature of at least 5 °C (for hot and warm mixtures). At low temperatures, special laying technologies are being developed;

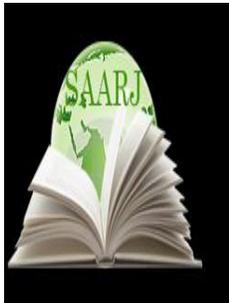
- seal ABZ. The supply of material (asphalt concrete mixture) is carried out by dump trucks continuously until the end of the work on the grab. For small amounts of work, the ABS is poured onto the base manually, smoothed and rolled. This technology is unproductive and requires a lot of workers. Modern construction involves the use of high-performance asphalt pavers.

Technological properties characterize the behaviour of mixtures in the process of performing technological operations: shipment, storage, transportation and unloading, stacking and compaction. The most important properties of asphalt concrete mixtures are homogeneity, degradability (separability), workability (mobility), workability (formability). By regulating these properties, it is possible to rationalize the parameters of the technological process in the direction of ensuring the quality of the asphalt concrete pavement with minimal energy consumption and the cost of work.

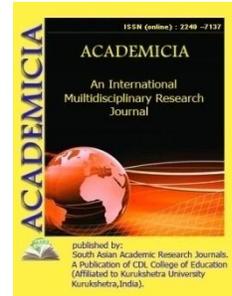
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**PRODUCT – AN OBJECT OF ARTISTIC THINKING**

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**ABSTRACT**

*The article deals with the issues of artistic creativity and innovation of products from his artistic form "artistic mood". Also considered the issue of a common product, which serve as an object of artistic thinking of the artist-designer. Further, the article analyzes the "artistic mood", the thought process of products, the essence of which lies in the close connection of factors "man-machine - environment". Thus, it must be recognized that product design should be a bridge between technology and human culture. The product design commitment should be sustainable and humane, and it should be beautiful, cheerful and warm.*

**KEYWORDS:** *Suit, Shoes, Shape, Nature, Symmetry, Function, Landscape, Line, Colour, Product Design, Ornament.*

**INTRODUCTION**

The composition of the costume as a volumetric-spatial structure is determined by a natural given - a figure. To a certain extent, the compositional method of grouping elements can be called a schematic diagram that determines the placement of the masses of a suit, a kind of skeleton on which forms are built up. This scheme is constant for various functional divisions of the suit. Functionality determines the nature of the forms. The character of the suit's forms, from which its harmonious integrity is created, is in turn determined by the plastic pattern of the form, which depends on the material, its plasticity. Thus, a chain arises the function of the suit, the material, the plasticity of the form, the plastic pattern, conditioned by the functionality of the

suit, its suitability for which this suit is intended. A costume is a shell and artistic and semantic entourage. Clothes, shoes, as well as the entire costume as a whole, combining useful and beautiful, are transformed into artistic products when they are endowed by the creator with some figurative, ideological, emotional, poetic meaning when they are expressive.

## **MATERIALS AND METHODS**

In the costume, as in all works of architectonic creativity, the category of form is central to the design system. The form and the process of shaping itself appear here in a pure form, without pictorial techniques. However, it should be noted at the same time that the appeal to figurativeness in works of architectonic arts occurs under the condition of complete subordination of pictorial logic, architectonic logic. This principle is especially clearly illustrated by pictorial ornament, i.e. extreme convention, stylized and schematic representation, the free connection of objects (elements or details), connected not according to the rules of their natural interconnection, but according to the rules of ornamental rhythm and symmetry. This means that in this case, we are not dealing with a pictorial language, but with an architectonic one. The artistic image of mass-produced items (including clothing and footwear) appears only when the man-thing system functions.

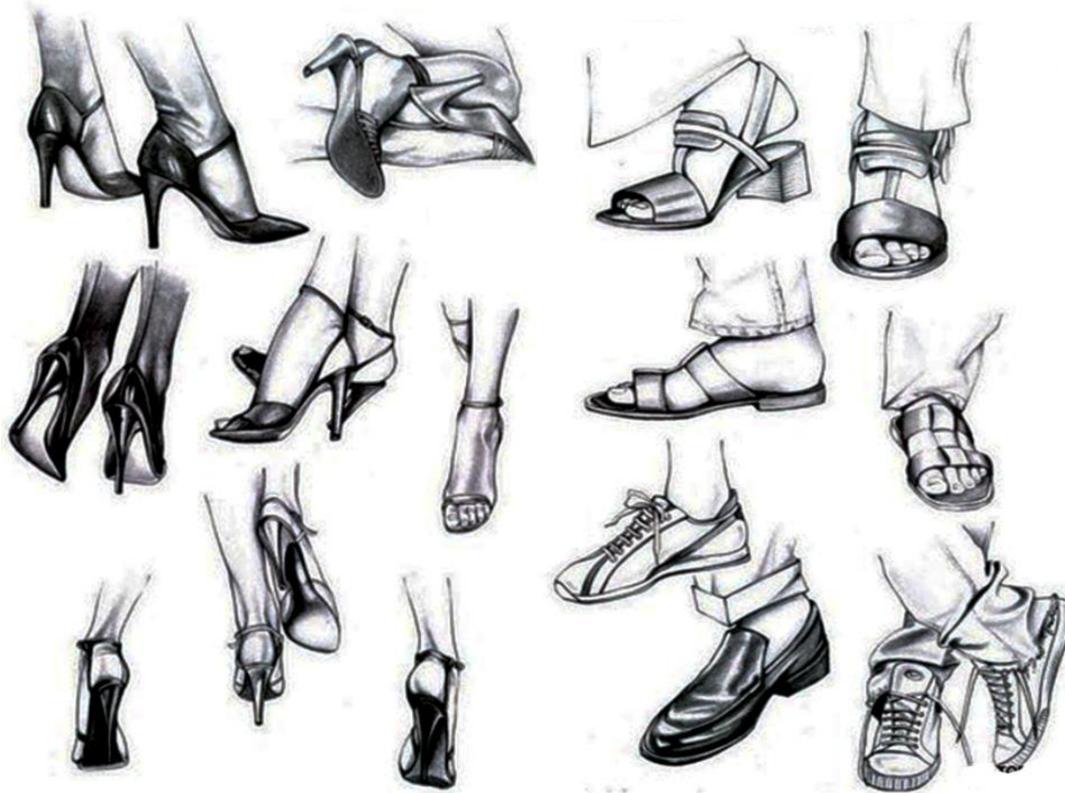
An artist, a promoter of great ideas, should act as a director who gives direction in the development of the image, leaving it to the actor, the person who will wear clothes, shoes, the right to deepen and improve it.

Creation of uniforms and shoes, clothes, etc. is inextricably linked with the concept of plastic. Plastic is the continuity of the movement of the form, smooth transitions from one element to another, creating the impression of the integrity of the form. Speaking about the plasticity of shoes, clothes, they mean at the same time the plasticity of the whole human body. Objects of the external world, which a person encounters, affect directly the sense organ, and above all on the vision. These sensations are the starting point for analysis, comprehension, processing into ideas and concepts.

On the path of living contemplation to abstract thinking, every mental process includes a moment of emotional reaction to man's perception of nature. Looking at a spring or autumn landscape, a person sees a collection of certain forms; colour ratios, which, as a result of repetition of perception, develop a certain emotional mood, are associated with various ideas of a person about life, flourishing, fading. In this regard, emotional-figurative expressions arise, for example, "colors of spring", "colors of autumn", "cold", "warm", "light", "heavy" colors, etc.

As a result of repeated repetition of perception, a person develops conditioned reflexes, which, thanks to associations, representations, can cause a certain emotional image, a certain mood. The words "heavy", "light", "soft", "hard", "fluffy", etc. have not only visual, physical but also figurative meaning. The spatial relations of forms perceived by us, the form itself, its lines, details have an equally definite character. The images that arise in this case are explained by the fact that the shapes of objects, their colour, outlines and other qualities are associated with the idea of rest, movement, takeoff, fall, etc., that is, with those mechanical properties that characterize their state in space. When creating any work of art, including a costume, the designer uses different lines. These are straight horizontal, straight vertical, oblique lines, curves, broken lines, mixed, parallel, intersecting, etc.

Horizontal lines create an idea of the width of the product, they create the illusion of completeness, tranquillity, stability. The wide toe part of the shoe, for example, reinforces the static, completes the plastic developed forms.



**Figure1. Plastics of shoes.**

Vertical lines create an idea of the length of the product, the impression of strength, solidity. These lines emphasize the growth, give a majestic appearance. Curved lines are the main structural and compositional lines in shoes. It is thanks to curved lines that, for example, we can create a three-dimensional Shoe shape from a two-dimensional blank that corresponds to the shape of a person's foot. Curved lines are diverse. When designing shoes, breaking lines are most often used in the design of certain parts – the beret, lining, etc.

Mixed lines are found in the design of shaped parts and shapes. The slanted lines emphasize the movement. Being transitional, they have the properties of both horizontal and vertical lines, can visually reduce or increase the shape and volume, depending on the degree of inclination and the nature of the direction. They are often used in cutting details, pinches, folds of clothing, shoes, bags, etc. parallel and intersecting lines are mainly finishing and decorative lines. All the infinite variety of lines can be reduced to three emotionally different groups: straight lines, lines with a constant radius of curvature-arcs, lines with a variable radius of curvature-parabolas, hyperbolas, spirals. Straight lines and lines with a constant radius of curvature cause a sense of static, calm, balanced, lines with a variable radius of curvature-a sense of variability, dynamics, anxiety, elegance. Parabolas and hyperboles cause an active emotional reaction, so they tire the psyche faster. Consequently, their use in shoes and everyday clothing is limited.

Practical needs do not allow a man to be indifferent to nature. Moreover, the more active a person is, the immeasurably more complex is his emotional apparatus. The variability of human emotions depends on the historical conditions of the life of society, the national characteristics of the people, the social status of various classes, the nature of the professional activity, and the experience of the cultural level.

So, in the perception of different peoples, the same colours can have completely different emotional and semantic meaning, for example, the colour of mourning is black for some peoples, white for others, and pigeons for others. An emotional attitude was formed, formed in a person for a particular object in the process of its creation. For example, a potter shapes a jug.

Experience confirms that a vessel expanding downward and a vessel narrowing at the bottom will evoke different emotional impressions, like melodies built on different emotional impressions, like melodies built on different sound ratios. Different steepness of lines in the form of a jug, in its transition to the neck of the vessel, different texture and colour of the material, ornamentation (degree and character) - all this emotionally affects the person looking at the jug in different ways.

Thus, not only a vessel is created, but also its certain appearance - solemn, festive, strict, amusing, pleasant, intimate, etc.

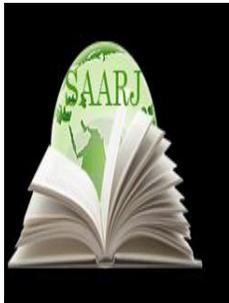
An artistic image is born here from the poetization of a prosaic everyday thing. The same phenomena are observed in the costume and its elements. Depending on the purpose, constructive basis, material, the costume, created at different times in different countries, figuratively embodies the most diverse ideological and emotional content. The beauty of a utilitarian thing lies in the proportionality of the elements of its form, which in turn is determined by the relationship between form and content.

## CONCLUSION

The concept of the beauty of shoes and clothes is not something permanent, unchanging. With the emergence and establishment of new forms, the former lose their beauty. The constant search for new forms, figuratively revealing the contents of clothing, shoes, accessories, the desire to date the modern solution of the form, the revelation of the beauty of the plastic texture, colour in new solutions is the task facing the designers.

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## ANALYSIS OF THE PROPERTIES OF WASTE COMING OUT OF CARDING MACHINES OF VARIOUS TYPES

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### ABSTRACT

*The article presents data on the amount of waste yield obtained during processing at carding machines units of various companies and the possibility of using the fibres contained in them. According to the results of experiments conducted under production conditions, and concluded that the amount of waste produced is much less compared to the total mass.*

**KEYWORDS:** *Cleaning, Carding, Combing, Nutlet, Fluff.*

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### INTRODUCTION

At the initiative of President Shavkat Mirziyoyev in the state policy for the modernization and diversification of light industry, as noted in the Action Strategy for the last 5 years of independence (2017-2021), "The cotton-textile cluster is a priority project for economic development" [1]. On the basis of this project, an excellent system of additional sources of income in the textile industry has been created. The consumption of raw materials in the

manufacture of textiles is the main factor determining the cost of production, and its share is about 85-90%. Therefore, it is important and relevant to find all the possibilities for the full and effective use of raw materials in the industry, their scientific justification and correct use [2]. Most of the raw material supplied for yarn production in cotton mills is separated into fibre waste. In particular, according to the spinning system, the average amount of waste is about 20% of the mixture, in the snow spinning system - from 12 to 18%, in the recycling system - up to 32% [3].

In textile mills, the carding process is one of the main processes affecting product quality. This is because, as a result of the carding process, the short fibres in the fibrous products are separated, and the fibres in the product are straightened and placed parallel to each other. Also, the carding process in yarn production has a huge impact on product quality. The roughness of the coarse product from carding machines is flat compared to the coarse product obtained from other processes, and the roughness is less [4].

### **MATERIALS AND METHODS**

Modern carding machines provide for the improvement of product quality and the implementation of measures for the final cleaning of fibrous products from debris. To do this, it is equipped with fixed carding to transfer parts of the product from one surface to another in order to increase the level of scraping.

The number of drums for cleaning the fibre product has been increased to 3, and the cleaning level of the machine has been increased. These parameters directly affect the quality of the product, leading to an improvement in the strength and purity of the finished yarn [5].

Defects in the fibre and the amount of foreign matter affect the spinning of the yarn, i.e. the yarn from the fibre and the efficiency of the technological process.

If the cleaning intensity is increased in the technological process, the amount of spinning fibre that can be released into the waste, along with the contaminated mixture and foreign bodies, can also increase [6].

Experiments have shown that fibres with elastic properties are also added to the waste separated as a result of the process of scraping fibrous products [2].

In recent years, a large amount of research has been conducted on the improvement and modernization of grinding and cleaning machines. A clear example of this is the fact that the efficiency of grinding and carding machines produced by the world's leading companies is recommended, especially the capacity of the carding machine to 200 - 270 kg/h. The speed of the current carding machines is more than three times higher than the previous combing machines, i.e. the main drum from 200 min<sup>-1</sup> to 900 min<sup>-1</sup>, the receiving drum from 700 min<sup>-1</sup> to 2700 min<sup>-1</sup>, and the speed of the hats from 100 mm/min to 400 mm/min resulting in a sharp increase in the productivity of the scraper. For example, it is suggested that the kinematic performance of Truszscher (Germany) TS-11, TS-15 carding machines can reach up to 260 kg/h [7].

The Swiss company Rieter claims that the C70 carding machines have a main drum diameter of 814 mm and a rotational speed of 600-900 rpm, with a capacity of up to 240 kg/h [8].

In a spinning system, a simple carding machine is a final process in cleaning the fibres from contaminants and defects, but as has been pointed out to some extent, debris, foreign bodies, and

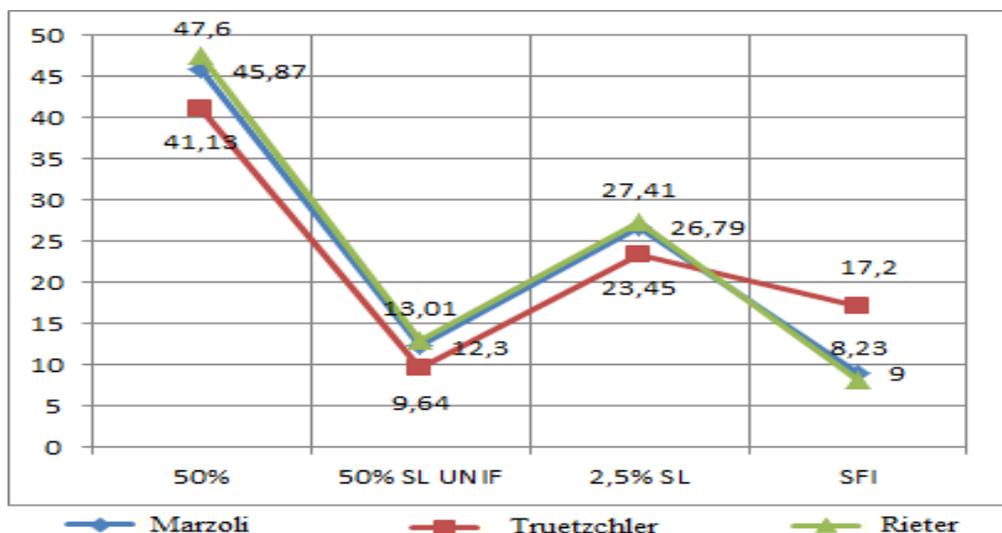
short fibres remain in the spinning system. Simultaneously with the removal of debris and defects in the fibre, a certain amount of waste and spinning fibres are also separated in the process of scraping [9].

Using the results of the study in production, the yarn breakage was reduced by 12-13%, the properties of the yarn were improved by 8-10% and the amount of waste was reduced by 3-4% [10].

In this research paper, the properties of the waste from different types of carding machines were determined and the results obtained were analyzed. To do this, *fibres were separated from the C60 1SN*, developed by the Italian company Marzoli, Model TC-03, developed by the German company Truetzschler and fibre waste from C-4 carding machines of the Swiss company Rieter was cleaned with the help of Shirley Amalayzer MK-2 equipment. The properties of the isolated fibres were determined experimentally on USTER system equipment and their average values were calculated. The results obtained from the experiments are presented in Table 1.

**1 - TABLE. PROPERTIES OF ISOLATED FIBRES**

Indicators	50%	50% SL UNIF	2,5% SL	SFI	AMOUNT	MICRONER
Standard 7						
Marzoli	45,87	12,30	26,79	9	445	4,67
Truetzschler	41,13	9,64	23,45	17,2	411,33	4,83
Rieter	47,60	13,01	27,41	8,23	367,67	4,77



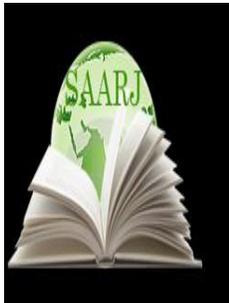
From the analysis of the figures given in the table, it is known that the micron air index of fibre in carding machines (ST-7) ranges from 4.67 to 4.83, with almost no significant difference in all types of carding machines. The share of spinning fibres in the composition of ST-7 waste from C60 1SN and S-4 carding machines was 26.79% and 27.41%, respectively. On the TS-03 carding machine, 23.45% of the yarn is spun.

## CONCLUSION

In conclusion, it is recommended to use the carding machine of the German company Truetzschler TS-03, since the amount of fibre spinning in the poultry is minimal, the performance is higher than in other models of carving machines, and the quality of the tape fully meets the requirements of the standard. Analysis of the results of the study showed that the efficient use of raw materials at the plant can be achieved by using spinning fibres in separable waste. Accordingly, it is recommended to use usable fibres from the wastes of the carding machine as raw materials.

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## THE CONCEPT OF THE LINGUISTIC EXAM AND ITS MEANING

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### ABSTRACT

*This article explains the essence of the concept of linguistic expertise. The tasks of linguistic expertise are divided into general and special functions, and the specific tasks of linguistic expertise are defined in Uzbek written texts. The "principle" of language is based on the fact that language is related to law and plays a practical role in this process. Expands the main tasks of linguistic expertise and focuses on the leading factors in determining the object and subject of linguistic expertise.*

**KEYWORDS:** *Lawmaking, Language And Law, Law Enforcement, Judicial Rhetoric, Legal Linguistics, Integration, Linguistic Expertise, Expertise, Legal Texts, Authorization, Speech Act.*

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### INTRODUCTION

The growth of interdisciplinary integration in recent years has led to the emergence of interactions, problems and cooperation in science. As a result of the development of science, linguistics, like other areas, began to be considered from a new point of view. A new approach to linguistics has created a need for the creation and implementation of language corporations. Now a number of areas of modern linguistics have appeared, and this process continues. The practical function of the language began to work actively in various fields of science. This, in turn, led to the creation of a number of studies [1].

Focusing on the interdependence and interdependence of sciences is more important than ever. In particular, the interdependence of language and law, the need to study legal materials from a linguistic point of view, led to the formation of a new field linguistic expertise. One of the areas of legal linguistics is forensic linguistic expertise. There is a need for the participation of linguists in various litigations. The reason is that the study of legal texts, the linguistic analysis of the speeches of the accused, the suspect is a factor in the objective consideration of the case.

Linguistic expertise requires in-depth knowledge of a specialist. There are certain contradictions in litigation that require joint work of psychologists, political scientists and linguists, as well as lawyers. It is at the crossroads of this cooperation that a new branch of linguistics emerges - linguistic expertise. Linguistic expertise in Russian linguistics has created a number of studies on the forms and foundations of its implementation [2].

It is difficult to substantiate the question of exactly when the linguistic examination was carried out with specific facts and evidence. Each term that is included in science has its own history, stage of formation and period of development. In the same way, it cannot be said that linguistic expertise emerged and developed simultaneously. The need to generalize the various attributes of words and phrases used in speech, such as length, timbre, etc., which, in turn, allows the author of the speech to be a psychologist, while simultaneously "diagnosing" him. In the nineteenth century, mathematicians argued that the attributes of speech should be generalized. In particular, they emphasize the need to measure word length, sentence length, and check sentence structure. However, it is difficult to substantiate these ideas and generalize them in relation to linguistic materials. The term "forensic linguistics" was first used in 1968. A Swedish linguist who worked at the University of London this year heard about the scandalous incident that occurred at 10 Rington Place (Kensington, London) several decades ago. Then the Swedish linguistics professor Jan Svartvik used it in his lecture. Based on this information, we can say that in the early 90s of the last century a new area of linguistics emerged - legal linguistics, the subject of which began to be considered at the junction of language and law. The emergence of new forms of production, economic and socio-political relations stimulated the study of specific problems of interdisciplinary research. These problems, as a rule, arose in connection with the philological support of various forms of professional legal activity (lawmaking, law enforcement, forensic science, forensic medicine).

### **Main part**

Linguistics has acquired a new and very wide field in the field of jurisprudence and legal activity, and the importance of theoretical linguistics for jurisprudence has already been recognized in world linguistics and jurisprudence (E. Berg, E. I. Galyashina, E. I. Goroshko, Gubaeva T. V., Ivanenko G.S., Neflyasheva I.A.). In this regard, linguistics faces a practical task: linguistic knowledge makes it possible to solve current social problems (in particular, linguistic expertise is one of the ways to obtain evidence-based information). But the question of the importance of jurisprudence for fundamental theoretical linguistics has not yet been worked out. This value is assessed as secondary and is consistent with the general opinion that the practical aspects of linguistics are a peripheral field of science (ND Golev, N. Matveeva).

The relationship between language and law was first defined by N. D. Golev:

- Language works as an object of legal regulation
- Language acts as a means of regulation. [3.B.7], [3].

ND Golev emphasizes the legal nature of language in the process of expressing his views. In this case, the theoretical aspect seems to prevail over the practical. Without denying the views of ND Golev, we can add that the language makes a single conclusion that defines and substantiates the inner essence of the desired texts (written advertising texts, newspaper and magazine articles, tablets; advertisements, court texts, etc.). acts as a motivation tool. Let's try to substantiate our

opinion, for example, when analyzing literary texts from a linguistic point of view, the author's psyche, goal, idea are clarified. In the process of analysis, the researcher and the person familiar with this study have a general idea of the author of the literary text, a certain conclusion. The linguistic exam examines the oral and written acts of speech. Theoretical knowledge is directly applied in practice. During the trial, the available evidence, the testimony of witnesses, the testimony of the accused will be examined. Summarizing all the collected materials and studying the facts, oral and written presentations will help solve the problem[4].

## RESULTS AND DISCUSSION

Linguistic expertise is the legal aspect of the language, in other words, the implementation of the practical function of the language in the legal field. There are a number of aspects that need to be addressed in the linguistic examination process. This allows the specialist to set a primary goal for himself. Special:

Explore the semantic nature of a given oral or written text;

Determination of compliance (or, conversely, inconsistency) with verbal words;

Examine the facts in the text to determine if they have a negative connotation;

Identification of the linguistic properties of extremist materials;

Determine if there is word processing;

In the process of linguistic examination of the text, prepare the ground for a conclusion, taking into account the aspects of author's authorization;

Study the text based on linguistic and legal laws and draw general conclusions;

In world linguistics, in particular in Russian linguistics, there are tasks of linguistic expertise: Interpret and explain the meaning and origin of words, phrases, stable phraseological combinations (phrases); interpretation of the main and additional meanings of a linguistic unit or a unit of speech (for example, oral or written texts); interpret the rules of the text of the document to determine what opportunities exist in modern speech to understand these rules; to study the similarity of trademarks, word designations, slogans, advertising texts, trademarks, trademark names to the extent of confusion with their originality or other characteristics; study the text in order to determine its semantic orientation, modality of sentences, expressiveness and sensitivity of speech units, their formal grammatical features and semantics, features of the methodological tools and methods used [5].

The above tasks cannot be limited to the process of linguistic examination of Uzbek written texts. Because every nation has its own ethnic characteristics. Some laws determined by linguistic expertise cannot be applied to all rights as "iron law". Therefore, when setting the listed tasks, the expert should pay attention to the ethnic side of the issue. From this point of view, a deeper approach to defining the tasks of linguistic examination of Uzbek written texts is required, which we considered expedient to define as general. Linguistic examination of some folk texts also requires special attention. In particular, the following tasks of the linguistic examination of Uzbek written materials should be added: Identification of territorial divisions when studying written texts (in the case of regions and specific regions, differences in speech, psychology, and temperament of representatives of this region are also taken into account).

Estimate the frequency of use of slang, slang units used in the text, and the level of coloration;

Focus on the use of non-verbal means in oral texts and justify their relevance;

The specific tasks of linguistic expertise mentioned above make it possible to gain a deeper understanding of the essence of the text and an objective approach to the issue. At the same time, the question arises about the foundations of linguistic expertise. The basics of linguistic expertise in Russian science are divided into three main types:

1. Analysis of the features of the text as a carrier of information about the author (author's research);
2. Analyze the text (semantic, or semantic, research) in order to determine the meanings expressed in it and the nature of the impact of the text on the addressee or audience;
3. Analysis of names (names, trademarks, domain names, etc.) As a means of identifying the "products" of human activity (study of names). [4.B.58]

From the above considerations, we can say that linguists study everything that is represented by letters. Letters, phrases, sentences, texts, ie. Linguistic units and speech presented on a material medium are the subject of research as an object of linguistic expertise in the language[6]. This means that in the process of linguistic expertise, the objects are different types of texts. Such materials can be divided into the following types: phonograms, texts in the form of video and audio recordings; texts in newspapers and magazines, in the media, including speeches on the Internet;

Names, texts, campaign materials, letters audio recordings;

Oral or written oral works, material evidence, documents, samples for comparative research, case materials for forensic medical examination[7].

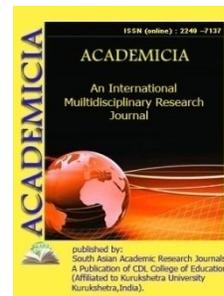
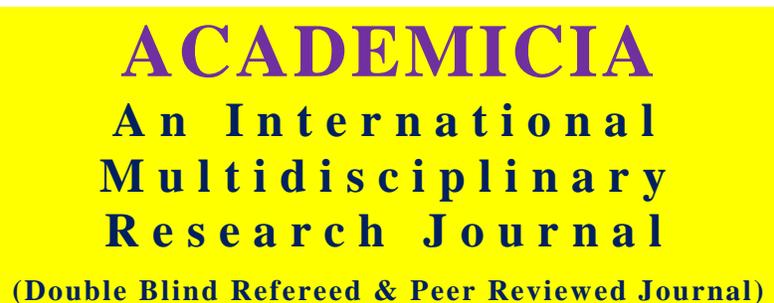
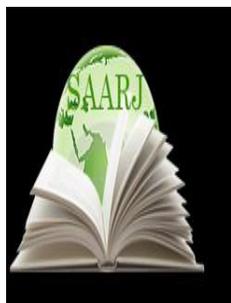
## CONCLUSION

Thus, taking into account the above information, we can conclude that the subject of linguistic expertise is the facts and circumstances revealed on the basis of studying the existence and functioning of the language. Linguistic expertise can also be seen as a tool to support the procedural regulation of speech, both oral and written. In turn, procedural research requires in-depth knowledge of forensic speech and general linguistics. For example, a language is a system with a large structure. The possibilities and features of the language are enormous and multifaceted. Therefore, not everyone can understand and correctly interpret this. There are many subtleties in the language [8]. By analyzing a speech act, a specialist can draw a general conclusion that forms an understanding of the author and his psychological state. Linguistic expertise is designed to bring the conflicting parties to a common opinion. With the help of linguistic expertise, real cases are identified that need to be proven in a specific case. The final conclusion by analyzing its linguistic component in determining the real circumstances of a particular case is made by a linguistic examination.

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## INNOVATIVE TECHNOLOGY IN THE PRODUCTION OF CLOTHING FROM NATURAL FIBERS

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### ABSTRACT

*The article is devoted to the study of innovative technologies in the production of textiles and clothing from natural fibres. The analysis of the studied material showed that today on the modern market there is a wide range of innovative fabrics that meet the needs of consumers, allowing to obtain materials of various structures, which are the result of innovative scientific and technological progress. Modern scientific achievements of the textile industry allow the transition of science to a new level of development, requiring the introduction of scientific developments into the production process, which contributes to the opening of new opportunities in the production of high-quality clothing that meets modern consumer requirements.*

**KEYWORDS:** *Innovation, Market, Hygienic Properties, Innovative Fabrics, Textile Materials, Natural Fibres, Development Of The Innovation Sphere.*

### INTRODUCTION

The global trend in the production of consumer goods is the formation of modern principles for the development of eco-fashion. This trend comes into conflict with the direction of "fast fashion" ("fast fashion"), which allows manufacturers of mass clothing to provide a large selection of inexpensive clothing made from cheap artificial and synthetic materials. Eco-fashion is based mainly on the use of natural raw materials obtained based on a careful attitude to natural resources [1, 2].

It is this foundation that is laid in the development of marketing strategies for manufacturers of goods that receive the "organic" label. This characteristic of the properties of the product is attractive to the consumer. Consumer appeal is determined by the high indicators of tactile and hygienic properties of materials that provide comfortable physiological operating conditions. In addition, many of them have unique medicinal properties and are preferable for people with allergies, dermatological diseases, nervous and mental disorders, diseases of cold and humidity, diseases of the respiratory tract, and the cardiovascular system [3].

Manufacturers of natural fabrics assure that they are able to suppress the growth of pathogenic bacteria and do not lose their beneficial properties after numerous washes. Innovation activity at the present stage of development is one of the most important systemic factors of economic growth and increasing the competitiveness of innovative products, which is necessary to ensure high-quality goods with a lower consumer price that satisfy the needs of the consumer. Innovation activities are aimed at creating, implementing and implementing innovation, i.e. to achieve a result.

## **MATERIALS AND METHODS**

Sustainable fashion involves a harmonious combination of ethics and aesthetics.

One of the founders of eco-fashion in the 21st century is designer Linda Lauder milk, who in 2002 presented models dressed in eco-clothes on the catwalk.

Today, the eco-collection show is a mandatory program for many Western fashion shows. This determines the development of new approaches to creating clothing collections. Designers began to create collections according to new rules, actively promoting a healthy lifestyle and urging to save natural resources [1].

This study is devoted to defining the principles of choosing modern types and methods of finishing clothing models when designing ethical collections. To achieve this goal, in the first stage, aspects of the ethical design and production of ethical clothing collections are determined. The category of ecological or ethical clothing includes a product that is made from natural environmentally friendly raw materials without the use of harmful chemicals and emissions that pollute the environment, in harmony with nature, in full compliance with the balance of interests of humans and animals [2]. Since one of the leading aspects of ethics is natural raw materials, it is important that in the process of finishing materials for clothing and finishing the garments themselves, the unique positive properties of the materials do not "suffer", and the production processes do not harm nature. In this regard, the analysis of innovative methods of finishing materials [4,5] and garments [6, 7] was carried out. Finishing significantly affects the properties of fabrics. The finishing processes for fabrics that differ in their fibrous composition are different, but there are general finishing operations that all fabrics are subjected to. The purpose of finishing is to improve the appearance of the fabric and its consumer properties: softness, density, heat resistance and others. So, in the process of finishing cotton fabrics, they are subjected to singeing, resizing, boiling and bleaching (removing fibre impurities and destroying its natural colour), washing, drying, dyeing or printing, and finishing. In the process of this finishing, wash-off (starch) and indelible (based on synthetic resins, etc.) dressings are applied to the fabrics, which give them the necessary density, softness or rigidity. Some cotton fabrics are subjected to special types of finishing, such as anti-shrink, crease-resistant, water-repellent, etc.

Most cotton fabrics are mercerized, some are subjected to naping (bike, flannel, bumazeye, suede, cloth, etc.).

The finishing of linen fabrics is done according to the scheme of cotton production, but more carefully. The operations are repeated several times so as not to destroy the technical fibre to elementary fibres and thus not to deteriorate the properties of the fabric. Unlike others, woollen fabrics are washed, decatized, rolled and carbonized. The purpose of the first two operations is to stabilize the wool fibres and the fabric in general. Carbonization (treatment with a 4-5% solution of sulfuric acid) is carried out to cleanse fabrics from vegetable impurities (burdock, straw, etc.). Natural silk fabrics, unlike woollen fabrics, are boiled in hot soapy solutions.

This increases their softness and shine. To correct the deficiencies inherent in fabrics made of certain fibres (threads), to give them new, special properties, various types of special finishing are used. For example, to improve the dimensional stability of cellulose fabrics, finishes are used that promote low creasing, "easy ironing", which are based on the impregnation of fabrics with solutions of various drugs (carbamol, methazine, etc.).

In addition to the above, other types of special finishes are used - antistatic (usually stearox-6, alkamones OS-2, OS20 preparations are used), anti-rot (based on copper compounds). To give the effects of durable embossing, polishing, silvering, corrugation in order to improve the appearance, the fabrics are impregnated with pre-condensates of synthetic resins, dried, processed on an appropriate calendar to obtain one or another effect and fixed by heat treatment. For cotton fabrics, such finishes as persistent dressing based on low-washable dressings are widely used, which are emulsions or latexes of various polymers (polyvinyl chloride, polyvinyl acetate, etc.) [4].

The hygienic properties of fabrics with such finishes are reduced and may cause allergic reactions during use. For example, to obtain indigo colour, formaldehyde is used, which, when released into the atmosphere, cause a decrease in immunity and intoxication of the body. In addition, industrial chemical processes consume huge volumes of natural water resources and are associated with the need to dispose of spent chemical solutions. According to the definition of ethical apparel, the use of such materials for designing ethical apparel collections is unacceptable.

This creates special specific requirements for the choice of materials for the design and production of ethical collections. Research and development of methods for dyeing fabrics with natural dyes testifies to the relevance of the task of careful attitude to preserving the natural properties of natural materials during the finishing process [5].

However, even the proposed methods involve the use of alum (crystalline metal hydrates) or low-toxic garden preparations, such as copper, aluminium and iron vitriol for fixing the dye on the fabric. These chemical compositions are more environmentally friendly for waste disposal, but not preferable in the manufacture of clothing, especially for people with dermatological diseases.

The ideological and semantic content of the eco-fashion direction contributes to the formation of the corresponding trends. So, at the peak of popularity, natural fabrics made from natural fibres, dyed in natural colours, but at the same time completely in harmony with modern life. The fashionable trend towards naturalness plays on the imperfection of natural fabrics. For example,

the Italian company LoroPiana deliberately emphasizes imperfections in its collections of silk costume fabrics “wild silk”, demonstrating the imperfection of natural fibres. To identify possible approaches to the selection of preferred types of finishing materials and products from natural materials in the development of ethical collections, a questionnaire was developed and marketing research was conducted. The information and communication platform Google Forms was used as a toolkit. The results of the survey showed that the majority of consumers prefer to buy clothes made from natural materials, despite some difficulties in their use (wrinkling, delicate care, shrinkage, rapid wear (Figure 1).

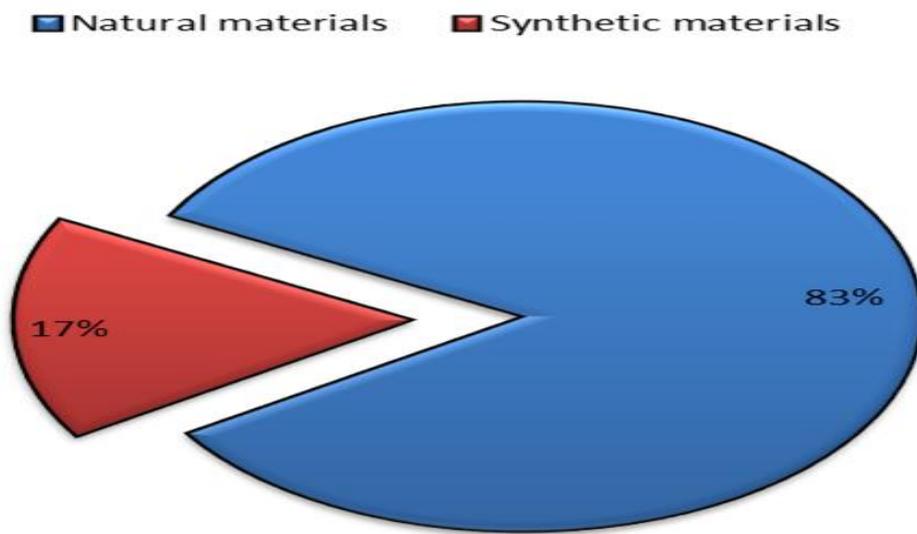


Figure 1. Diagram of feedstock preferences

And when choosing the option of finishing materials, most of the respondents spoke in favour of painting methods without fixing the colour (Figure 2). This preference can be justified by the desire to create a stylistic effect of natural primordiality, transmitted by the heterogeneity of colour.

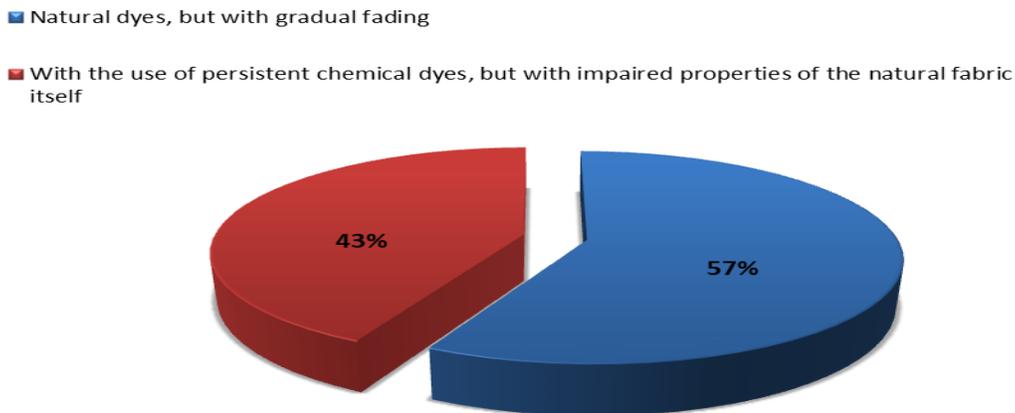


Figure 2. Diagram of preferences for the method of dyeing natural fabrics

To select the types of finishes that ideologically and stylistically coincide with the philosophy of ethical clothing collections, an analysis of innovative methods and methods of finishing garments was carried out [8]. Modern technologies for finishing clothes are a means of increasing the artistic level of garments and are able to provide individualization of products [6]. They can be used in the development of the general concept of collections and projects of individual models. Traditional types of finishes, which are the forerunners of innovative types, can now be called luxury, since the predominant way of their execution is manual [7], which is quite ethical, labour-intensive and costly for use in mass and serial production. Innovative high-tech finishing equipment is capable of providing rational economic indicators of products. Therefore, when choosing finishing methods for ethical clothing models, not only the aesthetic result and compliance with ethical aspects were assessed, but also the economic aspect of using one or another type of finishing. Traditional finishes include appliqué; drawing on fabric (batik, art painting); needle embroidery using various techniques and materials; Luniville crochet embroidery; fringe; drapery, folds, ruffles, flounces, pleating, puffs; finishing with fittings.

And the innovative types of finishes include: 3D printing methods; LED trim; laser technologies (laser cutting); thermal and laser welding; printing on fabric, which can be performed using direct digital printing, sublimation printing, thermal transfer, silk screen printing [9]. However, a critical analysis of these methods has shown that certain types of popular finishes have a negative impact on the original hygienic properties of natural materials.

For example, all types of currently widespread such type of finishing as printing on fabrics change the original properties of the material due to the use of chemical dyes, which form a film on the surface that impairs the natural unique hygienic properties of clothing made from natural materials.

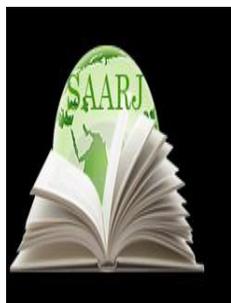
## CONCLUSION

Thus, it was determined that the important stages in the design of ethical collections are the choice of materials, the choice of types of finishing products that do not contradict the aspects of ethics. Recommendations for the choice of finishing methods for models of ethical collections have been developed.

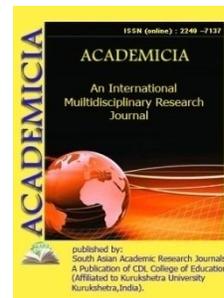
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**INVESTIGATION OF RHEOLOGICAL PARAMETERS OF AMMO  
PHOSPHATE PULPS BASED ON SUBSTANDARD PHOSPHORUS-  
CONTAINING RAW MATERIALS**

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**ABSTRACT**

*This study presents the results of studies on the study of rheological characteristics (density and viscosity) of both non-one stripped off and one stripped off ammo phosphate slurries obtained by decomposition of the phosphorus-containing mineralized mass of the Central Kyzyl-Kum deposit with phosphoric acid, followed by separation of the calcium phosphate pulp into solid and liquid phases and pre-ammoniation pH 4.0-4.5. The effect of the rate of extraction phosphoric acid, pH of the medium and temperature on the density and viscosity of one stripped off and not one stripped off ammo phosphate pulps was established. The obtained values of rheological characteristics substantiate the mobility of ammo phosphate slurries, which will ensure their pumping without any particular difficulties on the technological equipment.*

**KEYWORDS:** *Ammoniation Process, Ammo Phosphate Pulp, Density, Phosphorus-Containing Mineralized Mass, Phosphoric Acid, Viscosity.*

## INTRODUCTION

The traced global trend of a natural decrease in the average content of  $P_2O_5$  in phosphate raw materials leads to the need for more and more use of the poor phosphate raw material base. The problem of efficient processing of low-grade phosphate raw materials into concentrated phosphorus-containing fertilizers remains relevant and becomes more complicated with the growth of production of phosphorus-containing mineral fertilizers. At present, the main industrially significant source of phosphate raw materials in Uzbekistan remains phosphorite ore of the Djeroi-Sardara deposit, the concentrate obtained from it contains about 26%  $P_2O_5$  [3,4].

By its composition, this is a poor raw material, and its processing presents serious difficulties.

This is associated with: low content of the target component in the raw material, a high amount of various impurity rocks: carbonates, clay minerals, insoluble residue, often closely intergrown with the phosphate mineral. Such raw materials are difficult or not at all enriched by existing methods, and there are no effective methods for its direct processing. In this regard, the search for unconventional methods of technological processing of low-grade phosphate raw materials is a task that requires special attention. Based on the literature on improving the quality and range of phosphorus-containing mineral fertilizers based on low-grade phosphorites and establishing the rheological properties of pulps, we investigated the production of ammo phosphate with a high content of nutrient components. The initial raw material was a phosphorus-containing mineralized mass, which is a waste generated during the processing of phosphorite ores of the Central Kyzylkum deposit and extraction phosphoric acid produced by Ammophos-Maxam JSC [3,4].

At the next stage of research, a technological approach was taken, due to the fact that in one technological cycle two types of products can be obtained at once, both one-sided phosphorus and complex mineral fertilizers. The process of obtaining them consists of the following main technological stages:

- a) Decomposition of phosphate raw materials by extraction phosphoric acid;
- b) Separation of acidic phosphate pulp into liquid and solid phases;
- c) Granulation and drying of the solid phase by the method of intensive rounding to obtain a single phosphorus fertilizer;
- d) Ammonization of the liquid phase with ammonia to pH = 4.0-4.5, followed by granulation and drying of the product to obtain an NPCa-fertilizer [5].

## MATERIALS AND METHODS

The purpose of this study was to determine the rheological properties (density and viscosity) of unbleached and one stripped off ammo phosphate slurries at temperatures of 30-80 °C, obtained from the liquid phase of calcium phosphate slurry. The objects of study were the phosphorus-containing mineralized mass of the Central Kyzylkum deposit (wt.%): 14,33%  $P_2O_5$ ; 43,66 CaO; 1,19 MgO; 1,38  $Fe_2O_3$ ; 1,18  $Al_2O_3$ ; 1,75 F; 2,22  $SO_3$ ; 14,70  $CO_2$  and EPA of Ammophos-Maxam JSC composition, (wt.%): 14.32  $P_2O_5$ ; 0.86 CaO; 0.29 MgO; 1.32  $Fe_2O_3$ ; 0.32  $Al_2O_3$ ; 1.31 F; 0.38  $SO_3$ . The activation of the phosphorus-containing mineralized mass with extraction phosphoric acid was carried out in the range of weight ratios of  $P_2O_5$  in acid to  $P_2O_5$  in the feed from 1: 0.38 to 1: 0.165, i.e. in the limit of phosphoric acid norms from 35 to 78% of the stoichiometric norm for the formation of monocalcium phosphate.

The laboratory experiments were carried out as follows: a calculated amount of phosphorus-containing raw material was slowly dosed into a thermostated glass beaker, in which a sample of EPA was located, for 10-15 minutes with vigorous stirring (stirrer rotation speed 250-300 rpm) and an acid temperature of 60 °C. The duration of contacting the components was 30 min. After the specified time elapsed, the reactor was removed from the thermostat, and the contents of the reactor were filtered under a vacuum of 650-700 mm Hg on a Buchner funnel using one layer of filter paper. The liquid phase, consisting of monocalcium phosphate and phosphoric acid, was neutralized with gaseous ammonia to pH 4.0 and 4.5. The total content of nutrient components in ammophosphate pulps before and after evaporation was determined according to [1].

The assimilable form of P<sub>2</sub>O<sub>5</sub> was determined both in a solution of 2% citric acid and in a 0.2 M solution of Trilon B. The assimilable form of CaO was determined only by 2% citric acid. Kjeldahl nitrogen. The measurement of the pH value of ammonized pulps was carried out using an I-130 M (И-130 M) laboratory ionometer with an electrode system of ESL 63-07, EVL - 1M3.1 and TKA electrodes with an accuracy of 0.05 pH units.

The pulp density was determined by the pycnometric method with a measurement accuracy of 0.05 rel. %, and kinematic viscosity - using a glass capillary viscometer VPJ-1 (ВПЖ-1) with an error of 0.2 rel. % in the temperature range 30-80 °C.

## RESULTS AND DISCUSSION

Результаты проведенных научно-исследовательских работ показали, что значения плотности и вязкости неупаренных аммофосфатных пульп в зависимости от нормы ЭФК и pH при одинаковой температуре возрастают (таблица 1).

**TABLE 1. RHEOLOGICAL CHARACTERISTICS OF NON-EVAPORATED AMMO PHOSPHATE PULP. (BASED ON AMMONIATION OF THE LIQUID PHASE OF PRODUCTS OF MINERALIZED PHOSPHORITE MASS ACTIVATION AT CENTRAL KYZYLKUM)**

Norm EPC, %	pH	Density, g/cm <sup>3</sup>						Dynamic viscosity, cP					
		30°C	40°C	50°C	60°C	70°C	80°C	30°C	40°C	50°C	60°C	70°C	80°C
35	3.9	1.100	1.091	1.082	1.074	1.068	1.062	1.6		1.1	1.0	0.9	0.8
	9	7	7	5	9	5	9	1	1.3	4	2	1	1
44	4.5	1.094	1.085	1.077	1.069		1.058	1.4	1.1	1.0	0.9	0.8	0.7
	3	6	6	1	9	1.064	2	8	9	3	2	2	4
48	4.0	1.106	1.096	1.088	1.080	1.073	1.068	1.7	1.4	1.2	1.1	1.0	0.9
	0	1	7	2	2	1	1	8	7	9	5	3	5
52	4.4	1.111	1.102	1.093	1.085	1.078	1.072	1.6	1.3	1.2	1.0	0.9	0.8
	8	2	1	1	1	4	4	9	8	1	7	8	7
52	4.1	1.115	1.106	1.098	1.090	1.082	1.077	1.9		1.3	1.2	1.0	1.0
	8	4	9	4	2	9	1	2	1.6	5	1	9	2
52	4.5	1.119	1.111	1.102	1.094	1.087	1.081	2.3	1.9	1.7	1.4	1.3	1.3
	2	4	2	6	8	8	1	2	6	1	9	6	1
52	4.0	1.126	1.119	1.111	1.104	1.096	1.090	2.0	1.7	1.4	1.3	1.1	1.1

	2	7	2	1	3	9	7	5	1	5	2	9	4
	4.5	1.123	1.115	1.107	1.099	1.092	1.085	2.1	1.8	1.5	1.4	1.2	1.1
	4	1	2	2	9	1	6	9	1	7	3	8	9
57	4.0	1.134	1.126	1.119	1.112	1.105	1.098	2.9	2.4	2.1	1.7	1.5	1.4
	2	2	7	7	9	9	9	2	3	2	9	6	7
61	4.5	1.130	1.122	1.115	1.108	1.101	1.094	3.0	2.5	2.2	1.9	1.7	1.5
	5	2	6	6	8	7	8	7	4	3	1	1	6
65	4.0	1.140	1.133	1.126	1.119	1.112	1.104	3.4	2.9	2.5	2.2	2.0	1.9
	1	6	9	8	8	6	9	7	5	6	8	9	2
70	4.5	1.137	1.130	1.123	1.116	1.109	1.101	3.3	2.8	2.4	2.1	1.9	1.7
	0	1	1	1	5	4	9	4	6	2	3	2	5
75	4.0	1.147	1.140	1.133	1.126	1.119	1.112	3.9	3.2	2.8	2.5	2.3	2.1
	1	6	2	2	8	6	1	8	9	8	4	2	5
78	4.5	1.144	1.137	1.130	1.123	1.116	1.108	3.1	2.7	2.2	2.0	1.8	1.6
	1	3	4	2	4	3	4	9	1	9	3	1	5
70	3.9	1.150	1.143	1.136	1.130	1.123	1.115	3.8	3.1	2.7	2.3	2.1	1.9
	9	8	1	2	5	5	7	3	5	1	8	8	7
75	4.5	1.154	1.146	1.140	1.133	1.127	1.120	4.1	3.5	3.0	2.7	2.5	2.4
	0	3	2	1	7	3	8	5	1	6	9	4	3
75	4.0	1.157	1.150	1.143	1.137	1.131	1.125	4.5	3.8	3.4	3.1	2.9	2.8
	0	9	6	7	8	8	2	9	9	6	3	1	2
78	4.5	1.161	1.154	1.147	1.141	1.136	1.130	4.3	3.6	3.2	2.9	2.7	2.5
	1	9	1	1	9	1	2	6	8	4	4	3	7
78	4.0	1.169	1.161	1.155	1.149	1.144	1.139	5.8	4.8	4.2	3.8	3.5	3.5
	0	3	2	2	7	2	1	5	8	9	6	4	1
78	4.5	1.165	1.157	1.151	1.146	1.140	1.135	4.8	4.1	3.6	3.2	3.1	3.0
	1	4	6	1	1	7	1	4	6	4	8	1	5

As can be seen from Table 1, at a temperature of 30 °C, the pulp density ranges from 1.0946 to 1.1693 kg/cm<sup>3</sup> and the viscosity from 1.48 to 5.85 cP. However, with an increase in temperature from 30 to 80 °C, these values decrease from 1.1693 to 1.0582 kg/cm<sup>3</sup> and from 5.85 to 0.74 cP, respectively. In the case of using one stripped off ammo phosphate pulp with a moisture content of 45 and 50% at temperatures of 30 and 40 °C, thickening of the pulps obtained at EPC rates of 35, 75 and 78% is observed (Table 2).

**TABLE 2. INDICATORS OF RHEOLOGICAL CHARACTERISTICS OF EVAPORATED AMMOPHOSPHATE PULP (BASED ON AMMONIATION OF THE LIQUID PHASE OF PRODUCTS OF MINERALIZED PHOSPHORITE MASS ACTIVATION AT CENTRAL KYZYLKUM)**

Norm EPC, %	pH	Density, g/cm <sup>3</sup>						Dynamic viscosity, cP					
		30°C	40°C	50°C	60°C	70°C	80°C	30°C	40°C	50°C	60°C	70°C	80°C
35	3.9	**	1.387	1.381	1.372	1.365	1.360	**	22.6	18.85	15.24	12.47	9.71

	4.5	**	1.369	1.359	1.350	1.341	1.338	**	19.0	16.35	12.98	10.35	7.94
44	4.0	1.405	1.396	1.391	1.384	1.375	1.368	42.3	35.8	30.13	25.23	21.42	18.58
	4.49	1.449	1.440	1.435	1.426	1.418	1.410	37.7	31.6	25.27	21.92	18.39	16.21
48	4.0	1.347	1.340	1.330	1.324	1.317	1.312	18.1	14.7	11.43	9.28	6.2	4.43
	4.5	1.417	1.408	1.401	1.395	1.386	1.377	33.9	26.9	22.17	18.38	15.51	13.24
52	4.0	1.526	1.515	1.503	1.495	1.480	1.472	45.6	38.5	33.69	28.43	25.39	21.67
	4.5	1.502	1.492	1.481	1.471	1.461	1.450	48.8	42.4	36.63	30.67	27.88	23.71
57	4.0	1.542	1.535	1.524	1.514	1.503	1.493	87.0	49.4	40.86	35.92	32.65	28.37
	4.5	1.432	1.422	1.417	1.407	1.397	1.392	92.8	52.9	43.78	38.25	34.67	30.92
61	4.0	1.559	1.552	1.543	1.530	1.523	1.516	43.9	34.5	28.38	24.19	19.84	17.39
	4.5	1.475	1.460	1.454	1.443	1.436	1.428	40.5	29.9	26.57	20.41	18.62	15.98
65	3.9	1.326	1.320	1.313	1.306	1.300	1.293	38.7	30.0	25.22	20.95	18.32	16.46
	4.5	1.317	1.308	1.299	1.295	1.288	1.283	35.2	27.5	23.31	18.26	16.43	14.57
70	3.9	1.3652	1.357	1.346	1.340	1.333	1.327	53.1	45.1	37.82	31.56	29.05	25.46
	4.5	1.3874	1.379	1.371	1.363	1.355	1.347	67.2	47.7	38.71	33.61	30.68	27.32
75	4.0	**	**	1.253	1.247	1.240	1.235	**	**	286.63	234.57	199.04	173.1
	4.5	**	**	1.240	1.236	1.228	1.220	**	**	279.24	229.83	188.36	162.43
78	4.0	**	**	1.270	1.263	1.255	1.249	**	**	363.74	295.69	241.48	198.79
	4.5	**	**	1.291	1.284	1.278	1.272	**	**	302.25	244.77	207.67	185.05

Despite this tendency to decrease density and viscosity with increasing temperature leads to a sharp decrease in these values from 1.5591 to 1.2203 kg/cm<sup>3</sup> and from 92.89 to 4.43 cps, respectively. While with an increase in the EFA norm from 35 to 78% of the stoichiometry and the pH value, the density and viscosity are oscillatory. For example, at a temperature of 40 °C, the density increases from 1.3599 to 1.5438 kg/cm<sup>3</sup> and from 18.85 to 28.38 cps, respectively, at

stoichiometry from 35 to 61%, and stoichiometry from 65 to 78% decreases from 1.3134 to 1.2916 kg/cm<sup>3</sup>, the viscosity increases from 25.22 to 363.64 cps. This can be explained by the behaviour of the component components in the pulp. Since before ammoniation, the liquid phase consisted of Ca(H<sub>2</sub>PO<sub>4</sub>)<sub>2</sub>, (Fe, Al)PO<sub>4</sub>, etc.

However, prior to the ammoniation of pH 4.0 and 4.5 according to [5], a salt (Fe,Al)<sub>3</sub>NH<sub>4</sub>H<sub>8</sub>(PO<sub>4</sub>)<sub>6</sub>•6H<sub>2</sub>O is formed at a pH of 1 to 1.6, which is well crystallized, easily filtered and separated. In the course of neutralization at increase pH approximately to 2.5 water-soluble NH<sub>4</sub>H<sub>2</sub>PO<sub>4</sub> and also the amorphous and colloidal not defended and badly filtered precipitation - (Fe,Al)NH<sub>4</sub>HPO<sub>4</sub>F<sub>2</sub>. When neutralizing magnesium-containing acid, Mg(Fe,Al)NH<sub>4</sub>(HPO<sub>4</sub>)<sub>2</sub>F<sub>2</sub> is also formed. The salt (Fe,Al)<sub>3</sub>NH<sub>4</sub>H<sub>8</sub>(PO<sub>4</sub>)<sub>6</sub>•6H<sub>2</sub>O is well crystallized, easily filtered and separated [6].

At increase pH to 5.5 education of NH<sub>4</sub>H<sub>2</sub>PO<sub>4</sub> is continued, complex phosphates of iron and aluminium will be transformed to Mg(Fe,Al)(NH<sub>4</sub>)<sub>2</sub>(HPO<sub>4</sub>)<sub>2</sub>F<sub>3</sub>, (Fe,Al)NH<sub>4</sub>(PO<sub>4</sub>)<sub>2</sub>•0,5H<sub>2</sub>O, (Fe,Al)NH<sub>4</sub>HPO<sub>4</sub>F<sub>2</sub>, disubstituted phosphates of calcium and magnesium drop out, the magnesium fluoride-phosphate besieged hydroksilapatit, unstable intermediate phosphate of Mg<sub>3</sub>(NH<sub>4</sub>)<sub>2</sub>(HPO<sub>4</sub>)<sub>4</sub>•8H<sub>2</sub>O unstable in aqueous solution is formed, which decomposes to form MgNH<sub>4</sub>PO<sub>4</sub>•H<sub>2</sub>O. All phosphates except hydroxylapatite are citrate soluble. All these compounds, with varying pH and temperature, inevitably affect the rheological characteristics of the ammoniated pulp to varying degrees.

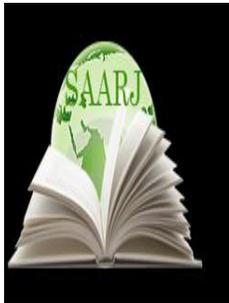
## CONCLUSION

The results of the studies carried out indicate the fundamental possibility of obtaining concentrated phosphorus-containing fertilizers on the basis of man-made waste, and the values of the rheological characteristics of unbleached and one stripped off ammophosphate pulps indicate their manufacturability and that they will be pumped from one apparatus to another without any particular difficulties.

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## USING MODUL TECHNOLOGY DURING TEACHING CHINESE LANGUAGE WITH TRANSLATION COMPETENCE IN UZBEKISTAN

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### ABSTRACT

*The need for translation in society is growing day by day. With the development of technology and the creation of computer programs, teachers are using a variety of new innovative ideas and methods to train translators. A modern professional translator should know not only his native language but also other foreign languages. Translators need to know the equivalents of the words themselves so that they do not have to spend time looking up translations of words in dictionaries, and they also need to be able to translate the text given to them in writing. It is very important for translators to have a computer, they can translate the text electronically, they can even find the translation of words on the computer that they can't find on the Internet. In the future, when training skilled translators, we need to prepare them for professional translation activities, to form in them information-technological competence and to explain to them ready-made electronic translation programs. Because students are not well versed in the computer field, there are several shortcomings in the field of translation, in addition to knowledge of the language, translators must also know how to use a computer and various programs. Therefore, we need to educate students based on modular technology using information technology.*

**KEYWORDS:** *Translation Competence, Professional Translate, Information Technology, Concepts, Communication, Documental Translation, Mother Tongue, Interpreter, Translator Programs, Communication Formation.*

## INTRODUCTION

New programs in science, technology and the humanities need to be developed to provide primary education in module technology. The concept of an educational unit is currently being developed. According to him, the module technology will be implemented in Chinese on the basis of methodological and methodological projects. In the teaching of foreign languages, the didactic system has evolved as a process of self-directed learning. Module technology has a didactic structure in which a person reads with a reflexive approach to teaching methods and develops them step by step. Module technology was first used in the United States and Southern Europe. Later, this technology was used in Russia and the People's Republic of China, and finally, this type of technology was introduced in the Republic of Uzbekistan. Modul technology in the world consists of

1. The study and analysis of scientific and technical words in the text, in-depth study of psychology, sociology, cultural studies and the formation of professional competence in students.
2. A review of the typology of texts is an excellent analysis of texts in the field of science.
3. Teach students to choose the right textbook and adapt to it in the work of translators.
4. Use of the textbook at the level of linguistic, extralinguistic modules.
5. Explain the process of translation with PPT programs based on modular technology in students depending on the allocated hours.
6. Adapt and teach according to each student's worldview.
7. When working on module technology, do the translation correctly and choose a dictionary for a specific purpose.
8. Demonstrate your knowledge of individual rankings step by step.

New programs in science, technology and the humanities need to be developed to provide primary education in module technology. The concept of an educational unit is currently being developed. According to him, the module technology is based on methodological and methodological projects in Chinese. In the teaching of foreign languages, the didactic system has evolved as a process of self-directed learning. Modular technology has a didactic structure in which a person reads with a reflexive approach to teaching methods and develops them step by step. Module technology was first used in the United States and Southern Europe. Later, this technology was used in Russia and the People's Republic of China, and finally, this type of technology was introduced in the Republic of Uzbekistan. Special module technology is also used in schools, colleges, lyceums and universities to train translators. The word module is derived from a Latin word that translates into Uzbek as "quantity" or "method". The developers of the module technology have expressed their views on the teaching of translation methods with didactic descriptive methods in the teaching of foreign languages. A module is a special quantitative method that reflects the demands of a high level of self-management and the conditions for self-improvement. Scientists say that a module is a way of teaching students in which a person has to be self-directed. Each module has a specific purpose. The textbook must be appropriate for each module.

Module technology includes the following functions:

- The completeness of the information in the textbook;
- This manual is explained;
- Data access requirements are defined;
- Theoretical tasks and recommendations in the textbook;
- Practical tasks are also given;
- controls itself and from the outside.

In the practice of modular technology, the practice manual should correspond to 80% to 20% of the textbook.

There are three different types of modules depending on the target function:

- Cognitive (for the study of specific sciences);
- Operational (revealing human mental and intellectual knowledge);
- Mixed.

The module technology curriculum should be divided into 10 or 12 modules, the optimal size of the curriculum is measured by its completed plan, ie the number of modules can be from 10 to 20. Module technology can be used in a variety of learning areas. The number of malls in the lecture halls of universities and institutes in Beijing, People's Republic of China, is divided into 10 or 12. The basis of module technology in translation competence is this module program.

Modular learning technology. The term "modular training" is an international concept -module ("module", lat. modulus), the only meaning of which is activity denotes a node that is composed of closely related elements that can represent. In this sense, it is understood as the main tool of modular learning, as a complete block of information.

A module is a logically complete learning material based on developed principles that are designed to help students master one or more concepts.

In 1982, at the UNESCO conference, the module was entitled "A separate training package (package) designed to acquire one or more skills in individual or group training through careful study and sequential study of exercises at a specific speed." was described as.

Modular learning is one of the most promising learning systems because

the human brain is best adapted to the assimilation system. Modular learning is based on the modular structure of the human brain tissue.

The human brain tissue is about 15 billion years old. neurons (nerve cells) or conditioned modules. Tissue cells are involved in many collisions with each other. The number of collisions between one cell and its tumour with another cell and its tumour can reach up to 6,000. This means that the number of collisions (contacts) in the brain tissue is an astronomical number (15000000000x6000). In this sense, the module is seen as a cell of the learning process.

This cell is made up of elements that have the same specificity and structure of information as a whole.

The modular system of education was first officially discussed in 1972 at the UNESCO World Conference in Tokyo.

Provides an opportunity to comprehensively address the following modern issues of vocational education:

- Ensuring the flexibility and flexibility of programs to optimize and systematize the content of training on the basis of a modular-functional approach;
- Individualization of teaching;
- At the level of practical training and evaluation of the observed actions monitoring the effectiveness of teaching;
- Activation of the teaching process on the basis of professional motivation, the full realization of independence and learning opportunities.

There are two approaches to modern theory and practice of modular teaching: science-based learning and system-based learning technologies.

Within the framework of these approaches, a number of concepts of modular training have been developed. At the heart of all concepts is an activity approach, and in this context, the teaching process as a whole or within a particular subject is focused on the student's sequential mastery of elements of professional activity in accordance with the content of the modular curriculum. Under different concepts, modular curricula consist of different content and structure, presented in different forms of documentation, but all of them must include the following three main components:

- targeted content application; a database of various forms;
- Guidelines for students.

A module system is a collection of several modules based on a didactic purpose. It is a system created by the teacher depending on the course. Each science teacher creates independently. Researchers suggest that each module is implemented as follows:

1. With basic knowledge and skills (preparing students for independent work;
2. Analyze the data according to their individual knowledge. For example, he can analyze an essay based on his knowledge, tests tests, independent work and questions in this way.

The results of the module technology analysis are always based on written work. Students can be tested on their knowledge based on one or more modules to verify this. Therefore, the current and final control work is taken from students. Then they work on the mistakes made in the last module based on their writing. The basis of the module system is formed depending on the structure, acceptance, comprehension, analysis, memory and application of the level of knowledge of students.

## **MATERIALS AND METHODS**

The functions of the module system are:

1. The task of developing students in their intellectual activity (this is the degree to which the student masters his knowledge)

2. The task of students to realize their abilities and potential;
3. On the basis of students' psychological views, it is stated that the student reads as independently as possible, and in this case, a person can perform physiological exercises.

The program "Training of translators in the field of professional communication" was developed using modular technology in teaching Chinese to students. New projects and proposals are being introduced in higher education institutions of the country on the basis of this program. Based on this module technology, the following suggestions for the Chinese language are included:

- Strengthening professional translation in students in translation;
- Development of knowledge and bases of information-technological competence;
- Formation and translation of students' translation into modular technology;
- Development of electronic translation programs on modular technology.

According to the requirements of higher education institutions in our country today, Chinese language classes are held using scientific, technical and information projects to develop students' translation skills. The purpose of developing students' translation competence in modular technology is to help them translate scientific and technical texts and develop oral communication. In order to solve professional problems for students in modular technology, translators perform step-by-step text translation. The object, the subject, and the goal all come together in a modular learning environment that develops students' ability to work independently.

### **The structure of modular technology**

Programmed learning  
Gradual development of mental activity  
Formation of independent learning.  
Student's specific actions in mental activity  
Performing correct actions  
Formation of personal activity.

In the process of working between students and the teacher on the module technology, they translate the text based on specific goals in the translation work and at the end of the work discuss how the translation of this text was done.

The standardized actions, including the module of translation competence, consist of the structure of the textbook, database, methodical activity on the basis of didactic purposes, use of intellectual potential in practical activity, checking of written works on the basis of the set purposes. Under the module system, teachers explain to students what literature and dictionaries they can use to build translation competence. At the beginning of the work, the teacher gives the students a referral, and the students begin to work independently, using their intellectual abilities and translation skills in the process of translating the text or while doing an oral translation.

Using modular technology shows that we can achieve great success in training translators in accordance with the plan of the state educational standard of higher education institutions, as well as in the creation of translation programs. It can also help high school teachers teach their students the skills of translating texts. It is said that the results of this module are excellent. The goal of developing translation competencies in students using this technology is to train and deliver to our society modern, professionally trained translators. The basic professional translation skills of any translator depend on their professional competence. Students can also

use a variety of online translation sites to gain additional knowledge. Students also use dictionaries to translate.

## **RESULTS AND DISCUSSIONS**

Based on their integrative knowledge, students will be able to exchange ideas, think strategically, be active, classify and analyze information in the translation process, and students will be able to self-manage and find solutions to problems in this situation. Usually, in the process of developing translation competencies, of course, a great deal of attention is paid to their level of knowledge of the Chinese language.

### **Students' level of language proficiency in translation competence**

1 Primary education is the level of language proficiency of a student in his / her work. Communicate independently to talk about psychology and work. Being able to organize a conversation in a work environment in different contexts is to identify the goals and results of collaboration in the work process.

2 Secondary education is the student's ability to speak and translate a language at an intermediate level. It is about being able to take into account the interests of other states in the process of communication and to communicate with them on various topics.

3 Higher education - the degree to which a student is able to communicate with representatives of other languages as a workhorse. That is, the student does not face any obstacles in the process of communication with them and tries to work with the team.

There are 3 types of translation competencies in the translation process:

1. Conceptual translation competence.
2. Technological translation competence.
3. Basic translation process.

There are several proposals for the formation of translation competencies in higher education institutions in the Republic of Uzbekistan on modular technology.

1. To teach and develop communicative activities for students to engage in communication.
2. The textbook should be based on the module syllabus.
3. To use their knowledge of computer programming language level.
4. The textbook consists of the volume, structure and organization of information.
5. On the basis of the module program consists of substantiation of linguistic and electro linguistic knowledge with the level of language proficiency of students.
6. Students develop their intellectual skills so that they can learn independently.
7. The pedagogical process takes into account the results of current, intermediate and final control of students.
8. Individual requirements rating also plays a key role.

A competent approach by the teacher as we shape our students' translation competencies using modular technology and helps students to excel in their own speech or written translations of the text as they use their knowledge and translation skills. In this way, in a competent approach, our translators will be able to improve their knowledge and translations. A competent approach - the level of knowledge, skills and language skills will help our students to develop their professional careers in the future. With the development of international relations in the modern age, there are many types of translations. This means that you can not only translate with the help of books and dictionaries, but also with translation programs and online translation dictionaries. Computer technology and software are also being used today due to the growing demand for written and interpreting. This will help us to take the necessary information for future abstracts, reports and dissertations. In their future professional careers, students will be able to translate their knowledge and skills from Chinese to excellent written and oral translation. Currently, there are also lectures on translation competence and practical conferences on the problem of translation, as well as presentations on modern methods of teaching Chinese. In higher education, in addition to the profession of Chinese philologist, he is also trained as a professional translator.

### CONCLUSION

Translators develop translation skills with a competent approach so that they can grow professionally in the future. Students should be active in engaging in social and international cultural interactions during the translation process. High-level translators need to have different competencies in the communication process and be able to communicate and communicate in different areas. The works of Chinese scholars such as Rosa Ye and Jun Wang on translation competence, Russian scholars I.S. Alekseeva, L.S. Barxuradov, N.K. Barkovskiy, L.K.Latishev, R.K. Minyar-Belouchev, A.D. Swiss and similar scholars have written dissertations. But V.N. Komissarov's dissertation is devoted to the competence of translation, and his writings are very important. According to him, the main emphasis of his dissertation is on training and educating qualified translators. The field of translation is very broad and can be divided into several types: interpreting, text translation, communicative translation, and professional simultaneous translation. The types of translation of this type of translation competence are explained:

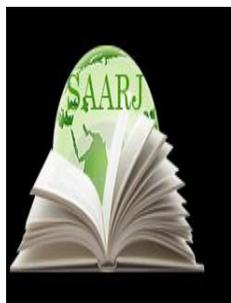
Translators develop translation skills with a competitive approach so that they can grow professionally in the future. Students should be active in engaging in social and international cultural interactions during the translation process. High-level translators need to have different competencies in the communication process and be able to communicate and communicate in different areas. The works of Chinese scholars such as Rosa Ye and Jun Wang on translation competition, Russian scholars I.S. Alekseeva, L.S. Barxuradov, N.K. Barkovskiy, L.K.Latishev, R.K. Minyar-Belouchev, A.D. Swiss and similar scholars have written dissertations. But V.N. Komissarov's dissertation is devoted to the competence of translation, and his writings are very important. According to him, the main emphasis of his dissertation is on training and educating qualified translators. The field of translation is very broad and can be divided into several types: interpreting, text translation, communicative translation, and professional simultaneous translation. The types of translation of this type of translation competence are explained:

The language must be translated quickly. In such circumstances, the formation of translation competencies in the requirements serves for active participation based on a modular system and helps to develop in the translation skills during practice. The development of translation

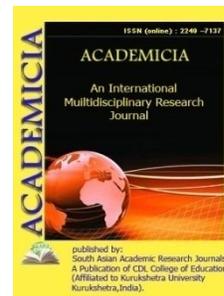
competence in a modular system takes place over years and in stages, which is the amount of information collected in the textbook and they also change over the years. The same is true for our Chinese language students, as the information, text size, and grammar rules in the textbooks change over the years. This indicates a growing demand and interest in learning Chinese. The translation process covers learning aspects of the language, such as oral, written, listening, and speaking skills. If the requirements have these four aspects, then the translation skills will develop on their own. Therefore, when we teach students translation competence, the key is to translate the text based on their knowledge.

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## THE TERM “TASK”: THE KEY CONCEPT IN TASK-BASED LEARNING

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### ABSTRACT

*The article represents the practical application of Task-based approach (TBA) and its role in teaching English as a foreign language. In addition, the information regarding the implementation of TBA, the term “task” and its methodology are researched.*

**KEYWORDS:** *Task-Based Approach, Task, Student-Centred Approach, Communicative Competence, Target Language.*

### INTRODUCTION

Task-based approach (TBA) is regarded as an alternative method to traditional language teaching methods because it favours a methodology in which functional communicative language use is aimed at and strived for. Also, TBA is considered to be an effective approach that fosters a learning environment in which learners are free to choose and use the target language forms which they think are most likely to achieve the aim of accomplishing defined communicative goals<sup>1</sup>. In the literature, two early programs applying task-based instruction within a communicative framework for language teaching were implemented.

### MATERIALS AND METHODS

The term ‘task’, which is one of the key concepts in task-based learning and teaching, is defined in different ways in the literature and instructional tasks are used for different purposes. In everyday usage, tasks are seen as the commonplace goal-directed activities of everyday life such as cooking dinner, writing a letter, building a model<sup>2</sup>. Tasks became more formalized as part of various kinds of vocational training in the 1950s and came into widespread use in school education in the 1970s. Major programmatic proposals for Task-Based education in language teaching appeared in the 1980s and 1990s.

TABLE 1.DEFINITIONS TO THE TERM “TASK”;

Author	Year	Definition
Long	1985	A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing an invitation card, finding a street destination, and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, and in between. ‘Tasks’ are the things people will tell you they do if you ask them and they are not applied, linguists.
Richard,PiattandWeber	1986	An activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language.
Prabhu	1987	A task is an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.
Breen	1987	Any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. ‘Task’ is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning-from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision-making.
Nunan	1989	Task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.
Willis	1996	Tasks are always activities where the target

		language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.
Skehan	1996	A task requires personal information to be exchanged, or a problem to be solved, or a collective judgment to be made bears a relationship to things that happen outside the classroom in a way that separates these activities from doing.
Richards and Rodgers	2001	Tasks foster learners' motivation because tasks require learners to draw on their past experiences and involve themselves in variously designed interactions, e.g., tasks requiring physical involvement or cooperative work.
Ellis	2003	A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.
Branden	2006	A task is an activity in which a person engages in order to attain an objective, and which necessitates the use of language.

Currently, tasks are also viewed as important research tools as well as the basis for language instructional approaches. In second language education, a task is defined as an activity that focuses on the meaning which the learners undertake using the target language in order to reach a specific goal at the end of the task<sup>3</sup>. Nunan (1989) claims that tasks should encourage learners to feel the need and strive to complete the activity communicatively. Through tasks, students are provided with a “purpose” to use the target language. In this purposeful learning process, learners are not instructed to use certain language forms. Instead, they are encouraged to build and use the target language on their own, with teacher support but without immediate teacher correction. The role of the teacher is to observe and facilitate the process of task-based communication<sup>4</sup>. In order to promote the meaning-focused and communicative nature of tasks, Skehan (1996) proposes that tasks should be designed to have a relation to the real world. This

relation to real-life creates a more meaningful and authentic focus. According to Ellis (2003), authentic tasks are those tasks whose interactional patterns are similar to those in real-life situations.

In EFL, the terms “exercise”, “activity”, and “task” confuse a lot of language teachers.

## RESULTS

Thus in this research, the differences are studied and shown in the following table.

**TABLE 2. THE DIFFERENCES BETWEEN THE TERMS “ACTIVITY”, “EXERCISE”, “TASK”**

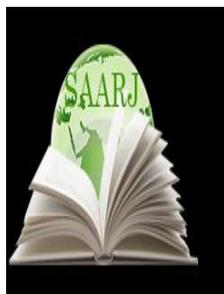
<b>Activity</b>	<b>Exercise</b>	<b>Task</b>
More general;	Specific;	Interpreted specific;
Restrictive, focus on one or two language items;	Restrictive, focus on a single language element;	Not usually restricted;
Communicative outcome	Linguistic outcome	Non- linguistic outcome
The physical, active form	Written form	Any form
Focuses mainly on fluency and communication;	Used mainly to practice correct production of the lesson target;	Undergone by students using pre-existing or scaffolded language resources;
A primary focus on communication;	The focus is upon form;	A primary focus on meaning;
	Not authentic	Authentic

Tasks as organized sets of activities play essential roles in classroom learning processes. A task-based approach is an approach that emphasizes the significance of the role of tasks in these processes. As learners in EFL contexts have fewer opportunities to practice the language outside school, classroom activities become more important<sup>5</sup>. Teachers and syllabus designers turn to the role of tasks and task-based approach in order to have a more effective teaching-learning environment. Some important studies are examining the use of task-based instruction and its focus on communicative competence.

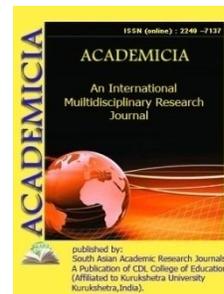
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**DETERMINING THE SPEED AND STRENGTH OF 14-15 YEAR OLD  
 HANDBALL PLAYERS IN JUMPING**

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**ABSTRACT**

*High-speed and power readiness is the major factor determining the high level of the special working capacity, influencing on the efficiency of the game actions at the strongest young handball players. Jumps, along with fast run, make the main content of motor activity of the young athletes. In the main experiment made among the contingent of the young handball players aged 14-15 years the problem have been solved covering the scientific reasonable design of the motor tasks modeling the competitive hopping activity for the young handball players and providing the exact reproduction of the volume of basic effort under the certain quantitative parameters of the training load.*

**KEYWORDS:** *Youthful Sport, Young Men And Girls Aged 14-15 Years, Handball, High-Speed And Power Preparation, Hopping Tasks, Jumping Upside Down, Jumps In Depth, Multipurpose Muscledlab 2040e System, Power Of Basic Effort, Jump Height, Time Of Contact With Support, Flight Time Within Jump, Design, Motor Tasks.*

**INTRODUCTION**

The high level of special working capacity and the effectiveness of playing actions among the strongest young handball players are largely determined by speed-strength readiness [ 6]. Many authors, studying the nature of competitive activity in youth handball, note that multiple jumps in combination with running constitute the main content of the motor activity of young athletes. Jumping, along with fast running, become an effective method of attack and defense, and their number in competitive activity with age and qualification is steadily increasing both in absolute and relative indicators [5].

It was revealed that the greatest number of running jumps are made by the attackers; In the game, more jumps are performed from a standing position than from a running start, as well as jumps from two legs than from one leg, and the greatest playing efficiency was revealed in techniques with take-off in jumps with maximum height and minimum execution time. It was established that young handball players of 14 years old make  $82 \div 87$  jumps during the game, 15 years old -  $100 \div 117$  jumps per game, 16 years old -  $135 \div 157$  jumps, 17 years old -  $153 \div 167$  jumps. In terms of net playing time (for one minute of the game), these values are, respectively, at 14 years old - 3.5 jumps, 15 years old - 3.7 jumps, 16 years old - 3.8 and at 17 years old - 4.0 jump per minute for each player. It was noted that the centers make  $3.3 \pm 0.18$  jumps per minute, forwards -  $3.5 \pm 0.13$  jumps, defenders -  $3.7 \pm 0.15$ . The specificity of handball players' game actions is manifested in the fact that athletes perform jumping movements in various technical options (to the maximum height or speed, deviation of the body or turn, with a pause or hovering, etc.), when most of them are performed with the ball in direct contact with the enemy. Long-term playing load manifests itself in increasing fatigue, when handball players spend more effort for a lower jump height. At the same time, as handball players participate in the game, the absolute jump height significantly decreases by 5 cm after 10 minutes of the game, both in the first and second halves. It should be recognized that jumping movements are an important element of individual attacking and defensive actions of handball players.

Thus, the analysis of scientific research shows that the growth of sportsmanship against the background of improving the basic aspects of the athlete's motor skills, and primarily the speed-strength readiness of handball players, should be associated with the ability to repeatedly perform various competitive jumps, which ultimately leads to more effective game activity.

However, in the existing program materials and practical recommendations, the gross mechanical build-up of training loads in jumping exercises is preserved. Recommended loads of speed-power orientation among young handball players are not related to the nature of the jumping activity of young athletes. And, most importantly, the quantitative indicators of loads in jumping tasks do not take into account the peculiarity and specificity of the functional stresses of the musculoskeletal system of handball players of different roles. Thus, one of the prerequisites for young handball players to achieve a high level of readiness is the development and implementation of motor tasks in the training process, aimed at the upbringing of speed-strength abilities and special jumping endurance [4, 5, 6].

## RESEARCH METHODS AND RESULTS

All studies were carried out in the research laboratory of the Voronezh State Institute of Physical Culture using the multifunctional system MuscleLab 2040e [13].

This system provides information on the basic kinematic and dynamic characteristics of jumping exercises. The MuscleLab software provides for the calculation of the following parameters: the duration of the jump tests in seconds, the number of jumps, the average power of the jumps, the average height of the jumps, the rigidity of the locomotor system of the lower extremities.

In the ascertaining experiment, the determination of anaerobic power indices was carried out using the Rebound Jump test - repeated jumps, and the determination of jumping endurance - using the Series Jump SJ tests - serial jumps. The study used a modified Bosco test, the essence of which is to perform a series of jumps for 60 seconds. Subsequently, the index of speed-strength endurance was calculated (Bosco S., 1999), presented as "the ratio of the average height

in the last three jumps to the average height in the first three jumps", the body length was taken into account. Index indicators less than 80 ÷ 90%, indicate a low level of development of speed-strength endurance, indicators of 100% and above are high.

**Table Jumping parameters in the "Repeated jumps" test ( $\bar{X} \pm \delta$ )**

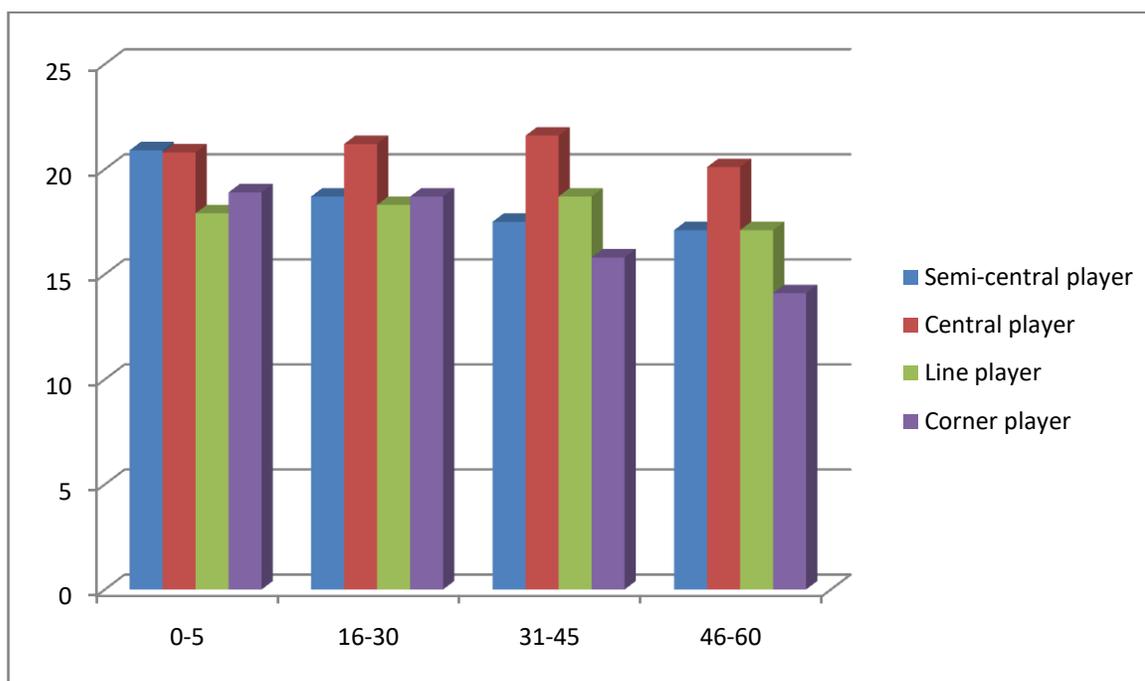
Number of jumps, units	Average jump height, cm	Average power jumps, W / kg	Stiffness of the motor apparatus
94,8±6,4	19,0±3,6	24,3±4,8	81,1±14,8
99.0	21.1	30.4	105.4

Note: The bottom column shows the data of the best attempts in testing.

It can be seen from Table 1 that an average of  $94.8 \pm 6.4$  jumps are made in 60 seconds, an average jump height of  $19.0 \pm 3.6$  cm, and an average power of  $24.3 \pm 4.8$  W / kg. The speed-endurance index was 82% for semi-center players, 97% for center players, 78% for line players, and 75% for corner players, which to a certain extent affected young athletes. characterizes its resistance to jumping.

To reveal the dynamics of jump endurance, a change in jump height was observed in a series of exercises lasting 60 s over a 15-second interval. The dynamics of the players' jump heights had a different configuration; the tendencies of the player's ability to jump were identified among the tasks performed by the player in the game (Figure 1).

Jump height



**Figure: 1.** Indicators of the average height of the jump in 15-second time intervals

The semi-central players showed a downward trend in their jump performance, resulting in a gradual decrease in jump height over a 15-second time interval in the "successive jumps" test. Tests for central players revealed a tendency to increase the jump height from one time interval to another, which showed that the players had a high endurance of speed and force. In the 60-

second test, the line player's jump height varied to a non-maximum level and had a tendency to rise like corner players.

In the main experiment conducted in the contingent of young handball players aged 14-15, the problem of scientifically based design of motor tasks that simulates the competitive jumping activity of young handball players and provides accurate repetition of the value of support movements with certain quantitative parameters of training load is solved. done. As a result, studies have shown that an increase in the volume of exercise to increase speed at the age of 14-15 years has a beneficial effect on the functional state of the nervous and muscular apparatus of adolescents, develops the ability to jump.

**Figure 1** Depth jumping test rates in young handball players 14-15 years old ( $\bar{X} \pm \delta$ )

Jumping height (cm)	Age	Height jumping out (cm)	Jump duration (ms)	Flight time	Power repulsion (watt / kg)
Young men (n <sub>14</sub> =14; n <sub>15</sub> =13)					
35	14	38,9±5,2	358,7±50,6	560,3±57,5	36,1±7,3
	15	39,9±9,2	314,1±105,1	566,3±67,8	43,4 ±13,2
50	14	36,9±5,0	330,9±54,1	546,8±37,	8 33,6±6,6
	15	42,2±6,1	317,3±67,6	584,9±43,9	39,9±8,9
60	14	37,4±7,5	351,2±53,6	549,4±55,7	30,7±5,5
	15	39,7± 7,3	341,6±61,9	566,8±52,1	34,0±8,1
Girls (n <sub>14</sub> =12; n <sub>15</sub> =15)					
30	14	29,1±4,2	251,4±56,2	484,6±57,4	32,5±7,2
	15	33,6±5,0	254,3±53,6	522,3±56,5	39,0±5,6
40	14	26,7±6,1	299,1±62,6	464,4±48,8	26,7±6,8
	15	32,4±4,6	237,3±58,1	510,7±39,6	37,1±6,6

The technology of programming the load in the training tasks of a jumping nature provided for the use of the mathematical apparatus of the theory of planning extreme experiments. It should be noted that the role of individual components in jumping tasks to achieve optimal take-off power comparable to competitive jumps is not identical, the selected exercises differ in the degree of functional impact on the speed-strength abilities of young handball players of different roles.

**Figure 2**

The maximum individual test scores in the depth jump young handball players 14-15 years old ( $\bar{X} \pm \delta$ )

Jumping height (cm)	Age	Height jumping out (cm)	Jump duration (ms)	Flight time	Power repulsion (watt / kg)
Young men					
35	14	57.6	441	685	48.0
	15	52.2	261	652	61.0
50	14	43.0	326	592	42.3

	15	49.2	322	633	44.9
60	14	47.8	393	624	36.7
	15	52.2	303	652	47.8
Girls					
30	14	35.7	306.1	539.3	37.2
	15	40.1	196.1	572.3	58.1
40	14	36.2	303.3	543.1	35.6
	15	42.0	249.4	585.2	47.6

An analysis of the results of mathematical data processing showed that the increase in the number of repetitions in jumping exercises used in the speed-strength training methodology of 14-year-old young midfielders makes jump training endurance more appropriate. The number of repetitions in motor functions is also more important than the factors of intensity (altitude, distance), which can be estimated by regression coefficients for the factors in the given mathematical equations, as well as at higher values of support force than at rest intervals. As the jump height increases, the jump strength parameters gradually decrease.

### Figure 3.

The regression equation for the repulsive power in individual jumping tasks among 14-year-old young defenders and the nature of the influence of the influencing variable factors

Type of motor task	Regression equation
Jumping off the dais	$R = 37.6 + 16.4x_1 + 8.6x_3$
Jumping over hurdles	$R = 32 + 9.3x_1$
Throw in a jump after jumping-jumping	$R = 26.5 + 9x_1$
Jumps up by pushing off two, hands up	$R = 20.4 + 11.9x_1 + 6.4x_3$
Catching and passing the ball in a jump in pairs in place	$R = 18.5 + 9.5x_1 + 15.5x_1 x_2$
Jump upwards by pushing off two after moving in a defensive stance	$R = 18.5 + 11x_1 + 9.5x_1 x_2$

So, when analyzing the manifestations of the power of efforts in jumps and exercises of a jumping character, characteristic of the specifics of the game activity of defenders, it was revealed that the greatest value of the power of the supporting effort is observed in the exercise "jumping from a dais". The parameters of the load that cause the proper, comparable to the competitive, functional tension of the musculoskeletal system in this training task are the following: the number of jumps 35 times, the height of the elevation 35 cm, the rest intervals 20 s. These data were obtained by methods of mathematical analysis of "steep ascent along the response surface". It was found that among the attackers, among the influencing variable factors of the motor task, the intensity of the exercises fulfillment acquires the greatest importance (table 4).

It is characteristic that in most of the studied exercises the parameters of the support force power are determined by the elevation height. In general, we would like to note that exercises of a striking character in jumps acquire a significant value in improving the speed-strength abilities of young athletes. The optimal parameters of the load in the training task "jumping from a dais" for

attackers of 14 years old are 25 jumps performed from a pedestal 50 cm high, with a rest interval of 15 seconds.

**Table 4** The regression equation of the repulsive power in individual jumping tasks in young attackers of 14 years old and the nature of the influence of the influencing variable factors

Type of motor task	Regression equation
Jumping off the dais	$R = 43.6 + 11.9x_2$
Jumping over hurdles	$R = 38.4 + 18.6x_2$
Throw in a jump after jumping-jumping from a dais	$R = 28.0 + 11.5x_2$
Jump by pushing off one from two steps after the take-off run with reaching the highest mark on the gate	$R = 29.3 + 9.3x_1 x_2$
Leap in place by pushing off two with reaching the mark on the goal	$R = 27.0 + 10.3x_2$
Throw in a jump in various technical variations with a change in distance hitting the target	$R = 25.8 + 10.3 x_1 x_2$
Jumps up by pushing off two, hands up.	$R = 17.1 + 7.3x_1 + 11.5x_3$

The specificity of the functional stresses of the musculoskeletal system of the center players of 14 years old is associated with multiple repetitions of jumps of a different nature in motion and on the spot, while the greatest power of the support force among the center players was found in the group of jumping exercises performed in motion. The leading factors influencing the manifestation of power in jumps in motion are the number of jumps, as well as the number of series with constant rest intervals of 35 seconds. In the center, the display of the power of the support force is activated with an increase in the number of jumps not only in one move, but also an increase in the number series.

**Table 5** The regression equation for the repulsive power in individual jumping tasks in young center 14 years old and the nature of the influence of influencing variable factors

Type of motor task	Regression equation
Stream jumps upward by pushing off one after a run in 2.4 steps	$R = 25.1 + 13.9x_1 + 8.9x_4$
Multiple jumps from foot to foot over 10 push-offs	$R = 26.0 + 8.5x_1 + 13.3x_4$
Jump by pushing off two after the run with reaching the highest mark on the gate	$R = 33.2 + 9.5x_1$
Leap in place by pushing off two with reaching the mark on the goal	$R = 24.4 + 11.6x_1$
Jumps up and forward by pushing off two on "cut legs", hands above	$R = 19.5 + 8x_1 + 16.3x_4$
Jumps up by pushing off two, hands up	$R = 18.3 + 10.3x_1 + 9.3x_4$
Stream jumps (three) in place by pushing off two with reaching the mark on the goal, hands on top	$R = 18.0 + 11x_1$
Jumping with a ball on the backboard or against the wall	$R = 17.4 + 6.6x_1 + 11.4x_4$
Note: $x_1$ - number of repetitions, $x_2$ - intensity (height, distance), $x_3$ - rest intervals, $x_4$ - number of series.	

## CONCLUSIONS

If we take into account that the training task is the initial element of the training micro-structure, then it can be argued that the quality and effectiveness of the training process largely depends on the choice and construction of the most optimal training tasks corresponding to the load of the competitive exercise [4,5,6].

Scientifically grounded construction of training tasks in the structure of a separate lesson and a micro cycle will lead to the implementation of purposeful and effective management of the current state of an athlete, and in the complex both physical and sports-technical readiness [9].

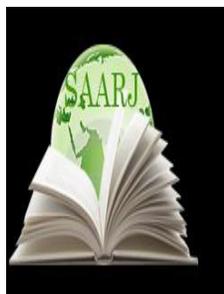
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**THE PRINCIPLE OF CONNECTION ON THE SCIENCE- FIELD AND  
 EDUCATIONAL PRACTICE FOR THE EFFECTIVENESS OF  
 BIOLOGICAL KNOWLEDGE IN THE EDUCATIONAL PROCESS**

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**ABSTRACT**

*This article reveals the relationship between ecological, zoological knowledge and field practice, and the role of practice in the development of students' knowledge. The practical importance of the organization of field practices in the formation of scientific understanding of students is also analyzed. The article describes the relations between science and practice in the study of the benefits and harms of animals, plants, which given in the subject of zoology and ecology.*

**KEYWORDS:** *Ecology, Case Study, Zoology, Knowledge, Skills, Qualifications, Nature, Field Practice, Training Practice, Learning Process, Fauna, Species, Plant.*

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**INTRODUCTION**

Field practice is of great importance in the training of highly qualified specialists in the field of biology. The main goal is to develop students' skills and competencies to conduct biological research independently through fieldwork and training. Field practice is a direct continuation of classroom training and it is a key link in the whole learning process [1]. The purpose of the field practice is to strengthen the theoretical knowledge of schoolchildren in biology, to teach them to apply this knowledge in practice, to develop the ability to observe and to accurately describe its causes through independent observation of natural phenomena.

Field practice is one of the forms of teaching biology and it is no exaggeration to say that it is an open lesson. Therefore, the requirements for this form of the course should also be high. The

peculiarity of outdoor biology classes is that they are studied simultaneously with the living conditions of the object. When students fully understand the relationship between organisms and the environment, the purpose of the fieldwork session will be fully achieved. To achieve this, of course, future biology teachers need to improve their ability to combine theoretical knowledge with practice. Conducting field practices in biology is an active form of knowing that the plant and animal world is one with the living environment and the practical activities of man. Infield practice, the interdependence of events is described clearly, and once students observe this connection, it is much easier to master it than in the classroom [1,2].

The organization of field practice in higher education is the most relevant for future biology teachers. Because the future biology teacher plays a key role in giving a natural geographical description of the place of field practice, in the formation of concepts about the geographical location, topography, climate, soil and vegetation, fauna. During the year, in order to strengthen the knowledge of students in the field of zoology, in-depth study of the diversity of fauna of Uzbekistan, lifestyle, habitat, distribution laws, biology, summer fieldwork is held. During the field practice in zoology, students are acquainted with the fauna of the natural area. They also make sure that wild and domesticated animals have a certain economic value, and that their use can be done on a scientific basis. They fully master the ways of using the identifier in determining the name of an animal to which species, generation, family and category it belongs [1.3]. This plays an important role in the formation of future biology teachers' skills and abilities to work with students in their pedagogical activities.

## **DISCUSSION AND RESULTS**

The science of zoology, like other sciences, it is inextricably linked with teaching and field practice. Without highlighting the interrelationship between field practice and zoology teaching, it is important to give students a clear understanding of the diversity of the animal kingdom, its laws of development, the role of animals in human life and nature, and to use it as a subject. Zoology is also of great importance for medicine by studying the pathogens of various diseases and their carriers. Zoological objects are also used in space research; at present, space biology is developing successfully. Materials of practical importance on the diversity of animals are found in almost every subject. The main directions devoted to the application of knowledge about animals in the practical activity of man can be considered in a generalized way. As mentioned above, the school zoology course explored the secrets of their effective use based on the reproduction and protection of wildlife, which is conveyed to students through the following concepts. "Importance of earthworms in soil formation", "Importance of insects in nature and human life", "Economic importance of fish and protection of fish wealth" and others. The importance of wildlife resources for the food industry are clearly showed and the issues of efficient use of fishing grounds are studied.

The rules of efficient use of natural resources and the need to protect them, the role of animals in human life can be explained by the example of fishing. At present, in order to increase the number of fish species of high importance in the food industry in the country, fish farms are being established and quality fish is being introduced from one reservoir to another. In the Zoology course, students learn about fish and how to protect them; restriction of hunting time and places, temporary ban on hunting, restriction of the size of nets, ban on the use of poisons, anti-poaching get acquainted.

Students gain knowledge about bird conservation and attraction when studying the topic of birds. In addition, the topic "Class of Birds" introduces students to the importance of insectivorous birds in reducing the number of pests of cultivated and wild plants, the role of birds of prey in the eradication of

small rodents - field pests and vectors of infectious diseases. It also explains the importance of birds of prey and the system of bird conservation measures. At the end of the zoology course, the study of mammals, the origin of cattle, their different breeds, sheep and sheep breeds, the importance of horse and horse breeds in human life and their use are completed. In the first lesson, students learn the silkworm in a zoology course. Being acquainted with the silkworm and its reproduction will allow you to learn about its origins and differences from its wild ancestors, the need to have a clear understanding of the biology of silkworms in its care, and more. It allows to students to explore directly the changes that take place in them during the process of feeding silkworms. Students will be introduced to another domesticated insect bee in direct practice by exploring the role of bees in nature and human life. Many pets are considered in the study of vertebrates. The topic of "fish" is the study of carp breeding as a domesticated animal and the breeding of fish close to it in a pond farm. The biological characteristics of this highly heat-loving fish have been determined, taking into account that it spawns in shallow, well-heated shallow, non-freezing pools. Students increase their chances to deal with fishing in the future with this knowledge.

In the study of birds and mammals, great attention should be paid to poultry and pets. Students will be acquainted with domestic birds, their origin, nature and their methods of reproduction and care. To study the biology of domestic mammals, a series of double-hoofed and single-hoofed has been introduced into zoology. Students learn about these wild and domestic breeds through the study of these mazes, their unique species and conservation measures, and their breeding issues.

During the study of the class of insects and their most important categories, students explore both beneficial and harmful insects, the damage that pests inflict on agricultural crops. For example, in the study of a group of straight-winged such as the genus of locusts, it is said that the locust is a pest of dangerous agricultural plants. In the study of other categories, the damage of parasites and pests is also considered.

In addition to insects, various rodents also cause great damage to agriculture, and special attention is paid to their study. In determining the practical significance of zoology for medicine as well, information on pathogens is used. Students when studying simple animals and parasitic worms (ascaris, liver worms, tapeworms, cattle tapeworms, echinococcus, pig tapeworms, roundworms, and baby nematodes) encounter them. Knowing the biology of these animals, their reproduction and development is very convenient for the prevention of diseases.

The school zoology course includes ticks that transmit malaria, houseflies, spiders, encephalitis and other diseases from various animal-carrying insects. The transport of pathogens by these animals is highly related to their biology. Linking zoological teaching with field practice and the application of zoological knowledge in various sectors of the economy (agriculture, food and light industry) in connection with the vocational guidance of students, it is of great importance, along with other subjects, in teaching.

In the higher educational institutions, we can use case study tasks, brain storming, modular learning technologies to develop viewpoints of students for sustainable development, because one of the most promising learning systems is that it is best adapted to the system for developing students' cognitive and creative abilities. In traditional education, the learning objectives are expressed through pedagogical activity, that is, education, while the modular learning, case study, brain storming are expressed through the activities of the learners and

focuses on professional activities [4].

Assessment of students' knowledge, skills and abilities are obtained on the basis of case study test tasks in ecology and nature protection. Some case study tasks are given in the followings. *In the following, there are theoretical materials, you should read it and describe your viewpoints on the case study tasks into tables:*

There are about 4500 species of wild higher plants and over 2000 species of fungi in the territory of Uzbekistan. About 400 of them are rare, endemic and relict species (10-12% of flora). Effective measures are necessary for their protection. Although the status of flora protected in the reserves is rather good, natural stocks of wild species have sharply reduced. The current state of coenotic (cenotic) populations of 5 plant species were listed in the Red Book of the Republic of Uzbekistan from the territories of the Kashkadarya region, such as: *Dianthus uzbekistanicus Lincz.*, *Eremurus robustus (Regel) Regel*, *Salvia lilacinocoerulea Nevski.*, *Iris magnifica Vved.*, *Tulipa fosteriana W. Irving*. So their reproduction are not available [4].

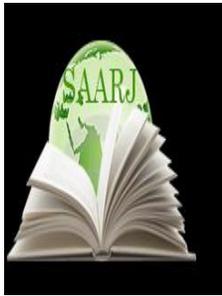
<b>Case study tasks</b>		
<b>Types of problems</b>	<b>Origin of the problems</b>	<b>To inhibit the problems</b>
Desertification of pasture ecosystems		
Sand movement		
Some threatened species	Ways that species become endangered	What can you do to help endangered species?

## CONCLUSION

We have analyzed the relationship between ecological, zoological knowledge and field practice, and the role of practice in the development of students' knowledge. The practical importance of the organization of field practices in the formation of scientific understanding of students is also studied. The relations between science and practice in the study of the benefits and harms of animals, plants are strengthened by practical knowledge of students. Practical knowledge involves *assessment* of students' knowledge, skills and abilities and these are obtained because of case study test tasks in ecology, zoology and nature protection.

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## PSYCHOLOGICAL ADVISORY ACTIVITIES IN THE EDUCATION OF PRESCHOOL CHILDREN

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### ABSTRACT

*The article discusses the problems of psychological advisory by a psychologist in the organization of preschool education, reveals the main aspects of organizing and conducting psychological counseling in a preschool institution.*

**KEYWORDS:** *Psychologist Of The Organization Of Preschool Education, Preschool Children, Psychological Advisory, Pedagogical Methods, Role-Playing And Didactic Games, Educational Activities, Thematic Advisory Functions.*

### INTRODUCTION

Thematic advisory (consultation) plays an important role in the activities of the psychological service and performs *informational, preventive, and propaganda* functions. Psychological consultations by child psychologists are the most "popular" in preschool education. Psychologists themselves consider it important, giving them professional satisfaction and the opportunity to participate in the educational process of the institution. This type of activity, according to their estimates, allows not only to help pupils, but also to develop technologies for teaching children, to form their own positions on preserving the specifics of the educational process in different age groups.

**LITERATURE REVIEW:** An analysis of the questions addressed by educators to psychologists (psychological counseling of 20 psychologists with at least three years of experience) showed that this is first a group of questions about the psychological conditions of the educational process, then a question about the discipline of children in the classroom, expressing the specifics of raising children. Summarizing questions are a tool of choice for children interested in the lesson.

Thus, educators often seek advice from a psychologist on how to organize the learning process, how to best use the thematic learning environment, and how didactically select and present learning content. However, unfortunately, educators do not consult with a psychologist from a professional point of view when raising children. This indicates that the activity of pupils does not have a sufficiently developed reflexive side, and most psychologists do not have the competence to give advice.

Therefore, in the process of conducting psychological advisory on raising children, the psychologist develops the reflexive qualities of pupils, their sensitivity to the situations being taught, solving the questions posed to him.

The work of psychological advisory is not limited to the implementation of the educational function of a psychologist, but also largely includes a propaganda function, because a person asking a question to a psychologist is now ready to learn and understand something, change himself.

We will try to give an example of these rules in the scenario of a psychologist's work on the issue of child discipline in the classroom and the informational order of answers to some questions from teachers to psychologists.

**Analysis:** Discipline (from the Latin disciplina - order, ordered structure; sequence) - a strict order, a rule that a team or members of a particular team must follow [1].

Usually, teachers think about discipline for two reasons: firstly, in the absence of it, the impact on effective learning decreases, and secondly, the violation of the daily routine of children in the classroom interferes with the teacher, reduces his learning opportunities, and leads to disruption of his activities.

The work of a disciplinary psychologist in kindergarten can be multidimensional and multi-stage.

The first stage is diagnostic, which consists in examining the causes of indiscipline in the educational activities of children. For this, the psychologist monitors the progress of the classes in groups, records the facts of disciplinary violations and analyzes the reasons that lead to them. For example, this could include:

- nervousness of the educator, excessive tone of communication, dissatisfaction with children and the emergence of negative experiences in the group as a result of their actions;
- alienation of children from group goal setting, independence in the choice of methods of action, separation from the assessment of results, stereotypes of educational tasks, insufficient intellectual and emotional saturation of the content of classes, lack of regularity and stereotypes, reproductive capacity, creativity;
- inability of the educator to use the means of communicative development (mediation, support of initiatives, acceptance, approval of the processes of teaching children, etc.);
- the use of authoritarian techniques and techniques of the teacher to interact with children in the classroom (direct instructions, strict orders, prohibitions, strikes, criticism, etc.);

- lack of clarity and consistency in the organization of classes, irregular rhythm, violation of the requirements for the time of classes, lack of adequate and complete teaching materials and equipment for each child;
- environmental problems from a hygienic point of view (training in cramped, semi-dark, cramped rooms, uncomfortable furniture, exposure to distracting noise);
- children are not interested in lessons because of the complexity and incomprehensibility of the lessons;
- the level of development of the skills of intellectual activity due to a violation, absence or weakness of the motivational basis of children's cognitive and educational activities, lack of interest in new information, the child's lack of confidence in thinking about activities, lack of self-control skills, lack of independence in general (attention, memory, contemplation, imagination ) lead to underdevelopment;
- manifestation of certain formal dynamic features of temperament in the form of behavior and activity (imbalance, increased physical activity, decreased mobility, inertia, fatigue, stiffness, etc.);
- poor development of communicative components of interaction with peers and teachers (conflict, inability to coordinate their actions with others, lack of adequate speech, lack of understanding of "role" positions in the lesson, lack of reflective abilities).

The second stage is informational, preventive and propaganda work that a psychologist conducts with teachers in a group to prevent and eliminate factors leading to disciplinary violations.

These can be individual and group psychological consultations, master classes, discussion of the problems of organizing classes in order to improve their developing impact. The method of verbal interaction on how to learn to communicate with children in the classroom, the use of teaching methods to "remove" negative emotions in order to overcome the emotional stress of children in the learning process. These are the types and forms of work of a psychologist with all participants in training to improve the professionalism of teachers and their personal growth.

It is especially important for educational psychologists to form a rational attitude towards the manifestations of high reflexivity in the analysis of children's indiscipline and its causes. (Often children are accused of hooliganism in the group, rather than looking for flaws in the content and didactics of teaching). It is important to understand that educators need to master polite forms of commenting on child abuse.

The psychologist can use role play to achieve this goal. For example, a group of educators should be given a "lesson" in teaching a new technology for developing game reality for narrative role-playing games. It also simulates special situations (lack of necessary tools, lack of suitable places to work, distractions, vague instructions, "poor" content materials, explanations of individual abilities, etc.) that cause difficulties and "failed" actions.

Then all these negative moments are eliminated, and "education" is created in a new way on a positive emotional "background" and a convenient "didactic" basis. The experience is discussed by teachers. Thinking professionally helps raise awareness among pupils by waiting for minutes to disrupt the group schedule. Their experience helps pupils develop a sensitivity to finding suitable, humane means to tidy up the group.

After the role play and discussion, the participants can be asked to answer the questionnaire.

The third step is the work of the psychologist on solving disciplinary problems in the classroom, helping children when they have difficulties with self-regulation in their behavior and activities. The forms of his work can be different. Special classes to develop children's voluntary attention, "lessons" to develop the ability to listen, accept, store and complete teacher assignments, trainings to develop children's confidence, communication skills and relationships with others in the group, psycho-gymnastic work such as resistance to failure, exercises in development and many other types of work with children to develop mechanisms for self-regulation of behavior and activity.

Therefore, in conclusion, since the discipline function in teaching has three variables, they are as follows:

1. The teacher's subordination to a well-established, meaningful and didactic order in the group;
2. Specific possibilities, skills and habits of children that are objectively necessary in the learning process, i.e self-regulation and self-control of children in the group;
3. Awareness of the interaction of all subjects of the educational process. Maintaining a certain order of reason, consciousness, and freedom (freedom is a recognized choice).

It is difficult for teachers to distinguish an educational task in the educational process from a practical one. Psychological propaganda on this issue primarily involves familiarizing teachers with the views of leading psychologists.

There are also changes in the topic of solving practical problems. However, these changes are not the main goal of the movement and the main result of activity, but an addition. For example, a child makes a vegetable salad. The main result is cooking, an additional result (using a knife) is the formation of cutting skills, knowledge of the properties of vegetables, emotional experience, changes in motivation and much more.

The main result in the educational task is the change of the subject (knowledge, skills, abilities, thinking processes, personal development, awareness, different competencies, etc.). The purpose of the educational and practical task is distinguished by the main and additional final result.

Nevertheless, it is conditional to differentiate these tasks according to this indicator. There is no change in the subject itself outside the process of changing the objective reality of the subject. Therefore, a child's learning activity must be a subject activity that makes a difference in the subjects.

For a kindergarten psychologist, the end product of a study assignment and the fundamental importance of the problem of a practical assignment is that in educational practice, a practical assignment is often a solution to the problem when replacing an educational assignment in a group. For example, a teacher focuses only on the results of production activities (drawings, manuscripts, sketches, etc.). The child's experiences, methods of action, volitional tension, attitude to activity, motives and other manifestations of personal experiences and changes in them remain "strangers".

This requires a different solution to diagnose the child's development in the learning process. A psychologist must explain to educators that the specifics of an educational task is not a specific

object that needs to be learned, in which the child acts in solving it and makes changes by his actions.

When conducting classes in kindergartens, when the entire group of children simultaneously performs certain educational activities, the teacher will inevitably not see ways to solve the educational problems of most children. The only thing that seems to him is changes in these objects (traces on a blank sheet of paper, modifications of pieces of plasticine, etc.). That is, the final result of completing subject tasks, teachers indirectly assess the development of the child, his cognitive abilities and changes in his competence.

Thus, the definition of the concept of "educational task" in the learning process in kindergartens and a clear understanding of its final result confirms the need for educational activities with young children.

Distinguishing between practical and educational tasks in the group requires a psychological analysis of the results of children's learning activities, as well as goal setting in the lessons and a comprehensive analysis of all its didactics in this context.

What is the role of exercises, repetitions, that is, what are sometimes called "hand training" in the upbringing of young children? This question is often asked by educators to the psychologist in connection with poor memory of the material by the children in the group.

There are two limits to the answer to this question. Some consider "hand training" to be the main way of raising a child, since his consciousness is not yet sufficiently developed. Secondly, in order to properly criticize the mechanical nature of repetition, exercises in educational practice sometimes lead to a denial of the value of consolidating other knowledge, skills and competencies. People have two important conditions for correct behavior: the strength of habit and the strength of thinking. While the former is sufficient to operate under normal stereotyped conditions, the latter is necessary in changing conditions. Both are necessary and conditional. In the development of the child, the value of habits and new ways of acting does not differ. Both are the essence of life, the usual patterns of behavior created in the process of thought, and the replenishment of new ones.

Since the first days of life, the child is in a relatively stable environment of life, when he needs familiar ways to act in any thoughtless and changing environment, to give up energy-intensive habits to find a new way of acting, i.e. creative solutions to evolving problem situations, exercise role, i.e. Adapts to "hand training". Exercise is very important in teaching. They allow the child to have prior experience in solving life problems, or to use this reinforced experience to re-integrate it into new situations based on new information.

Thus, teaching is important both in stereotypical contexts and in the development of creative processes. Some educators, who firmly deny the incorrect traditional methods of identifying another teaching material through practice and repetition, may consider it a novelty. The child's hands will only be able to take on the control function by repeating the movement over and over again. Surveillance cannot be avoided without hands-on training.

**Discussion:** *What pedagogical methods are effective in education?* Pedagogical methods should not adversely affect a child's personal development. This question arises in the analysis of the work of a particular educator for kindergarten stylists. The psychologist should approach this issue with great responsibility and discuss it in detail with the educators.

There are many ways to master the material and remember it in the classroom. There are methods that increase the effectiveness of education, but collide with the conditions for the full development of the child's personality. Among them are two groups, which are coercion under the threat of punishment and the second, techniques of a competitive nature, comparing the successes and failures of one child with others. The first group of compulsory pedagogical methods has been comprehensively analyzed and discussed not only in terms of harm to personal development, but also as a didactogenic risk factor for the physical health of the child.

Very little is said and written about the negative consequences of constant competition in educational activities for the personal development of children. At the same time, competition as a didactic device that activates children's activities is gaining popularity in the work of pupils. (For example, in a kindergarten educator's speech, always say, "Look, Madina's did well", "Put the best things at the top and put the things of the kids who didn't succeed today", "Choose the funniest thing", "Whose story did you like?", "Who is the fastest ... " and so on).

How should a psychologist relate to this competitive environment in groups? In such cases, the recognition of the level of activity of some children and discrimination of others by some indicator, the exact outcome of the activity, is often discussed by solving a simple topic task rather than a learning task. In fact, assessing the success or failure of educational activities, or, conversely, self - esteem, some children 's objections are insufficient, there is a risk of uncertainty or an increase in self - confidence. All of these personality traits can occur at a pre-school age, or at least can be the basis for a child's impaired development of self-awareness.

The psychologist of the preschool organization should pay special attention to the procedure for evaluating the results of children's activities in the group. It leads the educator to understand the harmfulness of competition in the learning process, to use very carefully the elements of comparing the activities of one child with another. The principle of "personal achievement" should always be kept in mind when evaluating learning activities. L.S.Vigotskiy wrote about the importance of the concept of "relative success" in pedagogy. Relative success does not mean absolute success [2].

Thus, it is not correct to compare a child with another on the success of educational activities, and even more so to organize a team struggle (competition) in the learning process. A child's success today can only be compared to his or her own achievements yesterday, the assessment is relative, not absolute, in scientific activity. Only with this approach to the evaluation of the results of children's activities in the educational process will be the basis for talking about the humanization and individualization of education in preschool organizations. The use of common methods of comparing a child to other and constant competition to achieve good results can negatively affect children's self-awareness and self-esteem.

There are a number of issues related to child rearing in small rural kindergartens. In addition, very often the living conditions of urban and rural children are assessed in terms of their education. What is unique about the work of urban and rural kindergarten psychologists on issues of person-centered education? The benefits of urban children's personal development are compounded by their alienation from the creative work of adults.

There are limited opportunities to imitate creativity because of the behavior of loved ones at home, in which children often interact with adults they have witnessed, mainly related to communication at home "What does a person have to do to have bread at home? When asked,

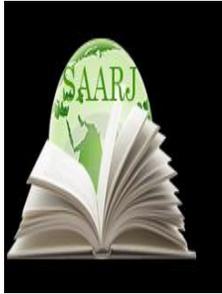
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72% of six-year-olds in the city said they had to go to the store, and 28% said they had to make money. The children of the village said, “We must plant and cultivate wheat”. The children in the city are alienated from the whole movement (to the question “What should I do to have water in the house?”, The child says “I turn on the tap”, “If he needs hot water” – “I don't know”. “What do you do if the food comes?” He says, “I ask my mother,” “I get it from the refrigerator”). In order for children to avoid domestic dependence, the preschool child should be involved in creative activities (growing plants, caring for animals, cooking, working with fabric and wood, etc.). The curriculum content of an urban children’s education program should contain more materials that can be involved in creating a child.

**CONCLUSION:** Rural children, unlike urban children, have the opportunity to experience natural information, to develop thinking, a unique emotional experience. But mental development is not determined only by personal experience. Personal development education involves the development of a child’s unique experience and the mandatory inclusion and recognition of the value of other people’s experiences (various social associations) and universal experience.

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**ABOUT THE PROFESSIONAL COMPETENCE OF THE EDUCATOR**

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**ABSTRACT**

*The article presents the types and characteristics of the professional competencies of the preschool teacher, identified on the basis of the functions and professional and pedagogical skills of the teacher.*

**KEYWORDS:** *Competencies, Competence, Preschool Educator, Types Of Competencies.*

**INTRODUCTION**

A widely researched issue of theory and practice is the training of a specialist within the framework of the competence paradigm, which is characterized by the possession of not only knowledge, skills and abilities, but also the ability to implement and implement them in professional activities. However, there is no consensus regarding the definition and composition of the professional competence of a preschool teacher.

What is competency for?

For successful work with children today, you need a teacher with already established professional experience, the ability to think creatively, analyze and plan activities, and be responsible for the result. In these conditions, it becomes necessary to develop special professional competencies in the educator.

The concept of "competence". Educational result, expressed in real possession of methods, means of activity, in the ability to cope with assigned tasks both in traditional and non-standard situations;

A predetermined social requirement for the educational result necessary for effective activity in a particular area (A. V. Khutorskoy);

The educational result, represented by the integration of its skill and intellectual components and its application in activities (E. F. Zeer);

Integrated quality, which characterizes a person's ability to realize his potential for solving professional problems (Yu. G. Tatur);

“Content” of competence: knowledge, skills, experience, thanks to which a person shows competence in activities. (D. G. Arsentiev).

Competence is understood by us as the ability of a person to responsibly, effectively implement activities. Competence is based on competencies - internal potentials, hidden psychological neoplasms (I.A.Zimnyaya).

Singling out the types of competencies of a preschool teacher, we relied on the integration of models for defining competencies based on personality parameters and on the performance of tasks and activities [1].

J. Delors. The French politician has formed the following personality competencies:

- learn to know
- make
- to live together
- live
- Necessary for the full life of the individual, we single out:
- cognitive competence, involving the use of theory and concepts, as well as hidden knowledge;
- functional competence (skills), namely, what an individual must be able to do in the labor sphere, in the field of education or in social activities;
- personal competence, which involves behavioral skills in a specific situation;
- ethnic competence, which presupposes the presence of certain personal and professional values.

The classification of competencies presented by I.A.Zimnyaya summarizes different areas of human activity and consists of several blocks:

Competencies related to the person himself as a person, a subject of activity, communication (health saving, citizenship, value orientations, etc.);

Competencies related to social interaction of a person and the social sphere (all types of communication and social interaction);

Competences related to human activities (different types of activities - play, learning, work, cognitive activity, information technology competencies, etc.).

V.I.Baydenko proposes to classify competencies in connection with the orientation of the individual to the readiness and ability to perform efficiently:

General competences (social interaction, systemic activity, self-organization and self-government, value-semantic and political-legal, independent cognitive activity);

Professional competencies (economic, including the ability for entrepreneurial behavior; general scientific, expressing readiness for the constructive use of knowledge, methods and technologies; general professional, which make up the range of the individual's abilities to use the theoretical foundations of professional activity; special, expressing the professional profile of the individual);

Academic competence (knowledge of terminology and methodology in a particular field of knowledge).

A. V. Khutorskoy assumes the following classification of educational competencies, the formation of which guarantees the self-development of an individual throughout his life:

- value-semantic competencies in the field of worldview associated with value guidelines;
- general cultural;
- educational and cognitive;
- informational, providing the skills of the student's activity in relation to information;
- communicative, which include knowledge of ways of interacting with others, skills of working in a group;
- social and labor, denoting the possession of knowledge and experience in the field of civil social activities;
- impotence of personal self-improvement, aimed at mastering the methods of physical, spiritual and intellectual self-development.
- Classification of the teacher's competencies corresponding to the types of his activities as a person and a professional:
  - personal block - competencies aimed at self-improvement, health preservation both in the physical and spiritual sense, value-semantic competencies in the field of worldview associated with value orientations, general cultural competencies;
  - cognitive block - educational and cognitive competencies, information competencies that provide the skills of an individual's activity in relation to information, readiness for learning throughout life;
  - social and communicative block - competencies related to knowledge of ways of interacting with others, knowledge of written and oral speech, teamwork skills, the ability to lead and obey, find solutions in non-standard situations, social adaptation in society;
  - professional block - competencies that make it possible to achieve success in the professional sphere, ensuring the adequacy of the performance of professional activities (divided into general professional competencies, special and organizational).

Classification of the teacher's competencies corresponding to the types of his activities as a person and a professional: personal block - competencies aimed at self-improvement, health preservation both in the physical and spiritual sense, value-semantic competencies in the field of worldview associated with value orientations, general cultural competencies; cognitive block - educational and cognitive competencies, information competencies that provide the skills of an individual's activity in relation to information, readiness for learning throughout life; social and communicative block - competencies related to knowledge of ways of interacting with others, knowledge of written and oral speech, teamwork skills, the ability to lead and obey, find solutions in non-standard situations, social adaptation in society; professional block - competencies that make it possible to achieve success in the professional sphere, ensuring the adequacy of the performance of professional activities (divided into general professional competencies, special and organizational).

Distinctive features of the teacher's activities:

The main task of pedagogical work with children of early and preschool age is the development (not teaching) of the child;

The educational process and the interaction of the teacher with the child takes place throughout the day, so the results largely depend on the level of professional training and the integrity of the teacher's personality;

One of the main directions in the work of a teacher in preschool education is the organization and management of various types of children's activities: play, work, motor - which requires special skills.

Based on the analysis of the content of pedagogical activity, we highlight its main functions:

Protection of life and health of children;

Planning educational work;

The implementation of the educational process;

Organizational and economic function;

Pedagogical education of parents;

Self-education.

It is very important to independently spontaneous activity of communication, the organization of the subject-spatial environment is necessary for the development of the child, taking into account his individual characteristics, this can be organized by a teacher who has formed a special special competence.

We highlight the following professional competencies:

- Communicative competence- pedagogical communication skills, as well as general ability to understand other children, teachers and parents;
- Informative competence- the ability and skills to work with various sources of information, the ability to adapt them to learning objectives;
- Methodological competence - selection of the most effective ways of professional activity, possession of analytical, predictive and design methods of activity;
- Developing competence - theoretical and practical ideas about ways to develop a child's subjective position, ways to maintain attention, control and correct the course of children's activities;
- Orientation competences- aimed at the formation of moral and value attitudes of pupils;
- Mobilization competence- theoretical and practical ideas about ways to enhance the activities of children.

Competencies can be divided into several groups:

- Competences related to communication and communication skills;
- Selfdevelopment competence, readiness to use adequate methods and technologies in working with preschool children;
- Competence of readiness to act in unexpected situations, use of experience in new conditions;

- Competence of readiness for planning and forecasting the results of work with preschool children;
- Competencies related to the teacher's readiness to diagnose and analyze performance results;
- Competence of readiness to use information technologies for self-development, work with children and communication with parents and colleagues.

The content of professional competencies necessary for a preschool teacher

Competence	Content
Communicative	Willingness to compile psychological and pedagogical support for families on the upbringing and education of preschool children
Cognitive	<p>Towards personal developmental interaction with adults and children from a position of cooperation. Willingness to work on the formation of a general culture of the personality of children, the development of their social, moral, aesthetic, intellectual and physical qualities, initiative, independence and responsibility.</p> <p>To the implementation of social and communicative speech development of children.</p> <p>To work on the formation of the prerequisites for educational activities in preschool children.</p> <p>To work in a team with other employees of the educational organization.</p> <p>To continuous self-development.</p>
Mobilization	<p>Readiness to support the child's initiative and independence.</p> <p>Projective-prognostic</p> <p>Work with children with different educational needs, health opportunities, including in inclusive groups.</p> <p>Readiness to work on the creation of individual routes for the development of children, taking into account the zone of proximal development of each child.</p> <p>The ability to plan the activities of children, taking into account the creation of conditions for a free choice of activities, the development of the educational environment.</p> <p>Use non-directive methods to help a child in a difficult situation.</p> <p>To carry out professional activities in accordance with the State Educational Institution of Higher Education in the context of education renewal,</p>

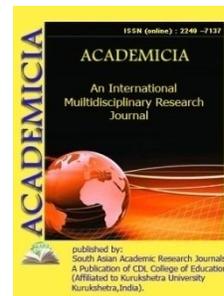
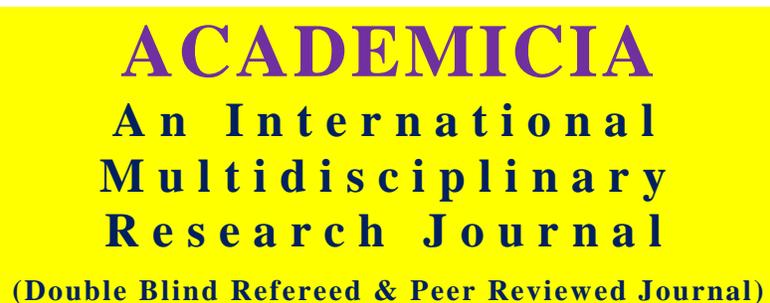
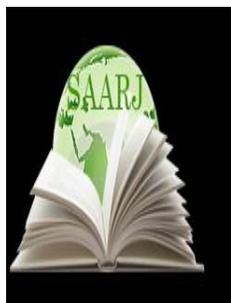
	non-standard pedagogical situations, etc.
Diagnostic and analytical	The ability to regularly monitor the development of the child, collect and analyze his actions and deeds.
Information	Willingness to diagnose child development using feedback from their own pedagogical actions to plan further work with children. Willingness to use the skills of working with information sources, including ICT for self-development, organizing educational activities of children, interactive communication with families of pupils, staff of preschool educational institutions.

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## THE STUDY OF MANPOWER DEVELOPMENT THROUGH RELEVANT TECHNOLOGY EDUCATION CURRICULUM FOR SUSTAINABLE POVERTY ALLEVIATION

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### ABSTRACT

*The purpose of this study was to investigate whether the present curriculum being used to the development of technological manpower in our technical colleges is relevant, adequate in content, effective and enough to make the recipients self-employed for sustainable poverty alleviation. A total of 50 respondent comprising 20 technical teachers and 30 final year students from technical colleges formed the sample of the study. A set of questionnaire was used for data collection while the target population was all teachers and students. A total of three research questions were and simple percentage was used to analyze the data collected. The findings revealed that, the currently used curriculum in technical colleges is inadequate, not very relevant, no enough time for practical and cannot earn the products self-employment for sustainable poverty alleviation.*

**KEYWORDS:** *Self-Employment, Alleviation, Comprising*

### INTRODUCTION

No meaningful progress can be made by any aspiring nation to become a technological giant without the initial step of developing an efficient and reliable labour force. During the colonial era when Nigeria was in the hands of her colonial master, a lot of notable establishments were put in place for the training of able-bodied Nigerians for manpower development in special trade areas. Such private sectors include among others, the then Electricity Corporation of Nigeria (ECN) which metamorphosed into National Electric Power Authority (NEPA), the Post and

Telegraph now Nigeria Telecommunications Limited (NITEL) just to mention but a few (Akaninwor, 1992).

It is also worthy of note that in 1895, the Hope Waddel Training Institute in Calabar, Nigeria was established primarily for the training of men for employment in the society. In addition, the Yaba Trade Centre, which is now Yaba College of Technology, was established in 1984 including several others in Nigeria for the development of middle-level manpower for the world of work.

As a follow up, the Federal Government of Nigeria through Decree No.47 established the Industrial Training Funds (ITF) as an organ of government for the purpose of training students on the job-training and re-training of both students and staff of various training Institutions. In 1977, the Federal Government established the National Board for Technical Education (NBTE) through Decree 9 for the purpose of co-ordinating technology education programmes in Nigeria.

Nigeria as a developing country with over 100 million people, one cannot definitely ascertain the number of unemployed graduates or school leavers. As the growing uncertainty in the labour market continues, unabated with more and more graduates without the necessary employable skills being turned out yearly, one then tends to ask the question, where and when would these graduates be employed?

It is a fact that, the now so-called developed nations in the world today did pass through this hectic situation for some decades before arriving at a reasonable lasting solution but when will that of Nigeria come (Puyate, 2002)?

According to Agbionu (1991), education being a social service is prone to modifications and constant review if it is to bring about the desired change.

Manpower development generally is a factor, which no serious nation can afford to ignore. A sound skilled manpower based development is the bedrock for sustainable poverty alleviation. Both Federal and State governments at different times made serious efforts to engender the development of manpower necessary to enhance the nation's industrial aspirations.

According to Tudunwada (1984), Nigeria is naturally endowed with tremendous human and material resources, but there is no gainsaying of the fact that the country has not yet got all that is necessary to make her fully developed industrially".

Technology education covers the process of producing skilled manpower, craftsmen, technologists and scientists. The International Labour Organization (ILO), defined technology education as that which involves all activities which essentially aims at providing the skills, knowledge and attitudes required for employment in a particular occupation, group of related occupations or a function in any field of economic activity including agriculture, industry, commerce, catering, tourism, engineering, public or private services etc.

According to Ukaha (1986), for technological education; manpower development, and self-reliance, Nigeria requires essential skills for survival in the 21<sup>st</sup> Century. For Nigeria as a developing nation to survive in the light of the above, she needs to develop a strong employable, skilled manpower development programme different from the present orientation for sustainable poverty alleviation. Poverty can only be alleviated when there is a means to sustain it. Thus, the only means is to empower the citizenry is through employable skills' acquisition programme in the formal way through the proposed suggested skills acquisition innovation.

In his opinion Puyate (2002), stated that for any nation to develop technological and industrially, she must have well trained and capable manpower and that this training ranges from craftsmen to engineers.

Curriculum has been defined as the total learning experiences presented to the learner as a deliberate, systematic and planned attempts by the school to change his behaviour (Onwuka, 1981).

In this paper, curriculum is specially limited to the area of technology education. As earlier stated, it is an area of education in which the recipients acquire a level of applied and manipulative skills, and basic scientific knowledge that will enable them understand the world of technology and the society better.

According to Aremu (1986), the effectiveness of any curriculum can be evaluated in terms of its suitability, relevance and adequacy. A technology education curriculum is ascertained useful and relevant if it meets the needs and aspiration of the trainer and trainee. Hence, the relevance of the technology education according to Aremu (1986), is that of practicability, applicability and functionality if manpower development through relevant technology education for sustainable poverty alleviation is to be achieved.

### **PURPOSE OF THE STUDY**

The purposes of the study are to:

1. Ascertain the degree of relevance of the present technology education curriculum for manpower development and sustainable poverty alleviation.
2. Investigate the adequacy of the present technology education curriculum for employment and sustainable poverty alleviation.
3. Determine the effectiveness of the products of the present technology education curriculum in employment for sustainable poverty alleviation.

### **RESEARCH QUESTIONS**

For the purpose of this study, answers to the following research questions were sought.

1. What degree of relevance exists in the present technology education curriculum for manpower development and sustainable poverty alleviation?
2. What level of adequacy exists in the present technology education curriculum for manpower development and sustainable poverty alleviation?
3. What level of effectiveness exists in the products of the present technology education curriculum for employment and poverty alleviation?

### **RESEARCH METHODOLOGY**

#### **POPULATION OF THE STUDY**

In this research study, two groups of respondents formed the target population;

- i) Teachers of technology education in Technical Colleges, in Rivers State.
- ii) All final year students of technical colleges in Rivers State

### SAMPLE OF THE STUDY

From the target population a total of 20 technology teachers and 30 final year students were sampled for the study.

### INSTRUMENT OF THE STUDY

The instrument used for the study was a simple questionnaire, which comprises four sections. The first section requested for the personal data of the respondents while the second section comprised items, which sought to find out the degree of relevance of the present technology education curriculum. The third section also consisted of items that deal on the adequacy of the curriculum while the fourth section dealt on the effectiveness of the curriculum as it relates to employment.

### TECHNIQUE FOR DATA COLLECTION AND ANALYSIS

The questionnaire was administered personally to the respondents.' A total of 50 copies of the instrument were filled and returned which represents 100 percent return. Simple percentages were used to analyze the data collected.

### RESULTS AND FINDINGS

**TABLE 1: DEGREE OF RELEVANCE OF CURRICULUM FOR MANPOWER DEVELOPMENT**

Response Options	Number of Respondents		Total Respondents	Development Percentage %
	Teachers	Students		
Very relevant	6	4	10	20
Relevant	2	6	8	16
Not relevant	0	8	8	16
Enough practical	4	2	6	12
Little practical	8	2	10	20
No practical	-	8	3	16
<b>Total</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

Source: Field Report, 2012

The above figures in Table I show that 12(20%) of the 50 respondents indicated their opinion that, the present curriculum is very relevant, 8(16%) indicated relevant, 8(16%) indicated not relevant, 6(12%) indicated that there is enough practice, 10(20%) indicated little practical work is done while 8(16%) finally indicated that no practical is conducted. This means that, the present curriculum is relevant for manpower development but enough time is not given for practical. Thus, the implication of this is that, students do not gain enough employment skills for sustainable poverty alleviation.

**TABLE 2: LEVEL OF ADEQUACY OF TECHNOLOGY EDUCATION CURRICULUM**

Response Options	Number of Respondents		Total Respondents	Development Percentage %
	Teachers	Students		
Very adequate	4	-	4	8
Adequate	10	2	12	24

Inadequate	6	28	34	68
<b>Total</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

Source: Field Report, 2012

Results from Table 2 above indicate that 4(8%) out of 50(100%) indicated that the curriculum is very adequate, 12(24%) indicated adequate while 34(68%) indicated inadequate. The above findings therefore suggest that, the presently being used technology education curriculum is inadequate in content and cannot meet the demands in manpower development for sustainable poverty alleviation.

**TABLE 3: EFFECTIVENESS OF THE CURRICULUM PRODUCTS AND SELF-EMPLOYMENT**

Response Options	Number of Respondents		Total Respondents	Development Percentage %
	Teachers	Students		
Very adequate	2	-	2	4
Adequate	9	4	12	24
Inadequate	10	26	36	72
<b>Total</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

Source: Field Report, 2012

Results from Table 3 above indicate that 2(4%) out of 50(100%) respondents strongly accepted that the current curriculum being used for instruction is very effective while 12(24%) indicated effective and 36(72%) vehemently opined that the curriculum is ineffective thus not for self-employment.

## CONCLUSION

From the study, it is evident that, the presently used curriculum for the production of technical manpower for the nation is relevant as indicated by the overall result in Table 1 but that there is little or no time for effective practical. The results also indicated that, the content of the present curriculum is inadequate in content as regards practical or skills acquisition aspect with 34, (68%) out of 50(100%) response while in Table 3 the respondents strongly affirmed that the curriculum is ineffective as 36(72%) indicated their response. Manpower development is a very important aspect, which any meaningful administration cannot overlook or ignore. It is the wheel that moves the progress of the nation. The problem associated with the present curriculum is lack of enough time for practical, which is the bedrock for self-employable skills in manpower production for sustainable poverty alleviation.

## RECOMMENDATIONS

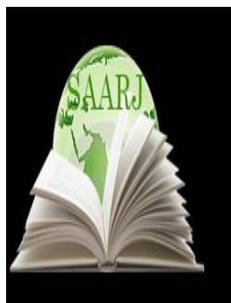
Based on the findings of the study, the following recommendations are made:

1. As a matter of urgency, the time for practical work should be increased weekly as to enable students acquire more practical skills.
2. Government should enact a policy called College — Industry Link Policy which will enable each student each day to spend half of his/her time in the school for theoretical work while the remain half time should be utilized in the students' proposed employment environment for enough practical skills acquisition.

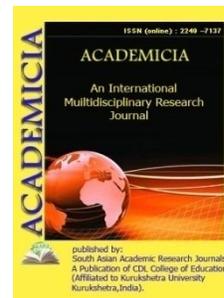
3. Federal Government should urgently urge ITF to carry out its functions for both teachers and students alike.
4. Colleges should adopt students' projects teaching method in instruction for more skilled manpower development.
5. Government should provide more equipment, materials, and funds to schools for practical as obtainable in the industry so that the learning environment will look the same as the working environment.

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**HYGIENIC BASES OF PERSISTENT, MIGRATION AND  
 TRANSLOCATION PROCESSES IN THE SYSTEM SOIL-PLANT  
 HERBICIDE COUNTERSINK IN DIFFERENT SOIL TYPES AND  
 IRRIGATION METHODS**

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**ABSTRACT**

*On the basis of the conducted hygienic experiments, the dependence of persistence (resistance), migration and translocation processes, mixing, on the type of soil (serozemic) and the type of irrigation (borodzokovy, dozhedevalnoy) is substantiated. When zencora is used in serozem soil, its responsibility remains for a longer time. When using the drug in sprinkler irrigation accelerators, the level of its residues in the soil was 6.5-13.3% higher than in furrow irrigation.*

**KEYWORDS:** *Herbicide, Zenkor, Persistence, Migration, Translocation, Soil Irrigation.*

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**INTRODUCTION**

One of the bathroom issues from a hygienic point of view is the study of the behavior of herbicides in various environmental objects. Numerous researchers have proved that the resistance of herbicides from a number of triazines in soils depends on temperature, humidity, and the content of organic substances [1]. Therefore, in some types of soil, these herbicides accumulate, while in others they decompose quickly. So, in chernozem soils, with prolonged use of simazine, its accumulation and migration occurs. In dark gray loamy soils containing 5.8% of humus, simazyn at a rate of consumption of 3.0 and 10.0 kg / ha remains in the 0-10 cm horizon [8].

In sandy loam soils containing 3.2% humus, the preparations penetrate to a depth of 30 cm [9]. In light loamy soils with a consumption rate of simazine equal to 20 kg / ha, it can persist for up to 6 months, and at higher consumption rates, it can be found from traces to 0.6 mg / kg [4]. In irrigated soils, herbicides are highly stable. Thus, the half-life of simazine under irrigation conditions is -180 days [4]; catofora - 171 days [6,7]. Prometrine and atrazine in overburden

chernozems, at a consumption rate of 3.0 kg / ha, after 75 days is found at a level of 0.1-0.15 mg / kg [11].

Thus, the analysis of the literature allows us to conclude about the persistence of herbicides from the group of triazines in the environment. Triazines can persist in the soil from 6 months to 1.5 years, as a result of which there is a risk of contamination of agricultural crops [12].

Based on the foregoing, we set the goal on the basis of our own experimental research and generalization of literature materials to study the resistance in the soil, the degree of migration and translocation in the soil-plant system of herbicide zenkora in different types of soil (gray soil, shank), and different irrigation conditions (furrow, sprinkler).

Zenkor-produced by Bayer (Germany) in the form of 70% wettable powder. The average lethal dose is 2200-2345 mg / kg for rats, 698-711 mg / kg for mice, and 500 mg / kg for rabbits [7]. The drug is intended for combating weeds on crops of potatoes, tomatoes and watermelon.

## MATERIALS AND METHODS OF RESEARCH

Field trials of the zenkar were carried out on sierozem and pinion soils, under conditions of furrow and sprinkler irrigation. The characteristic features of these types of irrigation are as follows: With furrow irrigation, water is supplied from the irrigation ditch network and directed into the furrows of the irrigated field. To the end of the field, a discharge ditch is diverted, where water is discharged after irrigation. The duration of irrigation is 5-6 hours.

With sprinkler irrigation, water is supplied through special pipes and falls on the irrigated surface in the form of rain. There is no water runoff. Watering is done within 2-3 hours.

## DISCUSSIONS OF MATERIALS

The processes of migration, the persistence of zenkora in different soils (loamy-sierozem, shank) on plantings of different crops, with different types of irrigation were studied. We studied the residual amounts of zenkora in three horizons (0-10 cm, 10-20 cm, 20-30 cm) of loamy-sierozem soil sampled in areas under the spring summer plantings of potatoes.

It has been established that when using the drug from the calculation of 0.5-2.0 kg / ha under the conditions of furrow and sprinkler irrigation, soil contamination is observed with residual amounts of the drug. The greatest accumulation of herbicide residues is found in the soil horizon of 0-10 cm ( $0.195 \pm 0.004$ - $0.610 \pm 0.130$  mg / kg). At the same time, penetration of zencora to a depth of 30 cm is observed, where its content was  $0.03 \pm 0.004$ - $0.170 \pm 0.004$  mg / kg. Percentage distribution of zencora in different soil horizons is: 0-10 cm - 56.6 - 60.1%, 10-20 cm - 27.7 - 30%, 20-30 cm - 9.8-15.7%. Zenkor is mixed from the soil into the plant's terrestrial organs. The residual amount of the drug in the tops of potatoes, depending on the rate, was spent 110 days after planting the potatoes, ranged from  $0.11 \pm 0.02$  to  $0.39 \pm 0.03$  mg / kg, in tubers - from  $0.08 \pm 0.01$  to  $0.31 \pm 0.04$  mg / kg. When using zenkora on summer plantings of potatoes at the same consumption rates (0.5-2.0 kg / ha), 10 days after planting, it was found in soil horizons from 0-10 cm to 20-30 cm in quantities equal to  $0.180 \pm 0.02$ - $0.590 \pm 0.05$  to  $0.02 \pm 0.002$ - $0.150 \pm 0.22$  mg / kg. As a result of translocation from the soil, Zencor accumulates in the tops of  $0.08 \pm 0.01$ - $0.30 \pm 0.04$  mg / kg and in tubers -  $0.05 \pm 0.01$ - $0.21 \pm 0.02$  mg / kg.

We studied the processes of migration and translocation of zenkora on plantings of tomatoes grown in the same soil and climatic conditions as potatoes. When the drug was introduced into

the soil at the rate of 0.5-2.0 kg / ha after 85 days, it was found in horizons from 0-10 cm to 20-30 cm at the level of  $0.230 \pm 0.023$ - $0.950 \pm 0.320$  mg / kg. The content of herbicide residues in the tops of tomatoes was  $0.07 \pm 0.011$ - $0.28 \pm 0.05$  mg / kg and in fruits  $0.04 \pm 0.01$ - $0.18 \pm 0.05$  mg / kg.

When using zenkora on planting tomatoes in shaken soil, the herbicide migrated in greater quantities into the depths of this soil than loamy-gray soil. So, at rates of consumption of 1.0-1.5 kg / ha in shaken soil at a depth of 20-30 cm, its residues amounted to  $0.130 \pm 0.020$ - $0.230 \pm 0.040$  mg / kg, and in loamy - serozem soil  $0.090 \pm 0.010$ - $0.135 \pm 0.04$ mg / kg ( $p < 0.05$ ). The highest degree of zenkora translocation was observed in conditions of shaken soil ( $0.11 \pm 0.03$  -  $0.19 \pm 0.04$  mg / kg), significantly less in loamy-serozemic soil ( $0.07 \pm 0.001$  -  $0.14 \pm 0.03$  mg / kg,  $p < 0.05$ ).

Based on the study of the processes of migration and translocation of zencora, it can be said that the content of the drug in the soil under different crops is not the same. So, under equal conditions (type of soil, temperature and humidity, consumption rates of the drug) the greatest amount of zencora was contained in the soil in areas occupied by tomatoes. This is probably due to the difference in the microflora of the rhizosphere of these crops, various agrotechnical measures carried out in the areas of vegetable crops and potatoes. We noticed a difference in the degree of translocation of zencora in plants at different periods of its introduction. So, when using zenkora on spring plantings of potatoes, its content in the tops was 30.0-37.8%, and in tubers - 47.6-60.0% higher than in the tops and tubers of summer-planted potatoes. This fact is apparently associated with the peculiarities of the course of physiological and biochemical processes in potato plants of different vegetation periods. It should also be noted that the level of residual amounts of zenkora in the soil and the degree of its translocation into cultivated plants depended on the conventional irrigation. So, when the soil was cultivated with a zenchrock under spring plantings of potatoes, its concentration during furrow irrigation in the 0-10 cm horizon was  $0.195 \pm 0.041$ - $0.560 \pm 0.110$  mg / kg, and under conditions of sprinkling irrigation -  $0.210 \pm 0.060$ - $0.610 \pm 0.130$  mg / kg, about 5-10% more ( $p < 0.05$ ). The type of soil also played a certain role in the degree of migration of the zencora deeper along its profile. So, the use of the herbicide for the treatment of loamy-gray soil, its residues in the horizon of 20-30 cm was by 29.2-38.0% ( $p < 0.05$ ) less than in the same horizon of the shaken soil.

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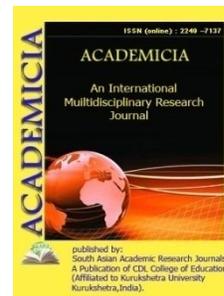
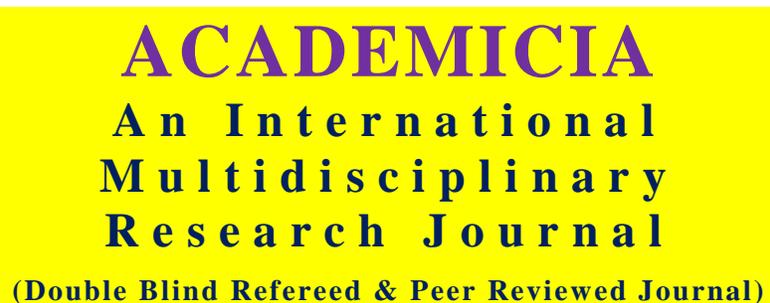
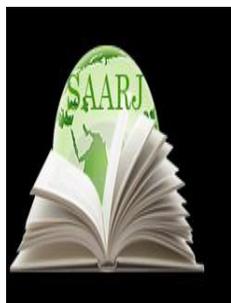
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## DIDACTIC CONDITIONS FOR THE USE OF INFORMATION TECHNOLOGY IN THE ORGANIZATION OF EDUCATIONAL LESSONS IN PRIMARY SCHOOL

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### ABSTRACT

*We all know that today the information and communication system is developing at a high level in the world, and this, among other things, penetrates into the educational process and contributes to its better organization. In such conditions, it is natural that the theoretical and practical aspects of human activity are constantly updated. Pedagogical activity is also no exception as a separate and complex type of work. Educators are trying to achieve guaranteed results in their work.*

**KEYWORDS:** *Didactic Games, Methods And Tools, A Pedagogical Process, Informational Teaching, New Pedagogical Technologies.*

### 1. INTRODUCTION

Today, with the development of science and technology, human activity is expanding and new technologies are entering. Qualitative changes indicate that there are new technical, informational, audiovisual, tools that require new methods and are becoming an integral part of the educational process, introducing certain features into it, which are modern pedagogical made technology a reality.

Pedagogical technology is essentially on a par with other technologies because they, like others, have their own field, methods and tools. However, pedagogical technology differs from production and information technology in that it represents a complex and incomprehensible pedagogical process as a field of knowledge related to the human mind. Its unique feature is that it combines the components of education.

Pedagogical technology is constantly enriched with technological processes in other fields and takes on new opportunities to influence the traditional learning process and increase its effectiveness.

The use of pedagogical technologies in the educational process requires, first of all, the development and democratization of pedagogical relations, because any pedagogical technology used without their implementation does not give the expected effect.

Pedagogical technology, based on the development and democratization of pedagogical relations, is the opposite of authoritarian technology, which in the pedagogical process is based on cooperation, care, respect and esteem for the individual, education, creativity and learning. creates a favourable social and psychological environment for self-development. In this process, the pupil is the subject of his own learning activities, and in collaboration with the teacher solves the subject of a single educational process - educational tasks.

Pedagogical technologies increase the efficiency of the educational process, form the process of independent thinking of pupils, increase pupils' enthusiasm and interest in knowledge, develop skills and abilities to master the knowledge and use it in practice.

The traditional teaching system is described as "informational teaching" because it relies on written and spoken words because the teacher's activity is not limited to the organizer of the learning process; rather, it is being evaluated with an emphasis on becoming an authoritative source of knowledge.

✚ First, pedagogical technology is designed for the educational process. Therefore, each society determines the purpose of the formation of the individual, and accordingly, there is a certain pedagogical system. This system is constantly influenced by social order and determines the content of education in general. The "goal" is to update the remaining elements of the pedagogical system.

✚ Secondly, at the developing stage of scientific and technological development, with the rapid increase of information, the development of science and technology, the boundaries of human activity are expanding and new technologies with great learning opportunities are entering the field of education. limited requirements, as well as the requirements for the perfect preparation of young people for life, require the introduction of new technologies in the education system. There are new technical, informational, audiovisual tools that require new methods and become an integral part of the educational process and introduce certain features into it, which have made new pedagogical technologies a reality.

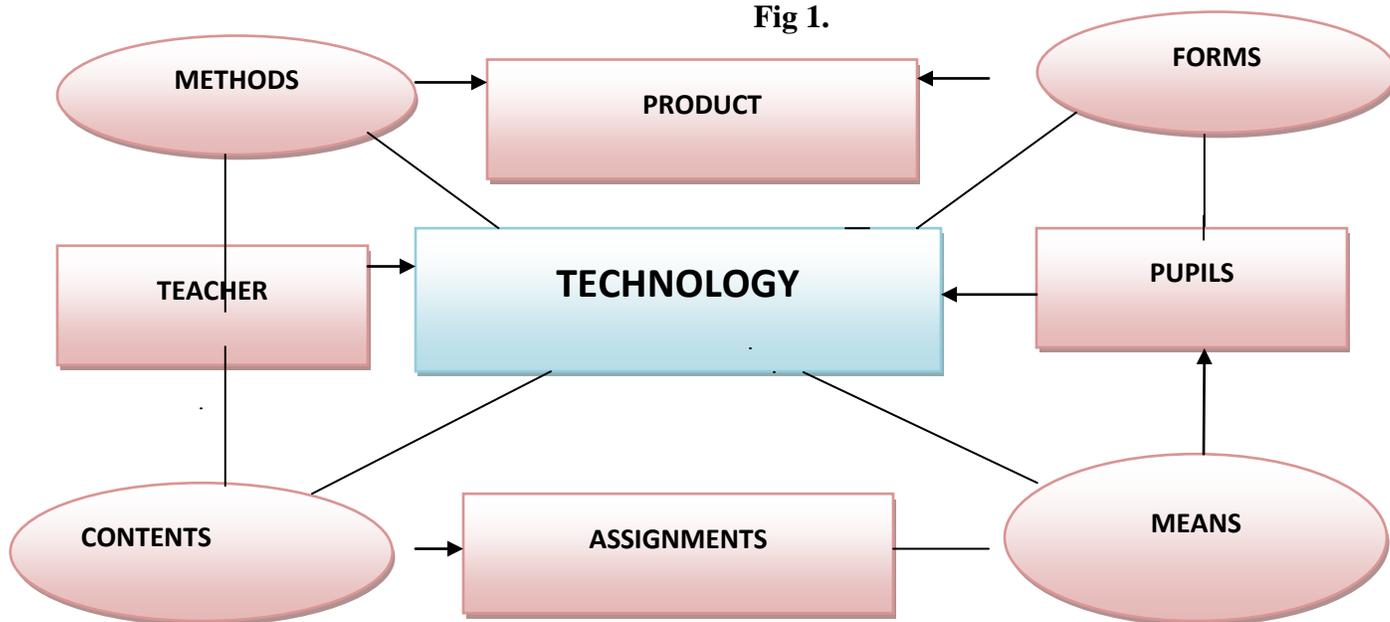
✚ Thirdly, the continuous influx of industry and other technologies into the classroom and their transformation into live learning objects makes it necessary for the teacher to go beyond the traditional methodology and, naturally, to apply technological approaches.

## 2. Main part

Didactic games allow you to infinitely repeat and change game modes, adding different things to the game. For example, we repeated 5-7 types of the game "Silence" more than 10 times with the whole class and with some children; "What has changed?" type game was held with 5 different visual aids and so on. As a result, the game skills were uniform and strong, as well as the ability to listen to and follow every rule of the game. Didactic games are very different in form from

creative games that are mainly played in kindergarten, as well as games that are explained by the teacher through storytelling and reinforced by asking pupils one by one.

**Fig 1.**



**Figure 1. The structure of teaching technology.**

Didactic games serve a teaching function and are conducted in a fun, engaging, understandable way. Children practice hard to win, they become accustomed to doing every task, and as a result, they become more interested in didactic tasks. Didactic games help to better understand the purpose of each lesson, the goals and objectives of each exercise. Didactic games involve the demonstration of learning, the teacher's speech, and the children's movement, resulting in unity in perception (visual, auditory, skin sensory cues). This allows the children to think about and express what the teacher says, that is, the pupils follow the rules of the didactic games themselves.

The richly structured features of didactic games allow for the analysis of pupil performance. That is why all children act with interest during play. Didactic games affect a child's emotions, instilling in him or her a positive attitude and interest in reading. The kids play the game with great pleasure. and they wait impatiently for the game to begin, and in their minds involuntarily the joyful scene of tomorrow's school day is embodied. Did Each didactic game involves most children or a whole class of pupils?

For example, in the game "Circular Examples" all children solve problems, in "Chain" 10 children, in "Shop" 8-12 children, and in "Ladder" almost all pupils solve problems and so on. In addition, even if some of the children are not directly involved in the game, they participate in the game through gestures. For example, they close their eyes and listen to how many times someone knocks, and in games like "The Best Accountant," "Who's More Accurate and Faster," they watch how well their peers solve the example.

Achieving positive results in education is determined, first of all, by the effective organization of educational work on the thorough teaching of the basics of scientific knowledge to the younger

generation, the expansion of their worldview and thinking, the formation of spiritual and moral qualities. In this regard, many changes are being made in the educational process, new approaches are being introduced. One of them is to use information and communication technologies to increase the effectiveness of teaching.

Based on this, information and communication to the educational process the introduction of technology is a requirement of the times. Enhancing pupils' interest in science, their intellectual and creative potential development of thinking, intellectual abilities, the interdisciplinary connection is one of the important tasks of today's pedagogy. The priority is to organize lessons on the basis of advanced pedagogical technologies, to teach pupils to work independently, to use information technology wisely, to improve the quality of learning the subject. There are many different methods used in primary education. One of them is the use of modern information technology.

The rapid development of modern information technologies and their rapid penetration into the field of education, which are becoming increasingly important in our lives, requires the formation of our knowledge and skills in this area. Therefore, it is recommended to use computers in primary school.

One of the important achievements of the course process is computer technology was the creation of software that allows the use of components. These software tools are especially important in the organization of the learning process. E-books are created using software tools such as Macromedia Flash, GIF Animation, Microsoft Front Page, Adobe Photoshop, 3D Max, and Microsoft PowerPoint. Because they allow you to create moving, colorful, sound images. This will help elementary school pupils to better understand the topic and improve the quality of learning. An e-textbook for primary school pupils and presentations are widely used in the learning process.

A variety of visual slides can be used in the teaching process to teach reading, mother tongue, mathematics, and science. For example:

- ✚ Letters and words on the big screen in reading and mother tongue sciences read aloud, then read short stories, correct letters and beautiful writing;
- ✚ Using simple operations in mathematics, using slides problem solving, organization of various calculation games;
- ✚ It is possible to give concepts from natural science with the help of simple slides about phenomena in nature.

The use of these methods promotes the development of oral and computational skills, creativity, research and thinking skills of young and knowledge-hungry pupils.

Using e-presentations as demonstrations and visual aids in the classroom can be a great help to the teacher. The presentation of educational material in the form of animations in the electronic presentation facilitates the understanding of the topic and increases visibility. Demonstration slides can also be given to pupils as handouts. An example of this is the e-learning "Agreements" designed for use in 4th-grade mother tongue lessons the presentation can be said.

Independent study of e-textbooks and study materials can be used for effective assimilation. The e-textbook uses science materials in an interactive way, using psychological and pedagogical aspects, modern information technologies, audio and video animations.

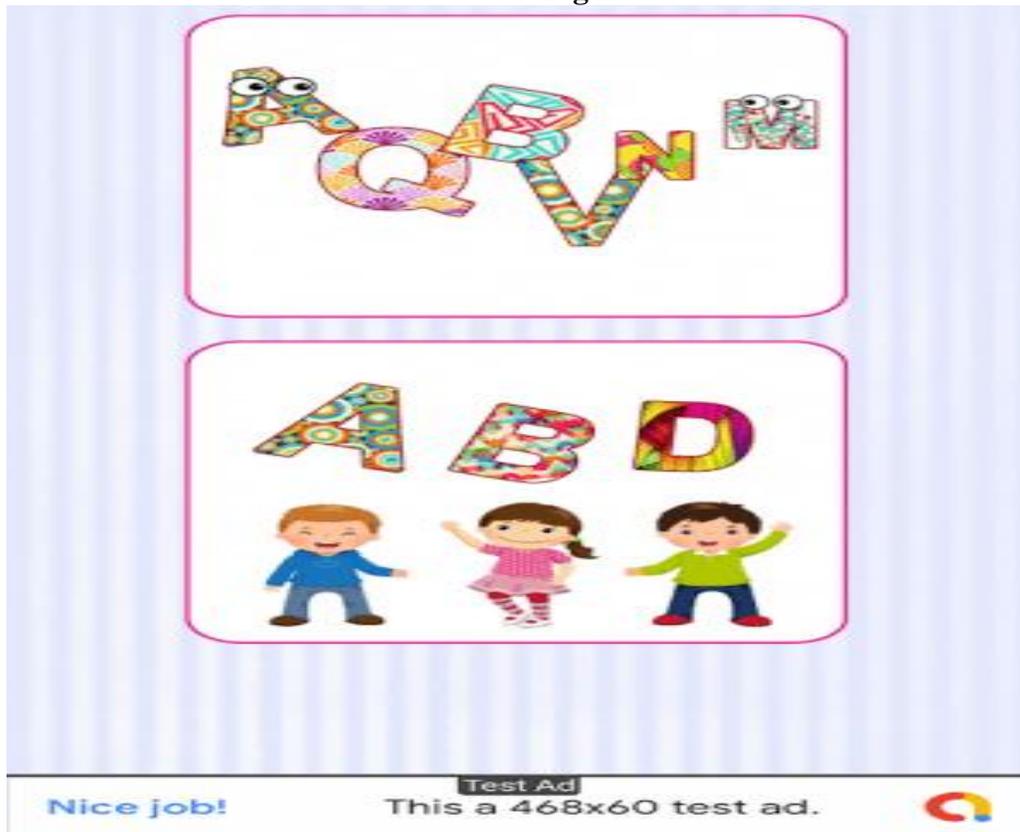
[Kitob.uz](http://Kitob.uz) for almost all subjects for pupils in grades 1-4 electronic textbooks are available. But they are not presented in text and audio form. It is advisable to provide e-textbooks in the form of text and audio, in the form of slide shows. The combined use of audio and video information dramatically increases the effectiveness of teaching.

Electronic programs created by RTM for primary school pupils, such as “*Sanashnio‘rganamiz*”, “*Alifbosaboqlari*”, “*Aljabr*”, “*5x5*”, are interesting, age-appropriate, easy to use, intellectual. capacity building is important as it encourages logical observation.

Learning to Count is an e-learning tool for elementary school math pupils. Through the development of this e-learning course, elementary school pupils will be able to perform 4 operations, as well as the ability to use a computer "mouse" device.

Alphabet Lessons is a program for first graders to learn the alphabet. The advantage of the program is that it helps pupils to develop oral and written speech (pronouncing and writing a letter, learning the names of things that start with that letter). Also, after the letters are studied, a picture is given to reinforce it. The given cell is filled with the name of the object in the picture. Here pupils' computer skills are developed and they are taught to work with tests.

Fig 2.



**Electronic programs created by RTM for primary school pupils called “*Alifbosaboqlari*”** Algebra is for use in 1st-grade math classes program. Through the program, pupils learn to number, sort, add and subtract in 10, and compare. The program allows the pupil to automatically master the solution of oral examples. It also helps develop independent work skills. 5x5 is a multiplication table program designed for use in 2nd-grade math classes. In the

repetition part of the program, the computer itself teaches tables from 2 to 9, respectively. In the exam section, the pupil develops the schedule independently. It is important to note that not moving from one room to other forces the pupil to work on himself. The program is a real help to the teacher.

This is because 30-40% of the pupils in the class have difficulty learning the multiplication table. The program automatically generates multiple tables for those pupils ensures that they learn at a high level. Today's teacher needs to be able to use information technology in the classroom, to give pupils free access to computers, to acquire modern knowledge, to become spiritually mature consists of teaching.

We try to use a variety of visual aids in the educational process. So, let's try to find answers to the question of the importance of the method of visual transmission and reception of this educational information, what types of demonstrations are available. The importance of the visual method is to motivate the student to emotionally perceive the studied objects and events, to observe them, to convince them of the unity of logical and theoretical elements, and finally to teach them to apply theoretical knowledge in practice.

Demonstration method in education is carried out in the form of demonstrations, illustrations and excursions. The use of the demonstration method in the educational process depends on the nature of the main material - the content, shape and size.

### **3. CONCLUSIONS AND SUGGESTIONS**

The system of continuing education is being radically reformed to achieve this goal. A differentiated approach to the educational process, ensuring that pupils study in various professional colleges, academic lecterns, sets high goals for modern pedagogy. For example, the development of curricula and textbooks for these educational institutions in accordance with state educational standards must meet today's requirements. The literature on pedagogy shows that in modern times the concept of pedagogical technology has taken a strong place in the science of educational practice and theory, but its place in the perfect dictionaries of pedagogy still remains unknown.

There have been different views in the history of the formation and development of the concept of pedagogical technology: it has been interpreted as a doctrine of technical means, as well as a coherent and systematic organization of the teaching process by design.

It is necessary to fully understand the theory of complexes in order to know the true meaning of pedagogical technologies and to create a type that suits our region. Because pedagogical technology is 160% based on the laws of complex theory, it expresses new philosophical thinking, a new worldview.

If we translate these concepts into the learning process, we can see that as a result of the systematic influence of the teacher on the pupils with the help of teaching aids to certain conditions, they are a necessary and predetermined social phenomenon for society. According to the theory of definitions, such a social phenomenon can be called pedagogical technology.

The basis of technological nation of education is the idea of complete management of the educational process in order to increase its efficiency and ensure that learners achieve the projected learning outcomes in the given conditions and time.

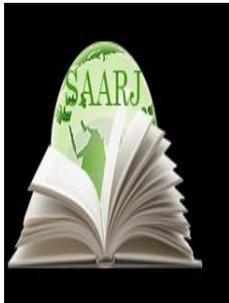
Defining the content of education in the use of pedagogical technologies, preparation of forms and means of education, development of a system of tasks aimed at the acquisition of knowledge and spiritual qualities of students, determining the results of education and the level of mastering them. preparation of test tasks for objective assessment.

Primary school students develop the ability to think freely and independently in the process of reading lessons organized on the basis of pedagogical technologies. As a result of the formation of independent thinking skills, students develop the ability to understand the laws of the environment, society, as well as human qualities through the positive and negative characters in the work, to study knowledge in depth, to think broadly, to make appropriate decisions.

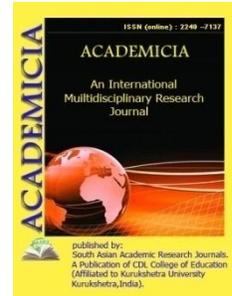
Effective and high-quality organization of lessons requires the development of teaching aids that provide organizational and methodological training of teachers and the organization of the educational process. It is important to have access to modern information technology in the educational process on the basis of support.

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## OCCUPATIONAL HYGIENE IN THE CULTIVATION OF GRAIN AND GRAIN PRODUCTS

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### ABSTRACT

*The process of growing grain and grain products is the most difficult and responsible agro-technical stage, in which the body of the participating workers is affected by complex factors: high temperatures, noise, dust, mineral fertilizers, pesticide residues. Therefore, it is important to develop measures to protect workers involved in the production of grain and grain products from the effects of such factors.*

**KEYWORDS:** *Agriculture, Pesticides, Mineral Fertilizers.*

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### INTRODUCTION

**Validity:** especially the production of grain and cereals is characterized by the following characteristics of field labor:

**The first feature:** seasonality, the intensity of a particular season of the year. This feature is more typical of the southern republics.

**The second feature** is that the work is carried out mainly in the field (in the open air), and the work begins in early spring and lasts until the end of autumn, even in winter. This situation depends on the impact of complex meteorological factors on agricultural workers, the climatic conditions in which it is located, the season of the year and the weather.

**The third feature** is the frequent change of types of labor in agricultural production (preparation of grain lands, sowing of grain, irrigation of grain lands, feeding, pest control), which is more related to manual labor.

**The fourth feature** is that the workplace is located far from the place of residence. The hygienic value of this is that the worker spends more energy to get to work.

**Fifth feature:** More chemicals (mineral fertilizers, pesticides) are used in the cultivation of agricultural crops (grain and grain products). In return, not only the workplaces, but the whole biosphere is irreparably polluted by them [1,2,3,9,10].

Today, more biologically active substances, bio-fertilizers, chemicals that ensure the growth of grain seedlings, and mineral supplements are used in the production of additional grain and grain products. [1,2,3,10,13].

Based on the above evidence, hygienic assessment of the factors of production that occur in agro-technical and technological conditions in the cultivation of grain and grain products in agriculture (field) and their negative impact on the body of field workers will reduce the negative impact on the body.

### **Object and methods of inspection**

The main object of this research was the scientific substantiation of measures to protect workers involved in the cultivation of grain and grain products from the adverse factors that arise in the process of agricultural machinery. The basis of the inspection is the chemical and physical factors that occur in the workplace in the production of grain and grain products, the severity and intensity of the work process, as well as their impact on the ability and health of workers.

### **MATERIALS AND THEIR DISCUSSION**

Grain and grain production is one of the most mechanized sectors of agriculture. In the cultivation of these products, the processes of land preparation, sowing and harvesting are carried out with the help of machinery. Taking into account the natural climatic conditions, the cultivation of cereals in all regions consists of the following agro-technical technological processes: tillage, organic fertilization (ammorph, superphosphate), land leveling, tillage, sowing, sowing, sowing, sowing, sowing, sowing, sowing, sowing, sowing, sowing, sowing, sowing cleaning. Land reclamation is carried out mainly with the help of magnum, maxum, orion630, orion850, MH techniques. In some farms, leveling and compaction is carried out with the help of tractors MT380, MT-85, HTZ-80. In most cases, SZ-3.6, SZU-3.6, Agromaster sowers are used for sowing grain crops. However, along with the improvement of sowing techniques, the technology of sowing seeds and mineral fertilizers is lagging behind. Fertilizer application is mainly done by hand. This leads to physical exhaustion of workers, the formation of dust in the workplace soil, plant and mineral fertilizers.

Grain products are less demanding to heat and moisture than other crops (potatoes, tomatoes, cucumbers, etc.) in accordance with its agro-techniques. Therefore, they are grown in all natural and climatic conditions. In the conditions of the Republic of Uzbekistan in August-September the lands are prepared for sowing grain crops. During these months, the temperature is  $35^{\circ} + 30^{\circ}$  C. One of the main factors of grain production during sowing is high temperature ( $35^{\circ} + 38^{\circ}$  C), noise (95-120 dB), vibration energy (80-90 dB) in the cabins of equipment (MTZ, HTZ), which are not equipped with air exchangers.  $-50\text{mg} / \text{m}^3$ ) [5,6,9,12].

At the same time, workers involved in the application of seeds and fertilizers are exposed to heavy physical pressure and dust from the soil, plant and mineral fertilizers.

Feeding of grain and cereals is carried out mainly on the basis of manual labor. Feeding of grain and grain products with mineral fertilizers (November, December, February) is carried out on the

basis of NRU-0.5, NRU-0.6. In such technologies, the application of fertilizers to the equipment is carried out manually, and the amount of mineral fertilizers dust around the respiratory organs of workers is recorded at a high level. (40-45mg / m<sup>3</sup>) [6,7,8,9,12].

Grain and grain products are harvested with the help of combines. For this purpose, in our country, grain harvesters "Case", "Case-5580", "Don-1500", "Sampo", "Klaas-mega-204", "Yenisei-1200" are used.

### **Object and methods of inspection**

The main object of this research was the scientific substantiation of measures to protect workers involved in the cultivation of grain and grain products from the adverse factors that arise in the process of agricultural machinery. The basis of the inspection is the chemical and physical factors that occur in the workplace in the production of grain and grain products, the severity and intensity of the work process, as well as their impact on the ability and health of workers.

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Full mechanization and automatic control of agricultural machinery and technology for harvesting grain and grain products (land preparation, sowing of mineral fertilizers, harvesting of grain products, etc.);

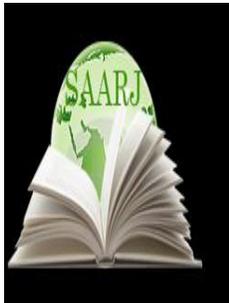
- Preparation of sowing areas, further improvement of engines and cabins of sowing and harvesting equipment;
- The invention of highly advanced technologies for the collection of somonis without manual labor, and a complete ban on the use of "dirty" machines;
- Establishment of stationary buildings on each farm, consisting of complex living rooms (rest, dining, sleeping, shower) for tractor drivers, workers and combine harvesters;
- It is important to conduct in-depth pre-season medical examinations of agricultural workers (tractor drivers, workers) once a year, combine harvesters and grain harvesters.

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## THE ROLE OF TEACHING VOCABULARY IN THE EFL CLASSROOM

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### ABSTRACT

*Vocabulary is the main part of teaching second language to understand the reading, listening, speaking and writing. Investigations show that the average adult native speaker of English possesses knowledge of from 17,000 to over 40,000 base words. Furthermore, an L2 learner of English must acquire a minimum of 3,000 base words to be capable of reading unsimplified text with some degree of comprehension. However, Nation (1990) said that there are 54,000 word families in English. Many studies confirm the connection between vocabulary size and reading comprehension. Some even argue that increase in vocabulary improves quality of reading comprehension and learning. Schmitt (2000) mentions that a person needs to know between 95- 98 % of the words in a text in order to understand it successfully. Most researchers found an interest in vocabulary teaching by analyzing in two factors such as the language corpora and lexical method for teaching vocabulary in the last 20 years. In this article, firstly it will be discussed about what kind of lexical coverage and size L2 students need to learn to understand the reading text or written passage. Secondly, the discussion is continued with one of the benefits of teaching vocabulary through lexical and corpus approach. Finally, it will be suggested that techniques involving incidental learning are successful at improving vocabulary.*

**KEYWORDS:** *L2, Vocabulary, Lexical, Corpus Approach, Incidental Learning.*

### INTRODUCTION

It is known that learning lexis was less important than grammar learning in language instruction, because some researchers thought (Larsen-Freeman, 2000; Zimmerman, 1997) that students were taught grammatical structures, but lexical items only according to their needs. Recently this view has changed dramatically, and more and more researchers claimed that students should be instructed lexical competence to use the language into practice by utilizing certain number of words through improving the communicational skill. As Wilkins (1976) said, "Without grammar

very little can be conveyed, without vocabulary nothing can be conveyed.” Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Learners’ vocabulary development is an important aspect of their language development. It is interesting that even very skilled speakers will not know all of these words, and also there is a concern that second language learners could be taught the great number of words through reading materials and texts. One of the example of Goulden’s research on New Zealand university undergraduates had an English vocabulary size of about 17,000 word families. It is found that second language learners do not need to learn 100% coverage, although people know a few unfamiliar words, they can understand speaking and writing. However, if they do not know too many words, their comprehension of listening and reading becomes unpleasant and boring. So, in this case, what percentage of words should be taught to L2 learners? Recent research proposes that coverage in the range of 95–98% is adequate for acceptable comprehension, or in other words, that acceptable comprehension can be achieved with 2–5% of the words unknown (Hu & Nation, 2000). For example, Nation (2006) found that a typical finding is that 98% coverage in written texts corresponds to knowledge of about 8,000 word families.

### **Lexical Coverage in L2**

There are many researches on lexical coverage which is relevant to L2 comprehension conducted by reading, and it is known that learners know the percentage of vocabulary to allow them to understand a written text. It is considered 95% lexical coverage was needed including 5% unfamiliar vocabulary may equal to one unfamiliar word in all two lines of text, as a result it is seen that unknown words on every page are 15%. In this way, Hu & Nation (2000) recommended a higher coverage figure closer to 98%. Nowadays, Schmitt, Jiang & Grabe (2011) tried to show the connection percentage of coverage between 90 and 100% including coverage and comprehension. According to their data, if 60% comprehension is the purpose, 98 % lexical coverage is necessary. Second language learners read the authentic reading materials, textbooks for several purposes, for example it might be for learning vocabulary or just reading for pleasure. If learners read a novel for pleasure, then they do not need to understand 100% as Laufer & Ravenhorst-Kalovski (2010) thought the idea of basing the required coverage level on the reading comprehension wanted to. According to their research, they found two lexical coverage levels, such as ‘adequate’ comprehension which depends on the definition, 98% as the sufficient and 95% as the minimal.

Recent researches show that learning vocabulary in native speakers is being formed and continued development from the early childhood and also expanded vocabulary year by year. Children can learn vocabulary from the social life and importantly from their parents. In adulthood period, they can improve their vocabulary through reading novels, school books and other activities. If we see this in statistical figures it seems to us very challenging to know the measurement of vocabulary. According to Watts (1944), elementary school children may know 2000 words, at the seven of their age they may enrich it to 7000 words and until the age of 14 the child may know 14000 words. In addition, Mackey found that, college students can understand 60,000 to 100,000 words (Mackey 1965: 173). Nation (2006) also suggested using 1,000 word – family listed by British National Corpus which is useful for teachers and L2 learners to know what vocabulary size is needed to understand the written and spoken English. From his research “98% coverage of a text is needed for unassisted comprehension, then a 8,000 to 9,000 word-

family vocabulary is needed for comprehension of written text and a vocabulary of 6,000 to 7,000 for spoken text” (2006). If ESL teachers know how large vocabulary is necessary for their non-native students, their students can use the language easily to read newspapers, novels, watching movies and participate in conversations. Firstly, we need to know how many word families are there in English. According to some facts, English has 54,000 word families (Goulden, Nation & Read, 1990). However, native speakers know 20,000-25000 word families. It is clear that, even native speakers do not know all words in English and also this is too large for L2 learners. So every L2 learners confuse that how much vocabulary they need to learn to read novels or converse with others. To know about most used text for native speakers, Hirsh and Nation (1992) investigated on teenagers how many words a reader would need to know to read the novel and they found that 5,000 words are the most accessible to read. Moreover, Hu and Nation (2000) also found the connection between text coverage and reading comprehension for L2 learners. According to research students are given the text which is known the words in it. Then, some unknown words are replaced to check students’ comprehension of the text. Consequently, it is known that 98% text coverage is vital for learners to understand well.

Most teachers in second language classrooms face with how to teach learners vocabulary and how to involve them to the main vocabularies which they can put into practice or understand the main meaning of the text. In this case, many researchers investigate about frequency vocabulary size in L2 vocabulary teaching. According to Norbert Schmitt, the high-frequency vocabulary of English has traditionally been considered that to consist of the 2000 most frequent word families, and low –frequency vocabulary as that beyond the 10.000 frequency level. The collaboration of students, teachers, material writers and researchers learning vocabulary plays a vital role of mastering a second language.

Furthermore, it is important to have good estimates of the vocabulary sizes necessary to use the language in specific communicative contexts, because these estimates form learning targets for language students. According to Nation’s calculation, a learner would be required to know about 4,000 of the most frequent word families plus proper nouns to reach 95% lexical coverage, and around 8,000–9,000 families plus proper nouns to reach 98% coverage. He found similar figures for a corpus of newspapers. He found that about 3,000 word families plus proper nouns provided more than 95% coverage, but that it took 6,000–7,000 word families to reach 98% coverage. Since the number of words that can be taught explicitly in language classes is limited, studies would do well to include an empirical consideration of learners’ capacity to acquire new vocabulary incidentally, through exposure to reading and listening input.

There have been researching on second language vocabulary learning which concludes that a large vocabulary is necessary to function in English: 8000–9000 word families for reading, and perhaps as many as 5000–7000 families for oral discourse. Furthermore, most learners need learn several word knowledge aspects about each lexical item. Naturally, such amounts of lexical learning challenge which most learners find difficulty about it.

In order to give the main facts about vocabulary learning goals, it would be better to determine the percentage of lexical groups in written or spoken discourse to help the learners must know to understand it. It was previously thought that around 95% coverage was sufficient but more recent research suggests that the figure is closer to 98–99% , at least for written discourse. 98% coverage would mean that one word in 50 is unknown, which still does not make comprehension

easy and so this is probably a reasonable minimum coverage figure (Hu & Nation, 2000). If it is used for spoken discourse, and also accept that the proper nouns in the discourse are known, it can be estimated the number of word families it takes to be able to engage in informal daily conversation. Nation (2006) analyzed about 200,000 words of the Wellington Corpus of Spoken English, which included talk-back radio, interviews, and friendly conversation between family members and friends.

From my point of view, knowledge of more vocabulary is always better to understand the language. Bonk (2000) found no absolute lexical percentage 'threshold', but learners who knew less than 80% of the lexical words tested in the target passages almost always had poor comprehension, 43% of those who knew 80–89% achieved good comprehension, while 60% of those who knew more than 90% of the lexical words had good comprehension. From classroom backgrounds, learners must know about each item in order to use it well with a large number of lexical items which is referred as a depth of vocabulary knowledge. It is as essential as vocabulary size. Teachers should teach vocabulary in different contexts in order to enrich students' different word knowledge types such as the form, meaning and usage of the vocabulary. Chang and Read (2006) found that vocabulary instruction before a listening comprehension task helped less than hearing the input twice or reading and discussing the topic beforehand. During the investigation, students told that they did not learn the target vocabulary adequately to use it in the on-line listening task, and for higher proficiency students, a focus on this inadequately learned vocabulary seemed to distract their attention away from a more general understanding of the listening passages. There is no doubt from the research that the L1 exerts a considerable influence on the learning and use of L2 vocabulary in a number of ways. According to learners' productive skills, Hemchua and Schmitt (2006) researched the lexical mistakes in Thai university EFL compositions, and found that nearly one-quarter were judged to be attributable to L1 influence. Learners also typically employ their L1 in learning an L2, most noticeably in the consistently high usage of bilingual dictionaries. They also strongly believe that translating helps them to acquire English language skills, such as reading, writing, and particularly vocabulary words, idioms, and phrases (Liao, 2006). Frequency has long informed the principled selection of vocabulary in L2 teaching pedagogy. Paul Nation, breaks vocabulary into four categories: high-frequency words, academic words, technical words and low-frequency words (2001 a: 11–12). High-frequency vocabulary is extremely useful for learners, so should be explicitly addressed. Academic vocabulary is worth focusing on for learners wishing to study in English, and the same goes for technical vocabulary for learners focusing on specific-purpose domains. Conversely, in Nation's view, low-frequency vocabulary occurs so infrequently that it is not worth spending classroom time on. Rather, teachers should teach vocabulary learning strategies to learners, so they can learn these rarer words on their own. For estimates of written vocabulary, we are on firmer ground. Nation (2006) went on to calculate that 8000–9000 word families are necessary to read a range of authentic texts (e.g. novels or newspapers), based on British National Corpus (BNC) data and 98% coverage. Inevitably, other indicators point to somewhat lower figures. For example, Milton and Hopkins (2006) report that both the highest level (C2) of the Common European Framework and the CPE require only about 4500–5000 word families. However, careful scrutiny of the C2 level suggests that 4500–5000 word families would not be sufficient to achieve many/most of the descriptors. Therefore, while learners may be able to cope with a smaller vocabulary, 8000–9000 word families seems to be a more realistic target if they wish to read a wide variety of texts without unknown vocabulary being a problem.

### Teaching Vocabulary through using CLT approach

The CLT (Communicative Language Teaching) approach is regarded as important way to help the learners in SLA classrooms. As this approach is very useful, it requires the second language learners to speak and not to translate the text as Grammar Translation method. Although, Schmitt (2000) says that “grammar and vocabulary are fundamentally linked”, more importantly in CLT, language and certain vocabulary are taught according to learners’ needs, interests and ages as well. In this case, for speaking and understanding other people’s ideas, ESL teachers are using and developing classroom materials and various effective classroom activities. However, CLT focuses on more conversation and fluency, that is reason this approach might not give enough and clear guidance for effective methods to teach vocabulary, “the idea that vocabulary acquisition would just find its own way through students’ transaction of information using functional language (Coady, 1993). For example, rote memorization method, learners can enjoy and succeed in learning materials through memorization. However, reading novels or texts in context, L2 learners can guess and learn the semantic knowledge such as developing knowledge of usage, collocations and other grammar rules that students meet them in context. Naturally, it is useful to provide them with word meaning through texts and reading materials, as Kintsch said “words become meaningful because of their relation to other words” (Kintsch, 1998: 43). However, Nation (1990) says that knowing a word also implies knowing its spelling, pronunciation, collocation and appropriateness. Seal (1991) agrees with Nation regarding considering that word knowledge is an essential component of communicative competence, and it is important to develop receptive (listening, reading) and productive (writing and speaking) skills in a foreign language.

New words should be presented in context to help the students to learn and memorize the words in the context. In explicit vocabulary learning, students are encouraged in activities that take their attention on words and their link with other words in the text. As Nattinger (1988, p. 69) states, “the meaning of a word has a great deal to do with the words with which it commonly associates.” Therefore, students are involved more the knowledge of words that collocate with it. Furthermore, there are many advantages to use incidental approach in the classroom. One of the important merits of incidental approach is to involve the students to read the extensive reading texts and learn the new words by guessing the words from the context. While the teachers give the extensive reading materials, they should give a chance to learners to choose their favorite reading material as Nation (2001) mentioned that a teacher inspire the students to read according to their interest and comprehension level. For example, Horst (2005) measured vocabulary knowledge scale and found that from graded reading materials including 35 new words, only 51 % of words gained, namely 18 words were learned. In this case, L2 learners can learn new words fast from the context when they meet unknown words in context. O’ Harra (2004) said that “context is the setting and surrounding of a word. Therefore when we listen to someone's talk, the context of a word is the statement that includes the word”. “When we read new words in a written context one or two nearby words may explain the meaning of new words or sometimes the paragraph may tell us what the new words mean”. From my experience, incidental learning helped me to teach the meaning of words with grammatical patterns, common lexical sets and the combination words in context, because in this method students think and rethink new words which help the students to memorize the words for a long time, and improves their fluency through extensive reading. Teaching prefixes and suffixes is also

effective to guess the words from the context and very helpful to differ the speech patterns in language.

### **Corpus Approach**

Another useful tool in teaching vocabulary is analysis of corpus data. It provides valuable information for both students and teachers about how language is used in real-life situations. A corpus is a collection of authentic texts (written or spoken transcripts) that are stored in an electronic form (Partridge, 2006: 1). Its size can range from a few sentences to millions of words. Linguistic information is typically presented in the form of concordances (Tribble and Jones, 1997). A concordance is a list of all the occurrences of a particular word or phrase in a corpus, presented within the context (usually a few words to the left and right of this word). Concordances are obtained using the software called a concordance. One of the first teachers who used a concordance was Tim Johns, who was the author of the Data Driven Learning (DDL) (Johns, 1991). Teachers may use corpus tools in two different ways to develop and adapt materials and also to help students explore academic vocabulary through classroom. A variety of activities can be created using output from a concordance program. A major advantage of these activities is that students are interacting with the authentic texts that they are reading. These activities can be carried out either by the teacher bringing concordance printouts into the classroom or by having students use concordance software during class. Frequency lists, concordance lines, and extended concordance displays are excellent tools for examining academic vocabulary as it occurs throughout course texts. For supporting students' learning academic vocabulary, teachers can use the corpus techniques with authentic texts as resources for academic vocabulary instruction. One of the corpus-based exercises is to create concordance lines, the students create the wordlist which showed the frequency of occurrence of all the words occurring in the text. By creating a frequency list before analyzing concordances for certain key words, it is possible to see which lexical items are most common in the texts in a particular domain. From the key word displayed in medicine as an example, the students could list the words that collocate with "patients", notice that prepositions, such as with, in, on are used in these combinations, and see which adjectives precede this word. In order to check which word is more often used as the subject of sentences describing research procedures: the first person pronoun "we" in active-voice sentences, or the noun "study" in passive-voice sentences, the students created concordances for the key words "we" and "study". They can make their own concordance lines by writing out all the sentences or parts of sentences that include the examined words, however, making concordance lines manually is not as quick as with the use of a concordance. Another possibility, which the use of a corpus and a concordance gives to a teacher, is editing (printing) concordances. This gives teachers the possibility of designing exercises consisting of the concordances in which the key word was blanked out, and the students' task is to guess what the missing word is.

### **CONCLUSION**

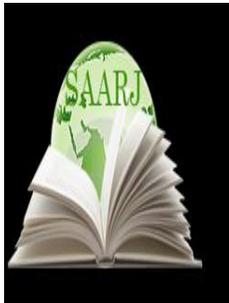
To conclude, learning vocabulary is a vital process in ESL learners to gain proficiency and competence in English. Word power facilitates effective writing and fluent speaking and which is really important for L2 learners to understand the written texts and newspaper or to take part in conversations. It is clear now, although we do know a few words in English, so we can understand the speech and use the language to talk. In contrast, if our lexical size and coverage is

too low, it causes misunderstand the language. For ESL classrooms, we should know the frequent and useful words to help the learners how large words learners can utilize through reading or watching, talking. As mentioned above, we can identify these words by word families (54,000) and native speakers' vocabulary knowledge using by lexical and corpus approaches. Finally, it is suggested to teach L2 learners according to their level in language and their need and interest for using incidental approach to enrich their integrated skills such as listening, reading, writing and speaking based on vocabulary.

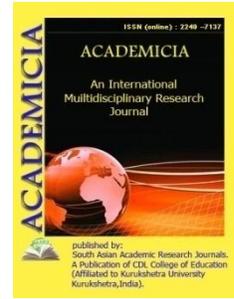
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## THE EXPRESSION OF THE IDEA OF ENLIGHTENMENT IN THE POETRY OF HAMZA HAKIMZODA

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### ABSTRACT

*This article analyzes some of the poems of Hamza Hakimzoda, a leading figure in the literature of the National Renaissance, and discusses their ideas and significance. A poet with such creative power manages to express his experiences and feelings in simple, understandable expressions. In this way, he shows the real picture of the colonial situation in Turkestan. In the first line of the above paragraph, the artist predicts that "one day will be great." In short, the ideas of enlightenment, which play a key role in Hamza Hakimzoda's poetry, are combined with feelings of concern for the development of the nation. The effectiveness of Hamza's poems is also seen, first of all, in the vitality of his thoughts and feelings, as well as in the fact that he conveys the reality to the students as it is.*

**KEYWORDS:** *Harmony Of Ideas, Ideas For Enlightenment, Artistic Prophecy, A Sense Of Belonging To The Future Of The Nation.*

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### INTRODUCTION

The main issue in the effectiveness of any work of art is the harmony and commonality of thoughts and feelings. He also said, "An image created by an artist, unlike ordinary perceptions, is an artistic and emotional representation of reality. And artistic emotion can only be created by an artistic idea." Hamza Hakimzoda's poems are also made up of a chain of ideas, the value of which, both ideological and artistic, has captured the hearts of readers for centuries.

It is known that the main reason for the emotional turmoil of the poet's inner world is the influence of the being around him. We can see in many of his poems that the period of the poet's

life, social environment and this environment is skillfully absorbed into every line of Hamza Hakimzoda's poems.

Many of them reflect the poet's anguish and anxious thoughts. In particular, we analyze the poem "Do not look for us in the ball." The poem is written in the weight of a finger, and the poet proves his views (perhaps dreams) on science, society and man, the nation and its development. As we look at each verse of the poem, we see the endless anguish embedded in it, we involuntarily witness the past of millions of people, including the poet, and we feel a sense of pity. From the very first band:

*Bizni to'pdan izlama, o'z yo'liga achingon  
Bir kishi yo'qdur.  
Boriguna qorinni to'yg'azuvdan boshqaga  
Hech ishi yo'qdur.  
Mayli uxlasun, to'qtur hali.*

He writes. The poet begins with an appeal from the first line. He does not address his appeal to anyone in particular. As a result, he reads the verses and feels that the appeal is written for him. This ensures that the bitter words are addressed to the whole nation. As we have witnessed in the band, the poet is in anguish: he does not feel sorry for his beloved among his compatriots, knowing that his path will lead to the swamp, but only his own belly (past, present, future). suffers from a plethora of people who don't think. His grief is exacerbated by the fact that he cannot find the enlightened man he dreams of among his countrymen. At the end of the band, "Let him sleep!" he concludes. The riot escalated into a second riot:

*Qorin och qolib turadur o'zi istashub, kerishub  
Butun sel olursa mijasini qoqmas,  
Ko'ngli o'kunmas.  
Erinmog'i shuncha har bir ish, gapda  
Erta-bugunmas,  
Qiyinalmoqg'a yo'q tobi hali.*

One of the reasons which angered the poet, and compelled him to look with hatred, was that the slaves of their own lusts were growing up among their own countrymen. If the whole nation is worried, the brain will melt, and the eyes of such people will be so beautiful that they will not regret it. They look at every job with laziness. Neither early nor today - in general, there is never a cure. The poet writes the verses in such a way that his suffering, his inability to change his countrymen, who are becoming slaves to lust, and his hatred for such people are clearly reflected. She moves her emotions from one point to another. It is so skillfully copied that it is absorbed into the heart of the reader.

*Bir kun zo'r kelur ko'rur kuchonib, tirishub  
Bilishiga ishi yo'q, kelishini peshi yo'q,  
Dunyo o'ylamas  
Sotub harna borin to'y qilishdan boshqa  
Ishni o'ylamas.  
Burni isni bo'ylamas hali.*

There is a concept in our literature called artistic divination. In this case, the poet tells an event or reality before it happens. This is a rare case that can only be achieved by real creators. A poet with such creative power manages to express his experiences and feelings in simple,

understandable expressions. In this way, he shows the real picture of the colonial situation in Turkestan. In the first line of the above paragraph, the artist predicts that "one day will be great." Who or what was the BEST thing that was said? You can see that it refers to the Russians. Indeed, if we look at our history, from the day the Russians entered our country, the course of life in our country has changed radically. In the eyes of our compatriots, there is no confidence in the future, not hope, but fear.

Unlike the educated nationalists who felt this long ago, the fact that a large part of the population does not realize this tortures the artist. Hamza is worried about the situation of his compatriots, who do not want to spend what they earn (sell only if necessary) on their children's education, but only on his wedding, and on the situation of their compatriots who do not feel the smell under their noses. In the following verses, the question of knowledge and enlightenment, which has been on his mind all his life and covers his whole body, is raised:

*O'quv, yozuv nimadir? Yo'ldan ozuv nimada?*

*Ibrata olmas.*

*Qoriguncha bolasi ota-ona tangrini*

*O'rgata olmas.*

*Yo'lni ko'rsata olmas hali.*

The poet writes. At this point, the poet encourages the reader to think about science and enlightenment, which are the basis of the development of society. For those who are referring to it, the concepts of reading and writing that enlighten people's hearts are foreign. He raises the question, "What is the real reason for the loss?" As a result, each reader tries to find the answer to it on his own, and as he finds the answer, he feels that he is being purified from the inside and formed as a person. Unfortunately, among our compatriots, the presence of those who forgive also saddens the lyrical protagonist. Science refers to both secular and religious science.

It is well known that one of the duties of a parent in a Muslim family is to introduce Allah to the child from infancy. These people did not enlighten themselves or their children with the light of knowledge, nor did they understand Allah. The poet condemns them in the last verses: They do not deserve to be a guide for future generations!

*Mana shul uchun oqishub ketar har yona erishub,*

*Bir birini ko'rolmay yeng ostida otushar,*

*Birlashuv qayda.*

*Yo'qlar boyga yopushar, boylar yo'qni chopushar.*

*Chirmashuv qayda.*

*Suqni tashlashuv qayda hali!*

The poet gives the reasons for ignorance in the following lines. Since the fire of enlightenment is not lit in his heart, he lives only for his own benefit, rejoicing in the little he has achieved and believing that this is his only goal in life. The main thing that worries Hamza is the deplorable state of the country. He understands that only unity can save the country from this situation.

Realizing this, he propagates it to his countrymen. He is determined to change the fate of his compatriots, who have been in a state of ignorance and oppression for years. To do this, he calls them to unity, to work towards a common goal. He hopes that people will not succumb to the scourge of lust and that the rich will approach the poor and the poor will approach the rich. The poet concludes the verse with a direct question for all: when will the suk be abandoned?

*Bitmay qolarmi? Bo'yla yursalar urushib,  
Oa'zgalarga hammasi yemak uchun berilib  
Tangridan kechdi.  
Yuz garanglik ustiga chiroyiga aldanub,  
Chog'iridan ichdi.  
Endi... bichdi hali.*

There is a human being who is trapped by lust at least once in his life. And for some, as a baby gets older, he or she will outgrow this. They think that in the eyes of the poet, the prosperous life that follows their desires will never end. To them, the purpose of living seems to be food.

That is, they obey God and forget God. In the fourth verse of the band, the poet uses the word *Garang* and adds a hundred words to further enhance its meaning. In this way, we see that the influence of the poem is greatly expanded. So, in the days of the poet, most people, as they say, were ignorant. We need to focus on the word *chogir* used in the next verse. Alisher Navoi described the harm and sinfulness of this in one of his works as "**Ummul habois**" or "**Mother of the Wicked**". By saying this, the poet emphasizes the greatness of his sin and the loss of those who taste it.

*Tufroq o'g'uncha emdi sosushib, chirishub,  
Achchiq-achchiq so'zlaridin Nixoniyini, biman  
Ko'nglungiz og'rub  
Zora betingizga qattiqgina qadalub,  
Botsa bir bog'irub,  
Har biringizni chog'irub hali  
O'zingizg'a bir boqsangiz edi ko'zingiz yirishub.*

The poet concludes his words in the last verse of the poem. His words are a clear reflection of the anger of those who live for themselves and do not care for others. They walk in the same way until they turn to dust, and do not change. The poet's direct appeal to them continues.

Wouldn't it be nice if you could just look at yourself?" In the course of analyzing the poem, we witness that the poet's anguish to change the past of those in the care of his compatriots has shifted from point to point. He is ready to do anything along the way: to sacrifice himself and, if necessary, to say bitter things that will hurt them. It is important that the country is completely free, that the eyes of its compatriots are opened and they realize themselves!

Hamza lived a conflicted life throughout his life. But wherever and in whatever situation he lived, he cared for the spiritual development of the nation, as he put it:

*My nation is a human race, my homeland is a nation,  
The service of both is obligatory, and the life of both is indebted  
He called on his countrymen to unite and unite in this way.*

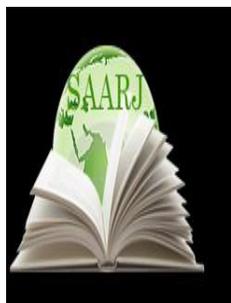
Most of the poet's poems have the same theme. In particular, both the poem "**Dardiga darmon istamas**" and the ghazal "**O'zbek xotin qizlariga**" are in harmony with the above poem in terms of theme and idea. In a word, Hamza Hakimzoda was "a poet who was asleep for centuries, determined to deliver the message of freedom to his oppressed compatriots, determined to awaken him."

In short, the ideas of enlightenment, which play a key role in Hamza Hakimzoda's poetry, are combined with feelings of concern for the development of the nation. The effectiveness of

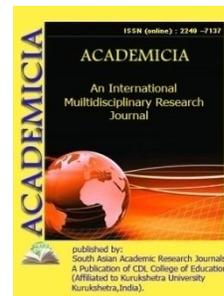
Hamza's poems is also seen, first of all, in the vitality of his thoughts and feelings, as well as in the fact that he conveys the reality to the students as it is. In short, in Hamza's work, the ideas of the Enlightenment found expression as a topical issue of the time, as an expression of feelings about the future of the nation.

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## HYGIENIC ASSESSMENT OF WORKING CONDITIONS OF EMPLOYEES POULTRY FARMS

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### ABSTRACT

*In this case, the operations associated with walking make up 35-55% of the time, and during the shift, the worker walks a distance of up to 10-12 km. (materials of time-keeping research). A significant amount of physical labor is characteristic of work in the workshops for raising young animals. The production process at the enterprises is organized according to the flow method, taking into account the biological characteristics of the bird's body and consisted of a number of technological stages. The above urgently requires a qualifying scientific analysis and the development of scientifically grounded and effective health-improving measures to improve the working conditions of workers and the protection of atmospheric air around poultry complexes and farms.*

**KEYWORDS:** *Hygienic Requirement, Working Conditions, Production Factors, Manual Labor.*

### INTRODUCTION

The aim of the study is the hygienic assessment of the influence of production factors on the health of workers in poultry farms and the development of measures to improve working conditions. It has been established that the unfavorable factors of the working environment of poultry farms are intense physical labor, neuropsychic stress, exposure of the human body to chemicals of bacterial and dust aerosols, fungal microflora, excrement and other waste products.

Poultry farming is the most industrially developed branch of animal husbandry. Working conditions at poultry enterprises have a pronounced specificity, which determines the specifics of sanitary supervision at each stage of the technological process. The leading organizational forms of industrial poultry farming are their specialization in the production of eggs and meat. Industrial poultry farms are built mainly according to standard projects designed for the maintenance of 250-500 thousand hens - carriers, 3-10 million broilers, 1-1.5 million ducklings,

0.25-0.50 million turkeys or ducklings a year. According to the State Policy, in order to provide the population of the Republic with meat products and eggs, at the initiative and support of President Sh.M. Mirziyoyev, starting from 2017, the organization of poultry complexes and poultry farms began to develop rapidly. At present, in the Bukhara region alone, there are more than 60 poultry complexes and about 250 poultry farms.

Purpose of the study: hygienic assessment of the impact of production factors on the health of workers in poultry farms and the development of measures to improve working conditions.

**MATERIALS AND METHODS:** The work was carried out on the basis of JSC "Bukhara parranda" of the Kagan region. The study of working conditions at each stage of production was carried out by the method of sanitary inspection and observation. Measurement of the temperature and humidity of the premises at each stage of production was carried out using an aspiration psychrometer (San.PiN Republic of Uzb 0324-16), the content of ammonia, hydrogen sulfide, carbon dioxide - by the aspiration method (MU-1981) using the ANT-3 analyzer (GOST 12.1.005.88), dust - by the aspiration method (MU 1981).

## RESULTS AND DISCUSSION

The production process at the enterprises is organized according to the flow method, taking into account the biological characteristics of the bird's body and consisted of a number of technological stages. These include obtaining hatching eggs from the parent (brood) herd; incubation and withdrawal of day-old chicks; their cultivation and acquisition of replacement and industrial herds; maintenance of an industrial herd that provides the main products; primary processing of birds; preparation and distribution of feed; recycling.

In the workshops of the parent flock, intended for obtaining fertilized eggs, birds are kept in groups (4-5 roosters and 30-40 chickens) in two - three-tier automated cage batteries such as KEMP, KBR-3, or on the floor on a deep non-replaceable bedding, mesh floors.

In the workshops of an industrial herd, laying hens were housed in mechanized and automated cage batteries. The main operations in the batteries (feeding, drinking, cleaning manure) are mechanized and automated, the collection of eggs in automated sections was carried out by belt conveyors with feeding to a storage table, from where the eggs were collected, packed in cardboard boxes, or immediately fed by conveyors to the egg storage ...

For the cage keeping of the parent and industrial herd, pavilion-type premises were built, for the floor, as a rule, one-story. The size of poultry houses and their number are determined by the capacity of the farm. One poultry house accommodates 12-80 thousand laying hens, 10-20 thousand broilers and 4.5-6.4 thousand head of parent flock. Buildings for keeping poultry, especially laying hens, were provided mainly for windowless ones with extended daylight hours to 17-18 hours due to artificial lighting.

The microclimatic conditions of keeping the adult livestock of productive poultry in the workshops of the parent and industrial flocks corresponded to 12-18 ° C in the cold and 18-20 ° C in the warm periods of the year with a relative humidity of 60-75%. At the same time, the maximum permissible concentration of ammonia is 10 mg / m<sup>3</sup> of hydrogen sulfide -1 mg / m<sup>3</sup> for broilers and 5 mg / m<sup>3</sup> for other bird species, and carbon dioxide is 0.2% by volume. To ensure the required parameters of the air environment in the premises for keeping poultry, ventilation and heating systems of the "Climate" type are equipped, capable of operating in

automatic mode according to a given program.

In hatchery shops, hatching eggs are sorted and stored in a warehouse at a temperature of 4-12 ° C. According to a certain schedule, batches of eggs in an amount of up to 14-15 thousand pieces are most often disinfected with formaldehyde vapors, placed in trays and placed in incubators. During incubation, the operating mode of the equipment is monitored with the help of instruments and biological control is carried out on the 6th, 12th and 18th days (translucent eggs on mirage tables and weighing trays with embryos). Tilted egg trays are transferred on days 19-20 to hatchers. At the end of incubation, young animals are selected from trays into boxes, subjecting them to zootechnical sorting, and, if necessary, additional sorting by gender, and transferred to other workshops. Hatchers, equipment and workplaces are thoroughly cleaned and disinfected. Incubation waste is sent for recycling.

The hatcheries were located in detached one-story buildings, where incubation and hatching zones for the installation of incubators, rooms for sorting and storing eggs, a disinfection chamber, a washing room, utility and auxiliary rooms, including a sanitary inspection room, were provided. The most widespread are incubators with external servicing of the "Universal" type, the work of which is fully automated. and the temperature in the chamber is maintained at 37.2-38.3 ° C at a relative humidity of 49-64 / 0.

In the workshops for growing young animals, the livestock were housed in age cage batteries (KBE-1DSBA-4, BKB) with transplants on the 30th, 60th and 120th days or in universal cage batteries designed for one-stage non-stop poultry rearing (KBU -3). The cage batteries are equipped with devices for mechanized distribution of feed and manure removal, groove, nipple micro-bowl shelves and removable electric heating devices. When kept on the floor on a deep, permanent bedding, the birds were planted on the floor covered with a layer of wood shavings cut with straw 20-25 cm thick. \_

The air temperature in the places where the birds are located should be maintained at 25-26 C in the first 10 days and 26-20 ° C thereafter at a temperature in the hall of 28-18 C, a relative humidity of 55-70% and an air velocity of 0.5-0, 6 m / s. The content of gases, according to zoo technical requirements, should not exceed 10 mg / m<sup>3</sup> for ammonia, 5 mg / m<sup>3</sup> for hydrogen sulfide and 0.2% for carbon dioxide by volume.

Slaughterhouses of the poultry farm were equipped with flow-mechanized conveyors with spatially suspended conveyors with a capacity of 500-3000 heads per hour.

According to the technological stages, the division of labor of workers of poultry farms is carried out. To care for poultry in the workshops of the parent and industrial herd, teams and teams are organized as part of poultry operators, mechanic operators. night and ancillary poultry houses, electricians. Work in these workshops with the cages of birds was characterized by moderate physical exertion and a certain neuro-emotional stress when performing operator functions. In workshops with floor keeping of poultry, the low productivity of manual labor increases.

The poultry-house operator in the workshops of the parent and industrial herd from 15-20% of the time was busy with the culling of poultry, 10-15% - watching the distribution of feed. 30-30% - collecting and laying eggs in containers and up to 20% - washing the trough-type drinkers with a brush.

In this case, the operations associated with walking make up 35-55% of the time, and during the

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shift, the worker walks a distance of up to 10-12 km. (materials of time-keeping research). A significant amount of physical labor is characteristic of work in the workshops for raising young animals. especially in the first 10-15 days of caring for a bird, a pronounced dynamic component and the need to maintain a forced working posture for a long time: with cage keeping - bending low or standing with arms raised high near the low upper tiers of cage batteries, with floor keeping birds - low bent state. In the majority of poultry farms, in the first 10-20 days, especially with floor keeping, the young were handled manually, which creates great physical activity.

In the first 15-30 days, the poultry operator spends up to 40% of the time on distributing feed manually at least 4 times in a 6-hour shift, 15-20 - on washing drinkers, feeders and equipment with hot (90 ° C) disinfectant solutions funds. At this stage of the technology, the operator is exposed to physical exertion, high humidity of 60-90% and the influence of disinfectants. Work in hatcheries was characterized by a certain cyclical nature, a clear regulation of labor processes for day and night shifts, associated with significant physical exertion and accompanied by pronounced neuro-emotional stress.

Slaughter workshops were served by personnel with a narrow specialization in individual technological operations (slaughter, evisceration, sorting, etc.). The main production operations in the slaughterhouses were carried out manually with intense physical activity. Numerous and monotonous working movements at a high speed of execution of the technological process cause a high monotony of labor against a background of significant eye strain and concentration of attention (established by interviewing personnel).

The service personnel of poultry farms, when caring for poultry livestock, had to stay for a long time (6-8 hours) directly in the premises for keeping poultry, where, according to zootechnical requirements, a certain microclimate is maintained (temperature 30-35 ° C, humidity 70-80 %).

In the studied poultry farm in the workshops and in some areas, the microclimate parameters did not always correspond to the sanitary and hygienic standards: in the cold period of the year, the air temperature in the buildings for young animals was 28-35 ° C. in housings for keeping parent stock and industrial meat breeds of poultry, on the contrary, the temperature is kept at a relatively low level (2.5-12 ° C), the relative air humidity during this period ranges from 49 to 90%, depending on the particular heating and ventilation at an air speed of up to 2.5 m / s. The air environment of poultry houses is polluted with gaseous products, in particular ammonia, hydrogen sulfide, intestinal gases, carbon dioxide, which are formed during the life of the bird and as a result of the decomposition of the organic substrate (feed, litter, droppings, fluff, feathers) The number of continuously formed gases are determined by the age of the bird, the way it is kept, the condition and organization of forced air exchange.

When chickens are kept from 1 m<sup>2</sup> of litter, ammonia 10-25 mg / h, hydrogen sulfide 4-5 mg / h, carbon dioxide 4-5 mg / h are released. With a cage keeping of 50 thousand laying hens, 127.5 m<sup>3</sup> of carbon dioxide are produced every hour. According to our data in the premises for the content of laying hens, the content of ammonia was 15-35m<sup>3</sup>, hydrogen sulfide 10-15m<sup>3</sup> and carbon dioxide 5-8 mb The above factors are not indifferent for the body of those working in poultry farms.

The most unfavorable factor on poultry farms is dust. The concentration of dust in the air of poultry houses fluctuates within a very wide range of 10-18 mg / m<sup>3</sup> (research continues in this direction \* The largest amount of dust is found in the breathing zone of workers during the

distribution of dry feed, culling and catching poultry, cleaning the premises 14-18 mg / m<sup>3</sup>. The dust of poultry houses is mainly organic, animal (down, feathers, dandruff, droppings, etc.), vegetable (feed, litter) origin, which are strong allergens. Intensification of production and rapid development of poultry farms in conditions of industrial technology are accompanied by a rapid accumulation in the environment of various kinds of microorganisms, including pathogenic for humans. With a specific feature of poultry production, bacterial contamination of the air reaches significant values. According to the literature, in 1 m<sup>3</sup> of air in poultry houses, 7.5- 22 thousand microorganisms. When kept in single-tier cell bacteria – up to 509 thousand, with floor the content of poultry per 1 m<sup>3</sup> - 1 million microbes. Microbial contamination of the open atmosphere on the territory of poultry farms is 20-45 thousand colonies in 1 m<sup>3</sup>. The microflora of poultry farms consists of opportunistic microorganisms (Staphylococcus aureus and white, hemolytic streptococcus, intestinal sticks, etc.). along with them, pathogenic microorganisms of the intestinal group are also found, especially salmonella, the causative agents of psittacosis and toxoplasmosis. fungal microflora. This is the material for further research.

Thus, the unfavorable factors of the production environment of poultry farms are intense physical labor, neuropsychic stress, the impact on the human body of chemicals, bacterial and dust aerosols, fungal microflora, excrement and other poultry waste products.

The above urgently requires a qualifying scientific analysis and the development of scientifically grounded and effective health-improving measures to improve the working conditions of workers and the protection of atmospheric air around poultry complexes and farms. Among the important recreational activities is the planning solution for the placement of poultry complexes and farms in relation to settlements. Poultry houses, auxiliary buildings and structures of poultry farms.

According to the sanitary standards and rules for the protection of atmospheric air SanPin No. 0350-17. should be located in the territory separated from residential buildings by a sanitary protection zone from 300 to 1500 meters, which is subject to their adjustment.

The planning and organization of the territory, the placement of individual production facilities on it is carried out taking into account the zoohygienic and veterinary and sanitary requirements aimed at preventing the introduction of infection from the outside, preventing the spread of infectious diseases among the population, preventing air pollution by emissions from poultry farms ... In order to radically improve working conditions and reduce the incidence of disease in poultry farmers, the pace of transition from private mechanization to continuous automated technology based on multi-tier cage batteries with full automation of the processes of feed distribution, drinking, dropping, collecting eggs, management and control of the microclimate and others should be accelerated. technological operations (disinfection of premises, eggs, washing equipment, inventory, etc.).

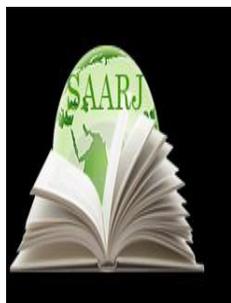
For the transportation of manure, it is necessary to use more widely pneumatic removal systems, which allows to reduce the number of maintenance personnel and vehicles, as well as improve the sanitary working conditions of workers in poultry farms. A prerequisite for the protection of atmospheric air when cleaning poultry houses, hatcheries, feed shops and other production areas from dust and bacterial aerosols is the installation of mechanical filters of various designs on the inflow and discharge into the atmosphere

In incubator shops, it is recommended to use not only light, but also sound alarms at the control and automatic control panels, in places of intense dust formation, local exhaust ventilation. Ovoscopy, candling of eggs and sorting of chicks should be performed in dark clothes on a dark background. In slaughter shops, it is necessary to mechanize and automate production operations. The epidemiological well-being of poultry farms is ensured by the admission of service personnel and visitors to the production areas through sanitary and veterinary checkpoints with a change of everyday clothes for special clothes, clothes and footwear.

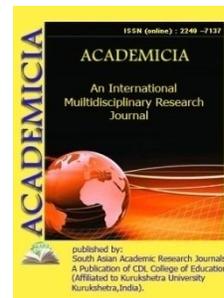
Preliminary and periodic medical examinations are important for the prevention of occupational diseases in poultry farmers, according to order No. 200 M3 of the Republic of Uzbekistan of 2000.

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**PULSATION ACCELERATION OF DRYING BY MEANS OF VIBRATION  
 OF THE HEAT CARRIER GAS FLOW INSIDE THE CHAMBER**

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**ABSTRACT**

*This work describes of the effect of pulsation drying on the kinetics of drying and analyzes the experimental results for some problems. Vibration is realized with the help of an air flow interruption, which allows obtaining the front of the wave pulse with a pronounced leading edge.*

## INTRODUCTION

It is known that the study of drying kinetics allows drying with the least energy loss and obtaining high-quality products. Since drying is a heat exchange process, its kinetics will be determined by the form of moisture binding to the material. Depending on the binding energy of moisture with dry matter, the following classifications are distinguished:

1. Chemical bond water is not removed during the drying process. Note that pulsation also does not speed up or help to break these connections. The ionic and molecular bond is water, in this case in stoichiometric ratios.
2. the Physical and chemical (adsorption and osmotic) bond includes moisture absorbed in the form of steam from the environment and retained on the surface of the substance under the action of its molecular force field (adsorbed water), as well as moisture that is part of plant and animal cells.
3. Physical and mechanical water located in the pores and macrocapillaries of the material, as well as wetting moisture.

Macropillaries include those that do not have capillary properties, they do not show changes in vapor pressure compared to its value for a free liquid.

It is assumed that the radius of the macrocapillary  $R=10^{-4}$  mm.

When studying the drying process, we deal with physical-mechanical and physical-chemical forms of communication. The quantitative content in the material is estimated by humidity. Distinguish between relative humidity, i.e. the mass of moisture contained in the material referred to the total mass  $m$ .

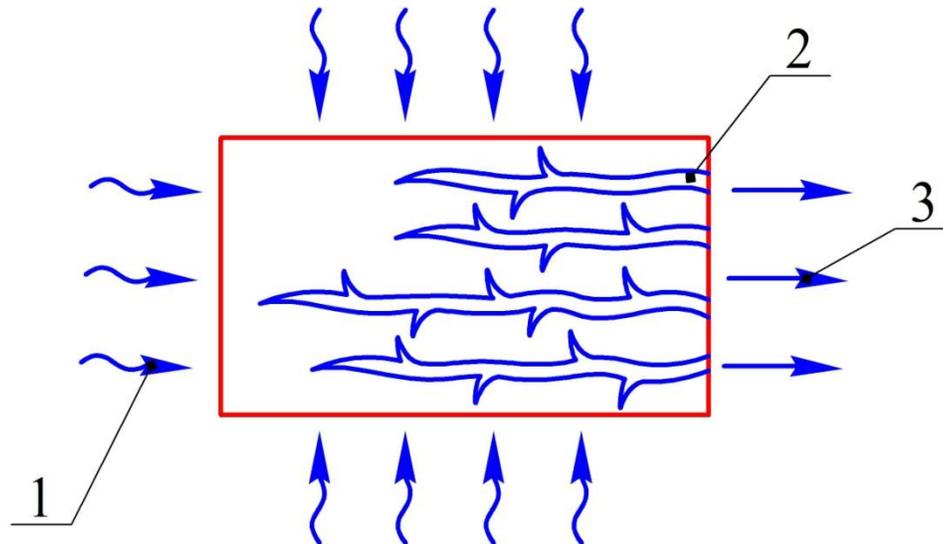
$$n = \frac{W}{M_m + W} \quad (1)$$

$$\text{Absolute humidity} \quad n^{a\delta c} = \frac{W}{M_m} \quad (2)$$

When studying the drying kinetics, it is necessary to determine the influence of various external and internal factors on the drying rate.

$$\text{In particular} \quad \vartheta = \frac{dn^{a\delta c}}{dt} = \vartheta(A, \omega, p, A) \quad (3)$$

The dependence of the rate of change in moisture content and especially the rate of its change depends on the vibration amplitude, and, on the pulsation frequency  $\omega$ , on the second parallel low-frequency pulsation  $p$  on the rate of change of the wave front relative to time - i.e., on  $\frac{dA}{dt}$  [1,5]



The mechanism of moisture transfer inside the solid phase is complex because part of the moisture evaporates inside the material per unit time and as a result, movement to the surface of the material occurs in the form of a liquid and in the form of steam simultaneously due to the action of various forces. In particular, the pulsation accelerates the process of breaking moisture from the body. [1] its influence can be shown schematically using the following image (Fig. 1).

1-pulsation of the heating air having a frequency of  $\omega$  and  $p$ , the amplitudes of wave vibrations  $A$ , as well as from  $\frac{dA}{dt}$

2-macrocappillaries

3-exit to remove moisture from the surface of the material.

In this scheme, usually the ripple is harmonic i.e.

$$A = A_0 \left( \omega t - \frac{\omega}{c} x \right)$$

where  $A_0$  is the amplitude

$t$ -time

$x$  - coordinate

$c$  - is the speed of the pulse.

In our experiments,  $A_0$ =from  $10^{(-2)}$  cm-to 1 cm

$$\omega = 2\pi \frac{rad}{sec}$$

$$P = 2\pi 0,01 \frac{rad}{sec}$$

The main thing is to get an additional acceleration of moisture, which is equal to

$$a_1 = \omega_1^2 A_0 \cong 0,4 \frac{M}{c^2}$$

If, the ripple frequency  $\omega_2 = 20\pi \frac{\text{rad}}{\text{sec}}$

$$a_2 = \omega_2^2 A_0 = 40 \text{ M}/c^2$$

That is, much more than the acceleration of gravity.

As you can see from the picture, the drying time with the interval [q, b] is less than the time [q, B]. This means the influence of pulsations in the stabilization period. The shortening of the drying time is due to these interactions, i.e. in the region of temperature stabilization during drying [2,3].

and  $A=1.6$  cm. additional vibration P was absent in this experiment. Drying material-pumpkin slices, with the size (3x3x4) cm<sup>3</sup>.

The obtained data allow designers of drying systems to introduce a pulsation device to increase the drying efficiency, as it reduces the drying time and increases the quality. [4]

To observe the ripple effect, consider using the drying curve for the above pumpkin slices.

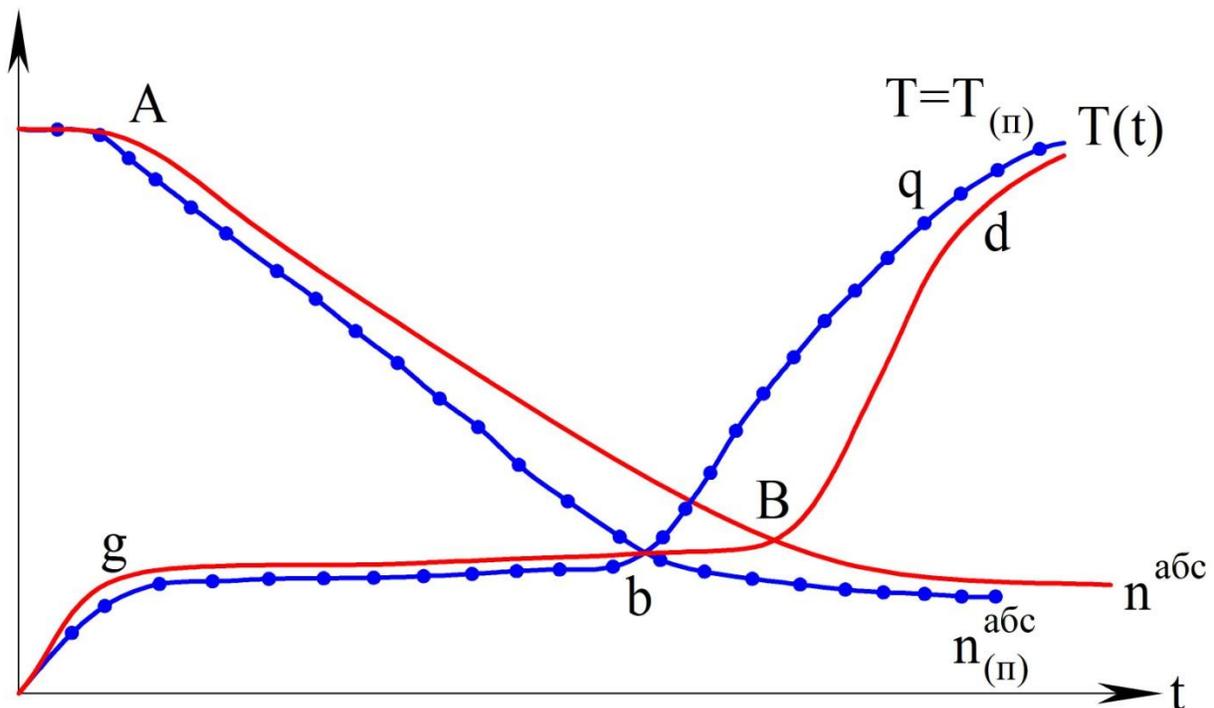
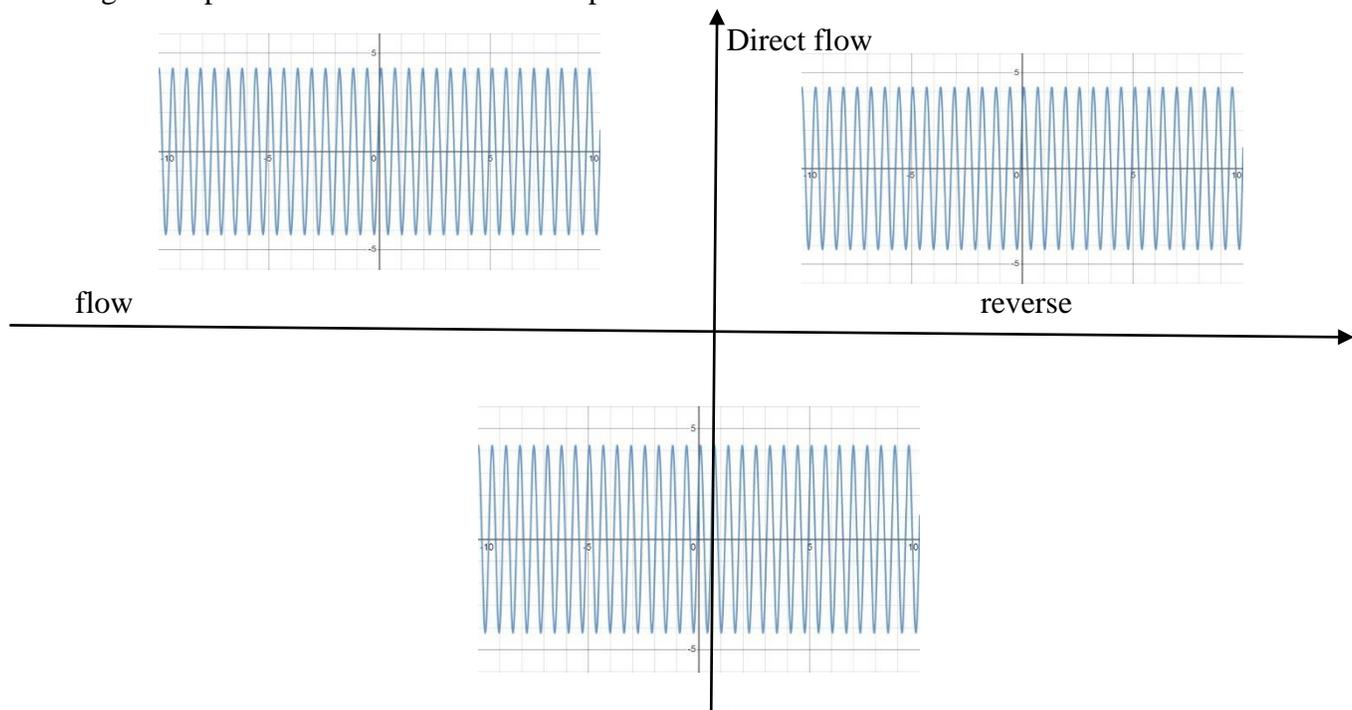


Figure 2 Effect of ripples on the drying curve.

- 1) The curve in the presence of ripples
- 2) Curve in the absence of ripples

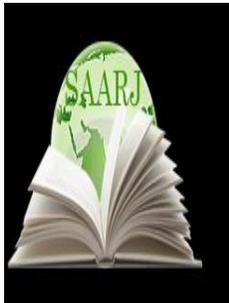
Fig. 3 Graph of movement of heated air particles



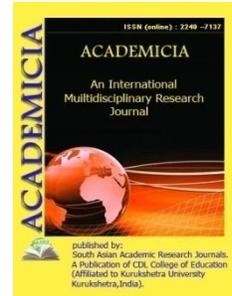
As a result of studies of similar drying curves for other homogeneous materials, we conclude that the pulsation of the heater with a relatively high frequency affects the drying process mainly during the stabilization period. Pulsation of the flow direction of the heat carrier (Fig.3) improves the quality of products, preventing one-way overheating of materials during horizontal gas supplies.

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**ACADEMICIA**  
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## STUDY OF FRENCH GASTRONOMIC CULTURE AND THE PROBLEM OF RECIPE TEXT

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### ABSTRACT

*This article discusses the difficulties of translating the gluttony vocabulary and some effective tips or translating culinary lexemes. Attention is also paid to the French national gastronomic culture, which is recognized as the king of world cuisine.*

**KEYWORDS:** *Recipe, Text, Textual Criticism, Speech, Gastronomic Speech, Linguistics, Gluttonous Dictionary, Linguistic Landscape Of The World, Reality, Methods Of Translation, Methods Of Adaptation.*

### 1. INTRODUCTION

Food is an integral part of national life. This is why lexical units related to the subject of "Gastronomy" are common in all languages of the world, and some of them are considered very old lexical units. These lexical units affect the language at the stage of lexical and grammatical construction. They reflect the culture of each nation, its people, their national identity and values. Therefore, we tried to turn to the lexical layer of the national cuisine and its culinary terminology in order to correctly interpret the French and Uzbek culture.

### 2. Main part

On November 17, 2010, the French cuisine was recognized by UNESCO as an Intangible Cultural Heritage of Inconvenience. The history of French cuisine ranges from ancient Gaul dishes to the present day. It is well known that France has the status of a "trendy" in the culinary field all over the world. Each language uses the vocabulary of French cuisine to one degree or another. In this direction it is important to remember that the gastronomic dictionary will help all chefs and translators in the hard work. But our Uzbek cuisine is not far behind.

The gastronomic speech, which includes the gastronomic (culinary) dictionary, also reflects important aspects of world cultural, linguistic, religious-ethnic and ideological indicators, and is also very important for cultural linguistics. Among the problems the translator faces: translation of dish names; names of ingredients; the amount and parts of ingredients can be found in the culinary dictionary. However, we do not have such a “French-Uzbek dictionary”.

As one research suggests, the following features of the French gluttony of word combinations in Russian were revealed: 1) phonetic-graphic correspondence (preservation of the original language, replacement of sounds with close Russian sounds, simplification of double consonants; 2) adaptation of grammatical leveling; 3) the formation of national values (change in lexical values when switching to Russian).

When studying the article, the following tips for translating the French gastronomic dictionary into Russian were used:

1. Transcription method: squid - squid; caramel-caramel; margarine-margarine; gelatin - gelatin.
2. Method of transliteration: champignons - champignons; coupling - cup (forks); chocolate - chocolate.
3. Mode of interpretation: abaissé - abec (pie crust).

We can also use these methods to form a gastronomic vocabulary and study texts. We hope that the use of transcription and transliteration when translating menus and recipes into Uzbek will give good results.

At the same time, international electronic methods are increasingly used in the translation of literary texts. To a lesser extent, they resort to transcription or transliteration with the help of translators and dictionaries. However, this method does not give the desired result.

The problem of gastronomic debates has always been relevant and remains one of the most urgent. It is currently attracting the attention of local and foreign linguists. Because as tourism develops in our country, special attention is paid to it. When translating gastronomic units and gastronomic texts, translators do not have enough translation method, so they also face certain problems.

The gluttony discourse, as a separate type of media discourse, has a wide range of abnormal properties. It reflects the cultural, linguistic, ethnic and ideological worldview and is a system that embodies the intercultural values of the national culture and has social characteristics. The gluttony speech is presented in oral and written form in mass media discourse.

In France at different times there were different prevailing cooking recipes. Initially, they were passed from mouth to mouth, from cook to student, from mother to daughter, so that the main recipe went from oral to written form. From the end of the 14th century, written "collections of recipes" began to appear. Currently, oral and written commitments (graphic presentations next to the menu) are performed in various forms. Oral form is done on the radio and television: from magistrate (professional cook) to a student, from more experienced housewives to less experienced, while written form is done in newspapers, magazines, websites for chefs of various types.

The cooking recipe is text in small format. Small size is a type of text that contains a large amount of transmitted information. Structurally, small format text is characterized by simplicity and stereotype of construction:

- a) the input part (name and components)
- b) special part (algorithm of actions)
- c) The final part.

A culinary recipe is an author's speech containing written and oriented in monological way, "cumulative" information for "long-term" use, also it is a certain area in which the author can possess the necessary knowledge and skills [2].

The cooking recipe is considered as a necessary speech in the works of N.P. Golovnitskaya and P.P. Burkova.

N.P. Golovnitskaya considered the text of a culinary recipe in the spotlight as a work with a certain pragmatic position and proposed a form of a written document for this type. P.P. Burkova considers the recipe of a cook as "a written collection of monologues of the text." The genre of the recipe for homemade activity was analyzed by A.M. Kanturov based on seven methods: 1. Recipe is a multipurpose genre that combines cognitive and imperative genres. 2. The author of the cooking recipe has more information than the recipient. 3. A recipe for cooking is the execution of the information provided to the customer. 4. The recipe is usually the first step as it introduces new information to the customer. 5. A cooking recipe usually does not mean a communicative future (it is just a way of choosing a cooking order). 6. The eventual meaning of the content of the recipe is a map that defines the perspective future. 7. The recipe for cooking differs from the dictionary of generalized individual sentences, thematic and lexico-semantic groups associated with the cooking process.

Given the socio-cultural context, this type of discussion can be defined as "communication + kitchen recipe text + context". In the works A.Yu. Zemtskaya discourse peculiarities of the culinary recipe were put forward as a separate type of gastronomic discussion.

By their composition, they are distinguished:

1. Participants in the gastronomic discussion: "author" - a person with extensive experience, skills, abilities, knowledge in the field of cooking, "client" - a person ordering the preparation of some meal. The authors can be professional chefs, and celebrities who talk about the culinary preferences and skills of a particular cook, people who share their experiences, and young housewives.
2. The chronotope of a clearly defined speech is the time that corresponds to the daily mealtime of a person: breakfast, lunch, afternoon tea, dinner. A common place for gastronomic speech is in the kitchen (dining room) and restaurant.
3. As a subject of a gastronomic discussion A.Yu. Zemtskova highlights the following: a) informational feature: transmission of significant information by the author, reception of information by the recipient; b) training (exchange of experience), acquaintance with the culinary culture and traditions of other peoples; c) incentive: to induce the recipient to take action; g) evaluation of the recipe on the basis of experience. Evaluation is usually about

expressing personal opinions and can be related with sense, taste, aesthetic and emotional character.

4. National values, firstly, are associated with the cooking process: pragmatic (every day), celebration (light breakfast, festive breakfast, separate dinner, festive dinner), aesthetic; secondly, the processes of food consumption. Eating habits, service tips, table manners; third, the moral and aesthetic preferences of consumers.

5. Strategies. Gastronomical discourse strategies - explain and contribute. An explanation is an algorithm that must be performed to achieve the desired result, a certain sequence of actions, these are experiences and traditions accumulated by previous generations and other peoples.

6. Working texts. Includes previous texts of the gastronomic discussion, the texts of culinary recipes from different nations, presented in newspapers, magazines, on websites, etc.

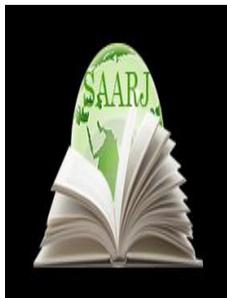
7. Formulas of discourse. Discourse formulas are the norms of behavioral speech that belong to the corresponding social institution.

### 3. CONCLUSION

The textual features of the concept of “recipe” are found in the works of A. V. Olyanish, P. P. Burkova, A. M. Kanturova. Their works explain special discourse properties of gluttony texts, their culinary recipes include properties of the compositional, syntactic and lexical texts, and peculiarities and uniqueness in the context of culinary publications. Among them, it is worth studying the lexico-semiotic functions of gluttony speech and the most important communicative functions of gluttony vocabulary: iconic, directive, qualification-evaluative and presentation functions, developed earlier by A.V. Olyanish.

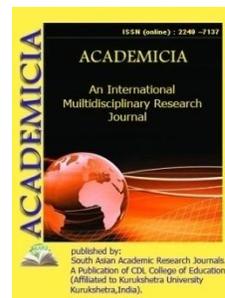
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# ACADEMICIA

## An International Multidisciplinary Research Journal



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### GROWTH AND DEVELOPMENT OF SOY AND SUNFLOWER VARIETIES

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#### ABSTRACT

*Data on research on the growth and development of irrigation standards, irrigation procedures of varieties of soybeans (Arzu, Arleta), sunflower oil (Jakhongir, Navruz) in the conditions of typical burlap soils of Tashkent region are presented. As a control in the experiment, the sunflower variety "Jaxongir" was late compared to the varieties "Navruz", and the vegetation period lasted on average in 3 years to 92 days, or late ripening was observed in 7 days.*

**KEYWORDS:** *Typical Burlap Soils, Growth, Development, Soil Moisture, Accounting Layer, Irrigation Norms.*

#### INTRODUCTION

According to the Bureau of Food Agriculture the average crop capacity of soybeans is 2.7 tons per hectare? And in 2020 soybean production will be 1.62 mln tons World of wide, soybean

production is expected to grow by 2.2 % to reach 371.3 mln tons by 2030. Due to the positive biological characteristics of the soybean in the republic, there is a lack of irrigation water and their deficiency in the development and improvement of agrotechnology for recultivation of soybeans as a secondary crop.

The Decree of the President of the Republic of Uzbekistan dated March 14, 2017, PK 2832 On measures to increase sowing and soybean cultivation in the country for the period of 2017-2021 is intended for 92.266 ha of the main crop and 40.557 ha of secondary crops.

Soybean crop occupies 4 hectares in terms of sown area after wheat, rice and maize.

With a total grain yield of 220,64 million tons, Brazil, the United States of America and Argentina are the leading producers of soybeans, the buyer countries are our neighbor, China, Korea and their countries.

In the country in 2018, the main crop was sown on a total of 1.100.000 hectares and as a secondary crop at 19.150 hectares.

### RESEARCH METHOD

The scientific research institute of agrotechnologies of cotton selection, seed growing and cultivation was held in the fields of the Tashkent region Aghkovak experimental area. Experimental fields were carried out in the conditions of typical Burrow soils irrigated by Tashkent region, in conditions of heavy sand of mechanical composition, deep underground soils (>15 m). It was studied by comparing the soybean to the variety "Arleta", the variety "dream", which is perceived as control. And sunflower was studied by comparing the variety "Jakhongir" to the variety "Navruz". In the care of soybeans and sunflower crops, irrigation was carried out in the order of 65-65-60% and 75-75-65% in relation to the limited field moisture capacity (LFMC) in the soil accounting layers. In this, the layers of soil 0-50 CM and 0-70 CM were watered in the order in which the crops were taken into account. The experiment consisted of 10 variants, placed in three repetitions, in three hemispheres by the method of randomization. All observational measurements and analyses in the studies were taken in Psueaiti according to "methodology polevixopitov s khlopchatnikom" (1981), "methods of conducting field experiments" (2007) and statistical analysis of data on productivity B. A. Dospekhov's methodology polevogoopita " (1979; 1985) was carried out on the basis of methodologies.

### RESEARCH RESULTS

When the dynamics of the germination of repeatedly cultivated soybean seeds in the conditions of typical burlap soils of the Tashkent region was observed, it became known that the "Atleta" variety sprouted 100% in the same period, if 12 days after the sowing of the "Arzu" variety made up 99% of the full germination of the seed. The beginning of the flowering period was 6 August, respectively, 95,6 and 98,9%. The average development duration of repeatedly planted soybeans for 2018-2020 years. The period of validity was 99 days in the form of "desire" and 85.6 days in the form of "Arleta", on average in three years. It was observed that the soybean ripened 65-65-60 days earlier than the control used in the development, when watering in the order of 0-50 CM of the soil in 13,5% of the Arleta variety compared to LFMC.

The height of the stem of the soybeans changed during the season, and when four maple leaves were extracted, the flowering and flowering of the first controlled "dream" varieties of the

experiment before ripening and harvesting were correspondingly equal to 10.1, 11.9, 78.4, and 81.1 CM, the branches of the harvest were 2,88 - 3,84 grains. The lowest plant height and number of harvested branches were observed in the order of 65-65-60% irrigation compared to the Arleta varieties LFMC, respectively 10,2 and 64,4 CM, and the harvested branches were around 2,0 pieces. In this method soybean variety "Arleta" has a high index, 65-65-60% of the experiment was observed in the order (2-variant) when irrigation was conducted on the 0-50cm account layer of soil in thriftiness. In the other 3, 5-variant areas of the experiment, cases of soybean growth and development took an intermediate place.

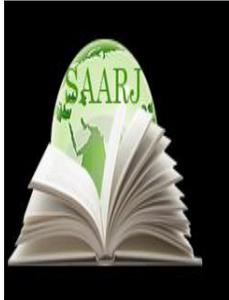
According to field experiments, observations and calculations conducted in the conditions of typical burlap soils of Tashkent region, the growth period of sunflower varieties was 80-100 days. As a result of the research conducted, the "Navruz" variety of sunflower manifested itself quite early. In this made 65-65-60% of this variety in the order of LFMC, the earliest ripening in irrigation according to the accounting layer of soil 0-50 cm was 85 days. As a control in the experiment, the sunflower variety "Jaxongir" was late compared to the varieties "Navruz", and the vegetation period lasted on average in 3 years to 92 days, or late ripening was observed in 7 days. The growth and development of varieties of sunflower grown in Tashkent region was different during the season. On average, the plant height went to the vegetation barn, the highest indicator was 176,6-184,4 cm on average in three years in the "Jakhongir" variety, while the lowest indicator was 65-65-60% in the "Navruz" variety and the average was 159,6-174 cm. In the order of 75-75-65% of this variety compared to LFMC, the soil was 172,7, -181,6 CM in the calculation layer of 0-70 cm in irrigation, according to the results of the measurements, in the highest "Navruz" variety according to the diameter of the basket, 65-65-60% in irrigation compared to LFMC, and the soil wetting was/

## CONCLUSION

As a result of research conducted in the conditions of typical burlap soils of the Tashkent region, the "Arleta" variety of the shade, the "Navruz" variety of the Sunflower, manifested itself quite early. Bunda is the earliest ripening of this variety in irrigation on an account layer of soil 65-65 cm in the order of 60-50% compared to LFMC, and the shade was 85,6 days, while the Sunflower was 85 days. The growth and development of these varieties and high yields have been achieved.

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## EFFICIENCY OF DEVELOPMENT OF PROFESSIONAL AND CREATIVE ABILITIES OF STUDENTS

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### ABSTRACT

*This article discusses the organization of experimental work in order to implement proposals and recommendations for the development of professional and creative abilities of students of higher educational institutions, based on the purpose of the study. One of the features of the education system is to ensure the "external" socio-pedagogical conditions for the development of a person-centered education system and the "internal" pedagogical conditions of his life. The use of cognitive-informational, personal, cultural, competence paradigms in the development of professional and creative abilities of students, diagnostics of teaching quality, design of critical thinking and developmental educational technologies, synergetic integration in higher education and production play an important role.*

**KEYWORDS:** Vocational Education, Definition, Formation, Preparation, Basic, Graduation, Stages, Creativity, Levels, Innovative Technologies.

### INTRODUCTION

It is important to conduct research on the development of professional and creative abilities of students of higher education institutions in the world, the organization of the educational process on the basis of media technologies, the development of pedagogical opportunities for the development of professional and creative abilities. In this regard, professional problems, research of scientific hypotheses, identification of professional problems, definition of independent thinking educational strategies, creation of mechanisms of continuous renewal and development of professional and creative abilities, organization of differential approach, cooperative,

educational and mediation (impartial service environment) priority) explains the need for the formation of education, the organization of corporate learning based on e-learning and m-learning technologies and the development of corporate databases .

The legal and regulatory framework for increasing the creative potential of students of higher education institutions of the country, the development of professional and creative abilities, the formation of independent thinking skills, the further development of curricula, programs and literature, the material and technical base of the education system has been developed . Tasks such as "Increasing the level of coverage with higher education, training highly qualified, creative and systematic thinking, independent decision-making personnel on the basis of international standards, creating the necessary conditions for their intellectual abilities and spiritual development". The use of cognitive-informational, personal, cultural, competence paradigms in the development of professional and creative abilities of students, diagnostics of teaching quality, design of critical thinking and developmental educational technologies, synergetic integration in higher education and production play an important role.

One of the features of the education system is to ensure the "external" socio-pedagogical conditions for the development of a person-centered education system and the "internal" pedagogical conditions of his life. They are manifested in the humane nature of education, the primacy of universal values, the free development of the individual, the universal use of education, openness, comprehensive protection of the consumer of education.

Professional and creative abilities of students are those qualities that characterize their level of compliance with the requirements of a particular type of professional activity and depend on the level of its effectiveness, allowing them to master current theoretical developments and innovative practical solutions in a purposeful and consistent manner. and a set of properties is understood [5]. Based on the research purpose of the development of professional and creative abilities of students, experimental work was organized in order to implement in practice the proposals and recommendations developed for the development of professional and creative abilities of students of higher education institutions.

Experimental work was carried out in 2018-2020 with a total of 448 students of 2-3-4 courses of the bachelor's degree in Andijan Institute of Mechanical Engineering, Tashkent State Technical University, Jizzakh Polytechnic Institute 5111000 - Vocational Education (Ground Transport Systems and Their Operation). Two groups were selected from each stage of the selected educational institutions, one of which was divided into an experimental group and the other into a control group, and the number of participants in each stage was determined (see Table 1).

The experimental work was carried out in two stages, such as identification and shaping. In order to develop students' professional activity, first of all, it is necessary to plan, analyze and determine the level of professional and creative abilities of students in the conduct of lessons. In the clarifying phase, the impact of the ideas put forward during the research on the students' practical activities is studied.

**TABLE 1 STUDENT-RESPONDENTS WHO PARTICIPATED IN THE EXPERIMENTAL WORK**

№	Universities	Groups	Number of participants			
			2-Phase	3-Step	4-Step	Total

1.	AndMI	Experimental group	24	24	25	<b>73</b>
		Experimental group	22	25	26	<b>73</b>
2.	TDTU	Control group	25	25	25	<b>75</b>
		Experimental group	26	26	25	<b>77</b>
3.	JizPI	Control group	26	25	26	<b>77</b>
		Experimental group	24	25	24	<b>73</b>
4.	Total	Experimental group	<b>75</b>	<b>74</b>	<b>76</b>	<b>225</b>
		Control group	<b>72</b>	<b>76</b>	<b>75</b>	<b>223</b>

Cases of misunderstanding of the ideas put forward on the development of professional and creative skills will be identified, and it is planned to create tools and developments to overcome it. At the formative stage, targeted activities are organized to improve the educational process of professional disciplines, conduct and analyze spiritual and educational activities, develop methods and tools for the development of professional and creative abilities of students based on extracurricular activities and the implementation of these tasks.

At both stages, attention was paid to the levels of assessment in determining the professional and creative abilities of students of higher education institutions. This was done by dividing the knowledge, skills, and competencies to be acquired through the blocks in the structure of the critical competencies and professional-creative components at the assessment levels. The manifestation of personality traits and characteristics that allow students to master the current theoretical developments of professional and creative activities and innovative practical solutions in a purposeful and consistent manner, encourages them to seek their unconventional direction in the chosen field of pedagogical activity.

Levels of knowledge were determined according to the assessment criteria for the development of professional and creative abilities of students of higher education institutions. "High", "medium" and "low" indicators were used to determine such levels of knowledge (see Table 2)

**TABLE 2 ASSIMILATION RATE INDICATORS**

Levels	Evaluation criteria
High	Students who have the knowledge to be assessed on the basis of criteria, have the skills and abilities to apply this knowledge in practice
Medium	Students who have knowledge that is assessed on the basis of criteria, who have errors in the skills and abilities to apply this knowledge in practice
Lower	Students whose knowledge to be assessed on the basis of criteria is scattered, who have difficulties in applying this knowledge in practice, and who make mistakes

The average value of the results obtained from these criteria and the indicators that determine the level of knowledge of the assessment were taken as the main indicators of the level of development of professional and creative abilities of students. The experimental work was organized in three stages of development of the recommended professional and creative skills on the above criteria and levels of knowledge

**1. Preparation.**

**2. Basic.**

**3. Closing.**

**1. Preparatory stage.** 2 courses - the period of adaptation, during which the initial tests on the proposed criteria and levels of knowledge (mastery) of students were conducted and the level of formation of their professional and creative abilities was determined. After that, seminars and roundtables on the development of professional and creative abilities of students were organized during this period. Organized seminars and roundtables were held using innovative technologies. Tests were conducted to find out to what extent the lessons were changed by the students. This resulted in a significant increase in knowledge levels in the experimental groups compared to the knowledge levels in the control groups.

**2. The main stage.** 3 courses - the stage of mastering psychological and pedagogical disciplines. At the same time, the development of professional and creative abilities of students on the proposed criteria and levels of knowledge (mastery) was examined in the field of psychological and pedagogical disciplines. Preliminary and final results were obtained at this stage as well. This led to a significant increase in the levels of knowledge in the experimental groups compared to the levels of knowledge in the control groups, leading to the effectiveness of the research conducted in the experimental groups.

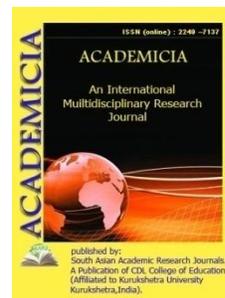
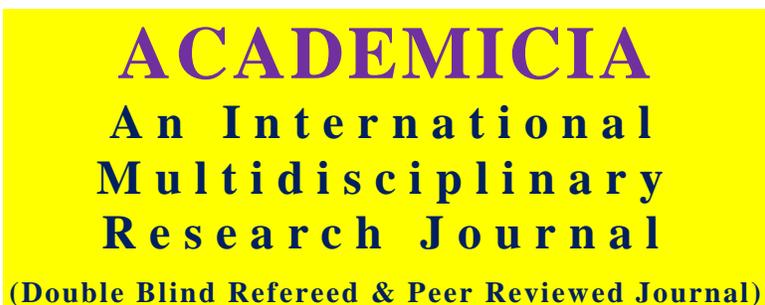
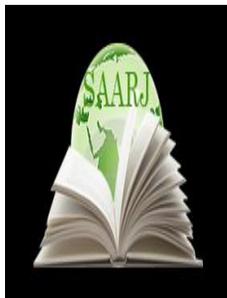
**3. The final stage.** 4th year - many new products of professional disciplines in the structure of professional-positive abilities of future teachers of vocational education were integrated and tested in practice in the process of testing their professional-creative abilities, i.e. students' real pedagogical reality. The results were obtained on the basis of the level of mastery of professional disciplines, pedagogical practice and observation and analysis of future scientific and creative activities. This showed that the knowledge levels in the experimental groups were significantly higher than the knowledge levels in the control groups, indicating that the research conducted in the experimental groups was effective.

From the results obtained, it can be seen that the criterion for assessing the effectiveness of professional and creative abilities is suddenly large, and the criterion for assessing the level of development is greater than zero. This means that experiments on the effectiveness of the educational process through the development of professional and creative skills in students are effective.

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## ANALYSIS OF WORKING CONDITIONS BY PARAMETERS OF THE PHYSIOLOGICAL STATE OF WORKERS COTTON PLANT

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### ABSTRACT

*In a cotton mill with difficult working conditions, the work of sorters, carders and spinners is carried out. Adverse effects on the body are: noise, meteorological factors, air velocity, waste of cleaning machines and harmful factors in violation of the technological process of the technical equipment used in the spinning shop. It is known that in recent years, measures have been taken to improve technical equipment, improving the working conditions of persons whose work is associated with harmful factors. However, these measures do not exclude the tension of the physiological functions of the workers' organism, which are an important factor in the efficiency and, ultimately, the state of human health. The work of sorters, carders and spinners noticeably differs from the nature of the work of engineers and technicians, primarily in terms of physical stress, as well as dustiness, noise and vibration.*

**KEYWORDS:** *Cotton Mill, Sorters, Carders, Spinners, Physical Labor, Strenuous Physical Activity.*

### INTRODUCTION

Protecting the health of workers at a cotton mill and developing measures aimed at improving working conditions is the most important task of hygiene and occupational pathologies. Work of workers associated with the impact of intense noise and vibration, high dust content and heavy physical labor, leading to a decrease in working capacity, and in the future to disability and occupational diseases [1,3.] At all stages of the production process in the organism of workers of the cotton mill has an effect physical (temperature, humidity, noise, vibration), chemical (pesticides, chemicals), biological factors. {2,4,5} In addition, the work of a cotton mill is characterized by high physical overstrain. All of the above urgently requires the development of hygienic regulations that guarantee the safety and health of workers employed in. cotton mill [5,6,7] This issue has become especially relevant with the release of the Decree of the President

of the Republic of Uzbekistan dated November 28, 2017 No. UP-3608. "On measures to radically improve the cotton industry." [6, 7, 8]

**The purpose of our research.** For this purpose, the organization of working conditions of workers and engineering and technical services of a cotton mill and a hygienic assessment of working conditions of carders, sorters of engineering and technical personnel were studied. It is known that in recent years, measures have been taken to improve technical equipment, improving the working conditions of persons whose work is associated with harmful factors. However, these measures do not exclude the tension of the physiological functions of the workers' organism, which are an important factor in the efficiency and, ultimately, the state of human health.

In a cotton mill with difficult working conditions, the work of sorters, carders and spinners is carried out. Adverse effects on the body are: noise, meteorological factors, air velocity, waste of cleaning machines and harmful factors in violation of the technological process of the technical equipment used in the spinning shop. The equipment and mechanism are complex in design and operation, associated with the physical effort of the muscles of the arms, static stress and constantly repetitive monotonous movements, which cause an increased load on the organs of the central nervous system, cardiovascular system, pulmonary ventilation and, ultimately account, leading to overwork.

#### MATERIALS AND METHODS

The studies were carried out using physiological and hygienic methods: dynamometry, spirometry, tonometry, heart rate determination in 90 workers with various working conditions: 30 shop workers, 30 sorters, carding workers and 30 engineering and technical workers (control). A contingent of workers aged 25 to 35 was selected, with work experience of 5-15 years.

The main group of workers, sorters, spinning shop and spinners had direct contact with harmful factors (noise, vibration, dustiness and intense work). Of the total sampled, 28% were women and 72% were men. The study criterion was: dynamometry, VC, pulse rate and indicators of maximum blood pressure, arm muscle strength before starting work, at the end of work and one hour after the work shift.

Results. The labor of sorters, carders and spinners was assessed as heavy stressful (3rd category of tension), for engineering and technical workers - as moderate (2nd category of tension) according to the following results of physiological and hygienic research methods:

**TABLE 1 INDICATORS OF MUSCLE STRENGTH OF THE RIGHT AND LEFT ARM IN WORKERS OF THE MAIN GROUP AND ENGINEERS**

Professions	At the beginning of work M + m	In the end work M + m	After work (in an hour)
cardmen	34,3+4,1 29,5+3,5	30,5+3,7 28,1+3,2	32,3+2,5 26,1+2,3
sorters	36,5++4,0 29,5+3,5	30,7+3,8 28,3+3,2	34,7+2,5 29,4+3,4
I.T.R.	34,5+4,2 34,3+3,3	33,5+4,0 32,5+3,2	34,4+4,1 29,9+3,2

(Note: the numerator is the muscle strength of the right arm, the denominator is the muscle strength of the left arm).

The results showed that the respiration rate and VC of workers in the main group and ITR with an increase in tension, working time is accompanied by an increase in respiration rate and, accordingly, a decrease in VC, but there is a significant difference in indicators among the main and control groups.

Indicators of vital capacity of the lungs and respiratory rate among workers of the main group and ITR # 2

Professions	At the beginning of work M + m	At the beginning of work M + m	After work (in an hour)
cardmen	39,+1,2 20,0+0,6	2,7+0,8 24,4+1,3	3,6+1,2 2,23+0,8
sorters	4,1+1,4 20,1+1,0	3,5+1,03 26+1,1	3,8+1,2 22+1,1
I.T.R.	34+1,2 20,1+0,6	3,2+1,1 22,1+0,1	3,3+1,2 20,4+0,3

(Note: the numerator is the heart rate, and the denominator is the maximum A / D).

It is known that the indicators of gas exchange are interrelated with the hemodynamic states of the body, in particular, in the process of increasing the intensity of physical activity, the heart rate increases, and the blood pressure rises.

**TABLE 3 INDICATORS OF PULSE RATE AND BLOOD PRESSURE IN WORKERS OF THE MAIN GROUP AND ENGINEERING AND TECHNICAL PERSONNEL.**

Professions	At the beginning of work M + m	In the end work M + m	After work (in an hour)
cardmen	74,9+1,3 120,0+1,3	92+1,4 127,5+2	89,2+1,3 121,1+2,2
sorters	77,1+0,8 118,9+1,8	96,7+1,1 127,5+2,6	80,2+2,0 123,4+2,2
I.T.R.	76,9+1,3 1201+1,3	80,8+1,7 123,6+1,8	78,0+1,6 120+1.4

The physiological and hygienic studies of the working zone of the workers of the cotton mill showed that there are a number of significant shortcomings in the design of machines and workplaces of sorters, carders and spinners.

Workers are forced to be in an uncomfortable working position for a long time during work, make unnecessary movements, perform monotonous repetitive actions with constant intense physical exertion. The static load of the arm muscles is also great, which is the cause of fatigue and even overwork of workers in this profession.

The muscular strength of the right arm in the main group at the beginning of work averaged 34.3, at the end of work - 30.5, an hour after the shift - 32, 3, while in the engineering services (control

group) it was at the beginning of work 34.5, at the end of work - 33.5, and an hour after the shift - 34.4.

The muscle strength of the left arm in the main group was 29.5-28.0-26.1, respectively, and among the engineering and technical workers - 34.5 at the beginning of work, 30.5 - at the end of work and 29.9 - an hour after work. These data show that the decrease in arm muscle strength increases with the increase in working hours in both groups. At the same time, the decrease in strength in I.T.R. the right hand averages 4.2 percent, while in the main group it is about 10-17 percent.

The decrease in the muscle strength of the left hand was insignificant in both groups. The recovery of muscle strength in the main group lasted longer than that of I.T.R.

The ventilation function of the lungs was studied using a respiration analyzer (AD - 01), combined with the PVEM "Neuron", which registers the frequency and vital capacity of the lungs (flow - volume).

It follows from the table that VC and NPV in the main group have shifts by 1.2 times, and in ITR by 0.7 times. Respiratory gas exchange in the main group is reduced by 15-20%, while in ITR by 5-6%. The indices of respiratory functions in an hour after work in both groups did not have a significant difference, they were equal to 28 minutes both for the main group, as well as for ITR. These data confirm that the indicators of external respiration are closely interconnected with the nature of the intensity of labor processes and physical activity.

The increase in heart rate at the end of work, compared to the beginning of work, for the main group was 12-35%, and for engineers and technicians only by 5-6%. The stroke volume of the heart increased by 14-20% in the main group, and in the ITR only by 8-10%. At the same time, it was found that the change in the rhythm of heart contractions is closely interrelated with the nature of physical stress, the increase in A / D in the main group was 4-8%, and in ITR - 2-3%

## RESULTS AND DISCUSSION

The results showed that the respiration rate and VC of workers in the main group and ITR with an increase in tension, working time is accompanied by an increase in respiration rate and, accordingly, a decrease in VC, but there is a significant difference in indicators among the main and control groups.

It is known that the indicators of gas exchange are interrelated with the hemodynamic states of the body, in particular, in the process of increasing the intensity of physical activity, the heart rate increases, and blood pressure rises.

The conducted physiological and hygienic studies of the working zone of the workers of the cotton mill showed that there are a number of significant shortcomings in the design of lathes and workplaces of sorters, carders and spinners.

Workers are forced to be in an uncomfortable working position for a long time during work, to make unnecessary movements, to perform monotonous repetitive actions with constant intense physical exertion. The static load of the arm muscles is also great, which is the cause of fatigue and even overwork of workers in this profession.

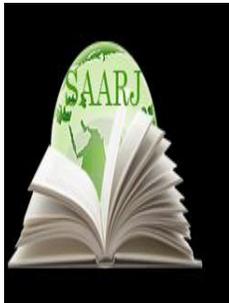
## CONCLUSIONS

The nature of the work of the workers of the cotton mill can be attributed in terms of severity and stress to 2 - medium and 3 - tension categories.

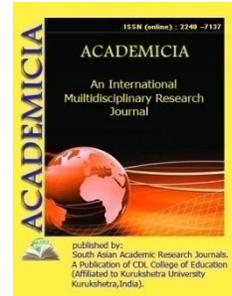
The work of sorters, carders and spinners noticeably differs from the nature of the work of engineers and technicians, primarily in terms of physical stress, as well as dustiness, noise and vibration. Improvement of working conditions, technological processes, optimal organization of the workplace, compliance with technical equipment, compliance with sanitary and hygienic requirements for occupational hygiene and rest determine the efficiency of the production process while maintaining the health of workers and maintaining high efficiency of labor resources. The results obtained can serve as the optimal point for the development of rational tactics of sanitary-hygienic and preventive health-improving measures among workers of a cotton mill.

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## PROSODIC FEATURES OF SPEECH FORMS OF ADDRESS IN ENGLISH DISCOURSE IN COMPARISON WITH RUSSIAN

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### ABSTRACT

*Prosodic Features and Prosodic Structure presents an overall view of the nature of prosodic features of language - accent, stress, rhythm, tone, pitch, and intonation - and shows how these connect to sound systems and meaning. It is a work of great scholarship and learning, expressed in way that will be accessible to all linguists from advanced undergraduates to postdoctoral researchers. The last substantial overview was published over 20 years ago. Since then the subject has been transformed by linked advances in phonological and phonetic theory and acoustic technology. The article explores the prosodic features of Russian in comparison with English.*

**KEYWORDS:** *Prosody, Prosodic Features, Intonation, Tempo, Rising Tone, Falling Tone, Accent.*

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### INTRODUCTION

Prosody, the study of all the elements of language that contribute toward acoustic and rhythmic effects, chiefly in poetry but also in prose. The term derived from an ancient Greek word that originally meant a song accompanied by music or the particular tone or accent given to an individual syllable. Greek and Latin literary critics generally regarded prosody as part of grammar; it concerned itself with the rules determining the length or shortness of a syllable, with syllabic quantity, and with how the various combinations of short and long syllables formed the meters (i.e., the rhythmic patterns) of Greek and Latin poetry. Prosody was the study of meter and its uses in lyric, epic, and dramatic verse. In sophisticated modern criticism, however, the scope of prosodic study has been expanded until it now concerns itself with what the 20th-century poet Ezra Pound called “the articulation of the total sound of a poem.”

Intonation is referred to as a prosodic feature of English. This is the collective term used to describe variations in pitch, loudness, tempo, and rhythm. These features are all involved in intonation, stress, and rhythm.

Loudness has already been mentioned in relation to weak and strong syllables in English and in the extra prominence given to nuclear syllables. In more extended speech, loudness can be used for other effects. It is associated with anger (though anger can also be indicated by very quiet, tense speech). In public speaking, orators produce powerful effects by varying the loudness of their speech.

The juxtaposition of very loud and very quiet utterances is a device often used by those trying to arouse strong emotions in their audience. It is also used to heighten effectiveness when reading children's stories. In Stan and Jan Berenstain's book *Bears in the Night*, the naughty little bears creep out of bed and go up Spook Hill until an owl calls WHOOOO! whereupon they rush down the hill and back into bed.

The pace of speech is called tempo. This too can be varied. Fast speech can convey urgency, whereas slower speech can be used for emphasis. Varying the tempo can also be used for effect in public speaking, often accompanying changes in loudness. When reading stories to children, we can vary the tempo and loudness to reinforce the meaning of the words.

The varieties that are spoken by a socially limited number of people and used only in certain localities are called dialects. An accent is a variety of a language which is distinguished from others exclusively in terms of pronunciation. Accent variation may be geographical, social and situational. Geographically native English accents are divided into British-oriented (U.K., Australia, New Zealand, South Africa) and North-America-oriented (U.S.A., Canada). Within each country national standards, regional standards and local accents reflect both geographical and social diversity. The orthoepic norm of a language is the standard pronunciation adopted by native speakers as the right and proper way of speaking. It comprises the variants of pronunciation of vocabulary units and prosodic patterns which reflect the main tendencies in pronunciation that exist in the language. It is used by the most educated parts of the population. National standards: RP, GA, Gen Aus, Gen Can. Regional standards in U.K.: Southern, Northern, Scottish, Northern Irish. Regional standards in U.S.A.: Northern, Northern Midland, Southern Midland, Southern, Western. National standards are associated with radio and TV newsreaders, certain professional groups and public figures. Regional standards are spoken by most educated people and they show regional deviation from the standard. In U.K. people in the South-East of the country are closest to RP, in the U.S.A. it is people from the North, North Midland and the West who show the least differences from the unofficial standard of American Network. Local accents are numerous, they can be urban and rural. Urban centres are leading in accent diversity today. The major accent-classifying feature is the presence of r in 'rhotic' (r-full) accents and its vocalization in post-vocalic position in 'non-rhotic' (r-less) accents. Most of the American accents (except southern and eastern) are rhotic, most of the British accents are non-rhotic (except northern, Scottish, Irish). Current changes in RP are grouped according to the degree of process completion: processes almost complete, changes well-established, recent innovations and innovations on the verge of RP. A more subtle realizational feature is /r/ pronounced as a post-alveolar approximant in all positions and not, as formerly, as a tap in intervocalic positions following an accented syllable, e.g. very, error.

Comparing the sound systems of RP and GA we note differences in vowel systems (20 vs. 15), in consonant systems (r-vocalization, t-voicing, etc.), in accent placement, rhythm and intonation. The major differences in vowels are: [ɒ/ɑ:/ɔ:] in dog, stop, long, orange, [æ]-distribution in ask, dance, [oo]-quality in go, home; less contrast in length between American tense and lax vowels; retroflexion quality of American vowels before r, nasalization before nasals, loss of contrast in cot/caught, Merry Mary married. In consonants, besides r-retroflexion and vocalization, there is American flap in better, letter, t-omission before n in twenty, weakened [j] in news, Tuesday, dark [l] in little, less. There are also non-systemic, lexical occurrences which create differences in pronunciation of words and their accentuation, as [ɑ:/eɪ] in tomato, vase, [f/sk] in schedule, accent patterns of [' - - / - -'] in address, adult, detail, ballet, café, garage. Secondary (tertiary) stress occurrence, as in dictionary, ceremony, strawberry. American rhythm is more smooth, not clipped as the British one due to an additional number of stresses and to lower contrast between accented and unaccented syllables in length and pitch (1.5 vs. 1.7). The monotony of American intonation is due to recurrence of mid-level wavy, rise-falling and level-rise pitch patterns. On the whole American men's speech, especially, is specific for its narrow pitch range with rise-fall termination.

How Russian Intonation Contours Differ from English

If a Russian L1 speaker of English uses Russian information question intonation when uttering a wh-question in English, it may sound like a statement. This is because the pitch accent is near the start of the utterance in Russian intonation questions. In contrast, information questions in English have a pitch accent on a focal word often near the end of the utterance. Figures 9 and 10 show the idealized, unmarked version of a Russian intonation contour (dotted line) superimposed over an actual, unmarked intonation contour by a native speaker of English. If the Russian intonation pattern influences the L2 English, the intent behind questions or commands could be misconstrued, or utterances could seem monotonic in pitch compared to native speech.

## CONCLUSION

To summarize, both information and yes-no questions have low boundary tones as unmarked intonation contours in Russian. Yes-no questions in English end in a high rise boundary tone. The main difference in the Russian information questions and the equivalent in English wh-questions is the placement of the high pitch accent, which falls near the beginning or mid sentence in Russian, but closer to the end, on the focus word, in English. When analyzing the data I use these descriptions of unmarked question intonation. Potential L1 Intonation Influence on Learners of English

When examining the phonological differences in question intonation between the two languages and the possibility of how this affects L2 speech, we are considering the possibility of L1 intonation influence and how this may affect speech. L1 intonation influence is a possibility because as literature has shown, there is a difference between the intonation contours in English and Russian. Before looking at influence between Russian and English, we will look at some other research on intonation transfer.

One study explained that German speakers of English conveyed uncertainty with their rising intonation in declarative sentences when speaking English (Edmondson et al., as cited by Chun, 2002). Another study described Indian and Pakistani food servers in Britain being perceived as

irritating or impolite for using a falling intonation rather than a rising intonation when saying “Gravy” and offering it to the customers (Gumperz, as cited by Chun, p.87). Swertz and Zerbian (2010) researched L2 intonation transfer in Zulu speakers of English with perceptual and acoustic analysis.

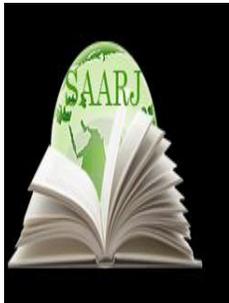
Perceptions of and Attitudes Toward Russian Intonation in English L2. The intonation patterns of Russian speakers of English tend to have a subtle but complex effect on language. They do not cause a lack of intelligibility so much as they set up a possible misunderstanding of attitude or intention from the perspective of the native English speaker. When considering the phonological differences in question intonation between the two languages and the possibility of how this affects L2 speech, it is relevant to consider how English language learners are perceived. Studies have shown

Russian speaking English Language learners among others to be perceived negatively at times due to their non target-like intonation. Misunderstanding due to non target-like intonation can have undesirable consequences such as a negative effect on employability. This is an important area to understand where negative perceptions happen in order to better help L2 learners. Research has shown Russian accents to be preferred less than other accents. A study by Hyman (2001) shows reactions to Chinese and Russian accents where the Chinese accents were preferred over the Russian accents when considering the participants for manager level job positions. Hyman conducted a study on perceptions of adult ESL learners on a pre- and post-instruction basis. As an example of misunderstanding of emotion behind suprasegmental features, Hyman cited Jones and Evans (1995) who found that the “staccato pronunciation characteristics of some Cantonese speakers’ interlanguage...has been mistakenly perceived as expressing anger or irritation” (Hyman, 2001). This makes the point that although a Cantonese accent is not desirable, it is still preferable to a Russian accent. Hyman’s data was reviewed by business managers looking at employability qualifications and research results showed that Chinese accents are preferred to Russian accents. In another study the general complaint by tourists about Russian tour guides speaking English was that they found the guides to be rude. Dorodnych conducted a study on requests in English and Russian based on feedback received from English and American travelers. This study documented differences in the use of lexical, morphological and syntactic items, but stated that there were differences in intonation whose “importance can hardly be overestimated”. Hyman and Dorodnych’s results combined with the fact that intonation is a considerable part of the pronunciation problem for Russians, such as with yes-no questions, indicate that further study on acquiring intonation patterns can be valuable. In addition to those studies, Holden and Hogan researched the emotive impact of foreign international “accent” in L2 Russian (in Moscow) and L2 English (in Edmonton, Canada). They aimed to make a preliminary assessment “of the emotional and attitudinal ‘confusion’ that may arise in the use of foreign intonation in L2”. The study showed that for positive emotions, English native speaking subjects rated their own intonation higher than the intonation of Russian L1 speakers of English in yes-no questions. Both English and Russian speakers “reacted more negatively to the greater pitch range of Russian intonation in exclamations and yes-no questions”. The authors also explained: English speakers were found to be much more sensitive to Russian intonation than Russian speakers were to English (1993). According to Holden and Hogan, when considering sensitivity to intonation patterns between the two languages, there is more concern with the negative transfer of Russian L1 intonation to English L2. After

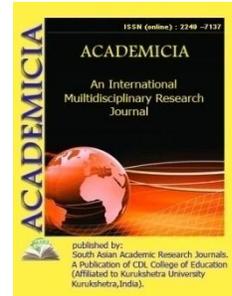
conducting their study, Holden and Hogan cautioned Russian speakers on retaining their Russian intonation when using English, “even if they are otherwise fluent segmentally and grammatically,” because their evidence suggested that Russian speakers of English “will be judged negatively on most simple syntactic constructions” . The idea that Russian speakers of English who transfer their native intonation patterns can so commonly be perceived negatively provides good reason to investigate this further.

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## ACADEMIC AUDIT- A BENCHMARK FOR QUALITY ENHANCEMENT IN HIGHER EDUCATION

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### ABSTRACT

*Academic Audit plays a significant role in bringing quality in higher education. Academic audit is a system to control and maintain high standards in the field of Higher education. It is a continuous process of self introspection for the better growth of the institution. Higher education includes all types of studies and research at UG, PG and higher level, provided by universities and other educational organizations which are approved government higher education institutes. Currently vast research is undergoing in the field of higher education mainly because of the support both Financial and Technical from the government. The purpose of an academic audit is to encourage the departments or programs to evaluate their “education quality processes” and regularly improve and upgrade the quality of teaching and learning. An audit asks how the faculty can approach to their decision making and how well they can organize their work with the available resources to them and to provide a quality education in the best interests of the discipline and student learning.*

**KEYWORDS:** *Academic Audit, Higher Education, Quality Process.*

### INTRODUCTION

Changes have been witnessed in all the fields and education is not an exception of it. Developing country like India has huge challenges in the field of education. Problems like unwieldy affiliated system, inflexible and inappropriate academic structure, low relevance on various subjects have been observed over a period of time and Considering the fact, the government has been working on various methods and measures to enhance the quality of higher education at university levels. On this light, the National Assessment And Accrediation Council (NAAC)

which is an autonomous body established by the University Grants Commission (UGC) of India to assess and accredit institutions of higher education in the country. Assessment and Accreditation is significant for understanding the Quality of an institution.

### **What is Academic Audit?**

Academic Audit is a system to examine, evaluate and enhance the quality of academic process in the institution. It is related with quality assurance and enhancing the quality of academic activities in the institutions.

B.L Gupta defines it as, “it is a systematic and scientific process of designing, implementing, monitoring and reviewing the quality of academic systems, i.e. inputs, processes and outputs. It emphasizes on reviewing the performance of the academic inputs with respect to quality assurance”.

### **Objectives of Academic Audit:**

1. Enhancing Quality in Academic Standards,
2. To ensure the practices are in accordance with standards.
3. Quality of students’ learning opportunities.

### **Quality learning**

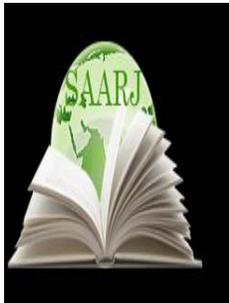
The academic audit provides an opportunity for a regular strategic overview of a college’s teaching and learning process. Quality enhancement is an inclusive concept and a collective enterprise. It involves everyone who teaches, supports and guides the students of higher education institution. The main focus of the institutes should be on the policies and practices to enhance the quality of students learning. It will also examine all institutions ability to manage the standards of academics and the quality of the learning opportunities it provides for its students.

Quality assurance mechanism requires an integrated approach of all the aspects of educational activities of the institution. It includes mission and objective of the institution, faculty strengths, input-output level of student, infrastructure evaluation, curricular teaching, learning process, feedback system, cultural and social activities etc.

### **Academic Audit: Its Necessity:**

The Academic Audit is necessary for the following:-

- [1] To confirm that the arrangements for quality assurance are fit for the purpose and conform to the institutions’ objectives, mission and vision.
- [2] To assure that the standards compile the expectations.
- [3] To ensure that students have access to appropriate learning opportunities through private study and supported learning.
- [4] To promote, evaluate and enhance quality teaching and learning.
- [5] To guide decision making about academic standards like knowledge, skills, attitude and achievements expected of students in their subject discipline.



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## SMART TRAFFIC LIGHT TECHNOLOGY

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### ABSTRACT

*This paper presents the results of the development of measurement systems for determining the Current flow rate of clinkers produced in a continuous production cycle. Installation and connection diagrams are described.*

**KEYWORDS:** *Automation, Continuous Production, Converter, Sensor, Load Cell, Current Flow, Measurement System, Dispenser.*

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### INTRODUCTION

According to experts, traffic jams on the roads strongly affect the social life of modern cities. This leads to a decrease in labor productivity, most importantly, transport logistics deteriorates. Multiple traffic jams lead to large loss of income. In idle time, the time of car owners is wasted, fuel is wasted, the emission of harmful substances into the atmosphere increases.

According to the estimates of the American Carnegie Mellon University, due to traffic jams, the US economy alone loses more than \$ 120 billion annually. These losses are associated with inefficient use of labor resources and additional emissions of about 25 billion kg of harmful substances into the atmosphere [1]. University scientists have calculated that the implementation of the "Smart Traffic Light" system can reduce drivers' travel time by almost 25%, and the time spent in traffic jams - by more than 40%. As a result, motorists are able to spend more time on useful things, instead of wasted in traffic jams. According to researchers, smart traffic lights can also reduce the amount of harmful substances emitted into the atmosphere by almost 21%.

Our cities are already experiencing traffic jams due to unjustified downtime of cars at intersections. Where the installed traffic lights are not synchronized with the traffic flows. Here, the solution to the problem is also the installation of smart traffic lights. But smart traffic light systems have been developed and applied in developed countries. The use of ready-made systems requires sufficient foreign exchange costs. Therefore, the development of a system of smart traffic lights in our republic is relevant.

Development. The Smart Traffic Light system works on the following principles:

Sensors or video cameras are installed at a certain height or sensors on the road to specific sections of the route. The signal from them enters the microprocessor-based information processing module in real time. Then, in this module, data on mobile vehicles is processed and various integral estimates are determined. These results are fed to a central server. Communication with the central server can be carried out through a radio environment or via optical communication lines. The server instructs the traffic light controllers to turn on the red or green light and for how long.

First of all, transport oriented data reception systems provide three types of data:

First, this is traffic information for statistical processing:

- The total number of vehicles by destination;
- Average flow rate;
- Traffic flow acceleration;
- Flux density;
- Traffic lanes congestion.

Second, information about accidents on the road:

- High speed, flux density or occupancy of lanes;
- The presence of congestion or movement in the oncoming lane;
- The number of stopped or slow moving cars.

Thirdly, information about the presence / absence of cars:

- The presence of approaching cars;
- The presence of cars stopped at the intersection;
- The number of vehicles passing through the detection zones;
- measuring the length of the queue.

The system is integrated into the traffic light control module, which makes it possible to coordinate the work of absolutely all traffic lights at an intersection in any busy transport hub.

The "smart traffic light" system is able to predict the traffic situation 15-30 minutes ahead and develop an effective traffic management plan in advance. The control command is generated based on the collection of data for a certain time interval. In the event of a failure of the dynamic control system, the traffic lights switch to autonomous mode.

The widely used scheme for collecting the smart traffic light system is as follows:

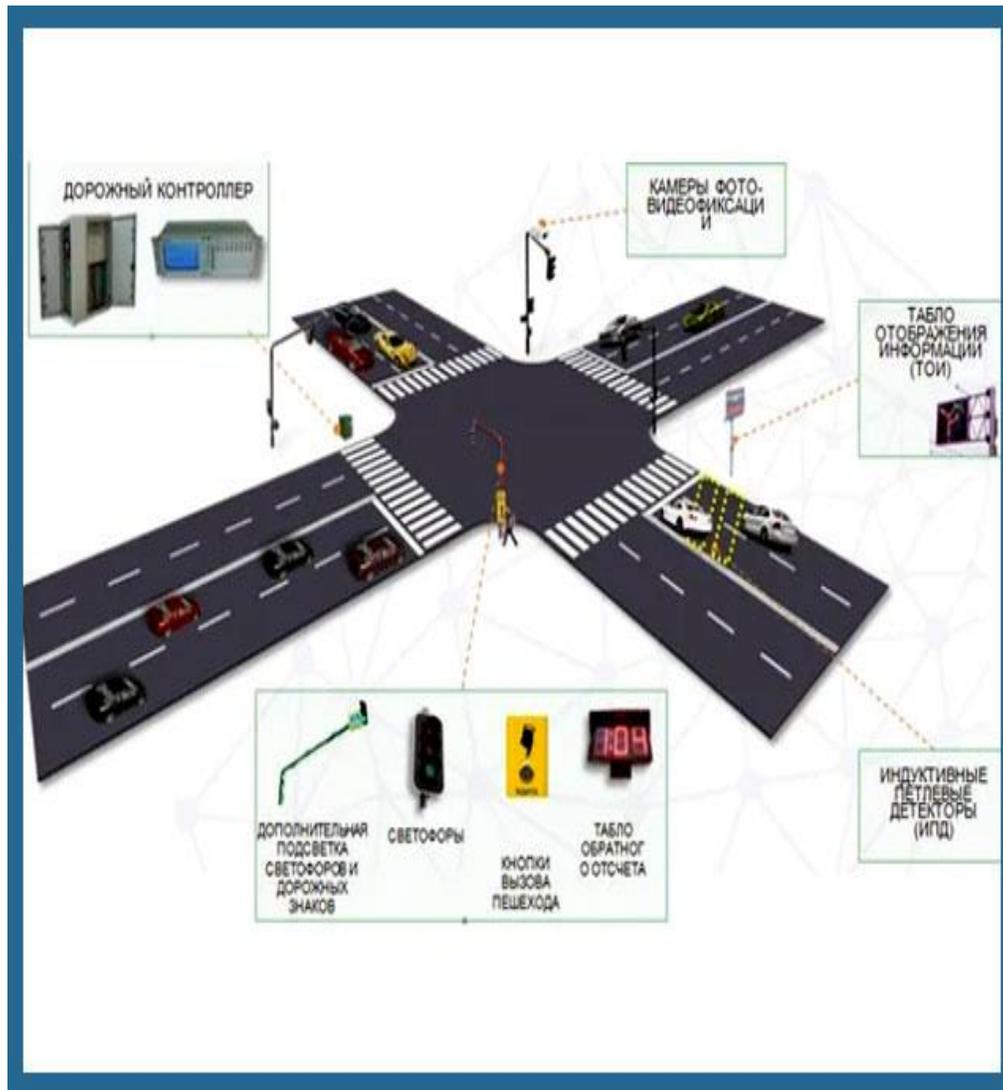


Fig. 1. Organization diagram of the "smart traffic light" system

We have developed a project for the "smart traffic light" system, created on infrared motion sensors, has the following advantages:

- Downtime diagram;
- Each system works autonomously;
- A scheme is provided for combining groups of intersections or city traffic lights;
- The cost of the system is much lower than that of the installed systems.

The scheme for the installation of primary sensors and their symbols are shown in Figure 2.

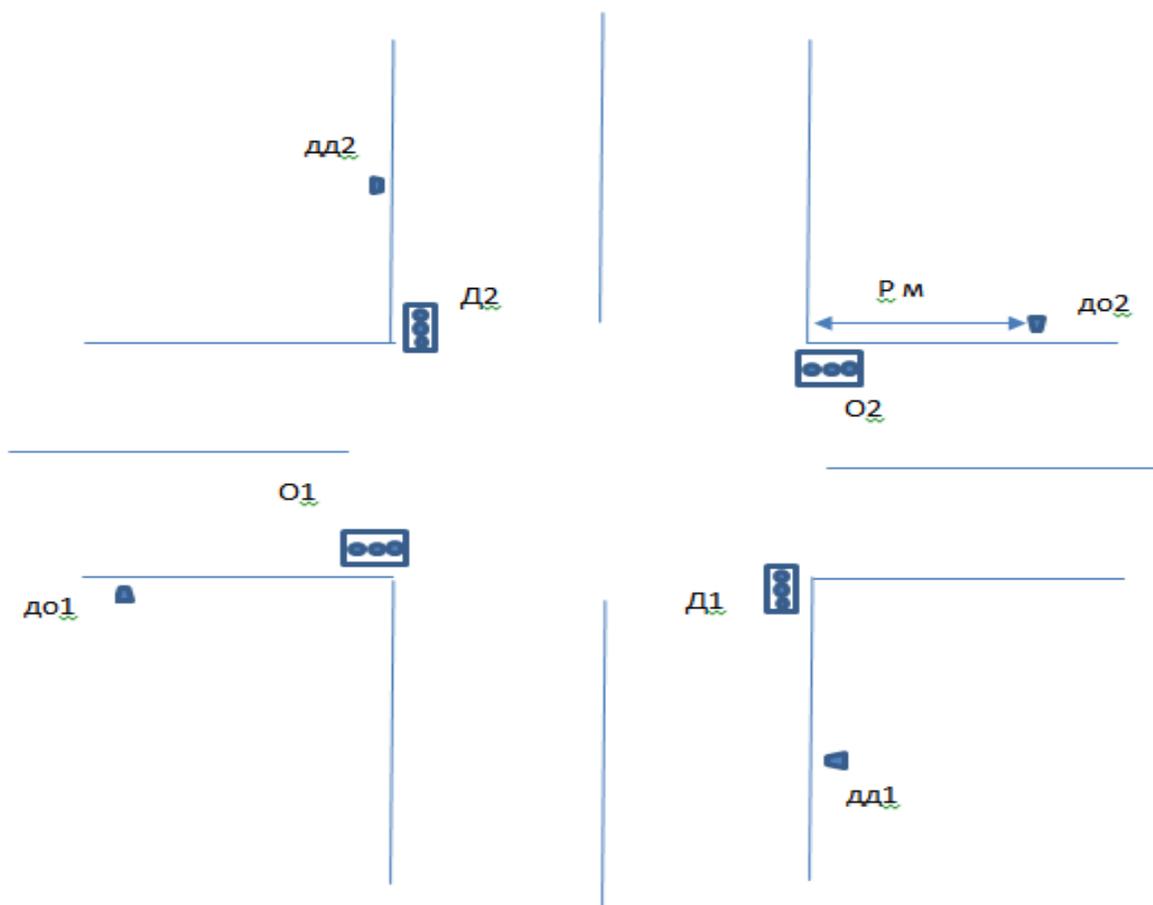


Fig. 2. Installation diagram of motion sensors.

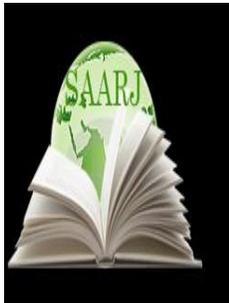
The system uses infrared motion sensors, in which the sensitivity zone is adjusted. The sensitivity range of different roads may be different. The zone is defined by a wide strip of roads. In addition, the distance of the sensor installation (in the pm. Scheme) from the intersection is also different in different roads. It depends on the intensity of traffic. Usually in the range from 30 to 50 meters.

In our project, a logic controller PLC 110-30 (MO2) programmed in the CodeSys language is used to control the processes. The logic programmable controller has 18 digital inputs and 12 digital outputs. The controller provides for the reception of information transmission to other controllers at the upper control levels, which allows the unification of groups of traffic lights or the organization of a control system of a single center. The applied controller also covers the operation of traffic lights, so a separate controller is not required to control the sequence of turning on and off traffic lights.

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## PROSPECTS FOR THE USE OF MICRO HYDRO POWER STATIONS

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### ABSTRACT

*The use of hydropower, which is a type of alternative energy sources, is important in the production of electricity around the world. Small hydropower is the cleanest type of electricity generation, does not pollute the atmosphere with harmful wastes, and does not require the construction of large reservoirs. They require a small amount of construction materials, there is no risk of flooding nearby areas in case of an emergency, and the cost of large hydropower plants is lower. Therefore, this article discusses the prospects for the use of micro-hydro power plants. It provides a brief analysis of the small hydropower potential of the Central Asian states.*

**KEYWORDS:** *Hydroelectric Power Station, Micro Hydroelectric Power Station, Water Flows, Electricity, Small Hydropower Potential, States, Reservoirs.*

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### INTRODUCTION

Today, hydropower plants (HPPs) account for about 20% of the world's total electricity generation [1]. Currently, Iceland is in the lead, with 98% in Norway and Canada and Sweden[2]. It should be noted that China is the largest consumer of electricity in the world[3]. In recent years, the construction of hydropower plants in this country is growing rapidly, and special attention is paid to the construction of small hydropower plants, ie micro-hydro power plants.

#### Main part

Depending on their capacity, hydropower plants are divided into the following classes [3]:

- micro hydroelectric power station (micro hydroelectric power station) - capacity up to 100 kW;
- mini hydro power station - from 100 kW to 500 kW;
- small hydro power station - from 500 kW to 10 MW;

- medium hydropower plant - from 10 MW to 1000 MW;
- Large hydroelectric power station - with a capacity of more than 1000 MW.

The main advantages of using micro HPPs are:

- the possibility of network or autonomous local power supply in remote areas, difficult to reach;
- low time and simplicity of construction and operation (disassembly and assembly);
- low cost of construction;
- The main thing is to cover the expenses in a short time.
- not directly dependent on weather conditions like other renewable energy sources.

We will consider the hydropower potential for the use of alternative energy in Kazakhstan, Tajikistan, Kyrgyzstan, Turkmenistan and Uzbekistan.

Kazakhstan ranks third in terms of hydropower resources after the Commonwealth of Independent States [4]. It has a hydropower potential of 170 billion kWh [4], of which 30 billion is economically viable [4]. Hydropower resources are located mainly in the eastern and southeastern regions of Kazakhstan and distributed by regions [4]. The hydropower resources of northern and central Kazakhstan account for only 1.7% [4].

Shardarin in the Syrdarya, Kapchigai on the Ili River, Shulbin in the Irtysh and Ust-Kamenogorsk, and Bukhtarmin, which belong to several large and medium-sized stations, are used as hydroresources [4].

The Republic of Kazakhstan has a small hydropower potential. There are 2174 rivers with a total length of more than 10 km [4], the total length of which exceeds 83.2 thousand km [4]. The number of rivers with a length of 10 to 50 km is 1889 (86.9%), from 50 to 100 km - 130 (6%), more than 100 km - 155 (7.1%) [4]. Thus, almost 90% of rivers fall into the category of small rivers, which determines the economic feasibility of using them for small hydropower needs [4].

The mountainous regions of Tajikistan have great potential for renewable energy sources, including hydropower, solar, wind, and geometric water [5]. For the state of Tajikistan, hydropower potential is the most convenient and cheapest source of renewable energy [5].

93% of Tajikistan's country is mountainous, [5] and 10% of the population, or more than 750,000 people, live far from the centralized power supply system. In addition, there are agricultural and other facilities that are geographically separated, portable and consume small amounts of electricity, with an electrical load density of 0.3–50 kW per km<sup>2</sup> [5].

The hydropower potential of small hydropower plants in Tajikistan is 184.46 billion kWh [6], including 11.28 billion kWh in the Judiciary, 140 billion kWh in the regions and 32.53 billion kWh in the Gorno-Badakhshan Autonomous Region. . kW \* hours [6].

The Kyrgyz Republic is one of the countries with great potential for the development of hydropower [4]. It is the third largest source of water resources in the country among the Commonwealth of Independent States [4]. There are 252 large and medium-sized rivers in the country, with a potential estimated at 18.5 million kWh and more than 140-160 billion kWh of electricity [4], of which less than 10% is used [4].

In Kyrgyzstan, hydropower potential is economically much higher than other renewable energy sources [4]. The capacity of small rivers and streams is 1.6 million kWh and can produce 5-8 billion kWh per year [4].

It should be noted that about 90% of small water flows occur at the level of the upper and middle canals [4], the population is located in rural and mountainous areas, where there is a shortage of electricity [4].

The largest rivers flowing through the Amu Darya in the territory of Turkmenistan include 20 small rivers flowing from the northern slopes of the Murgab, Tedjen, Etrek and Kopetdag [7]. The largest river is the Amudarya, which provides 95% of the country's water supply. It is advisable to use small hydroturbines to supply electricity to consumers with a capacity of 0.5-2.0 kW using fast-flowing small rivers of the mountainous area [7].

There are 650 rivers, irrigation canals and reservoirs flowing through the territory of Uzbekistan, and opportunities for the construction of small hydropower plants are being created [7]. The total hydropower potential of the river in Uzbekistan is estimated at 88.5 billion kWh per year [7]. Technical hydropower potential is estimated at 27.4 billion kWh per year, with 6.28 billion kWh or about 23% currently used [7].

## CONCLUSION

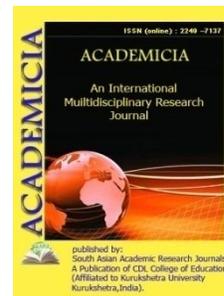
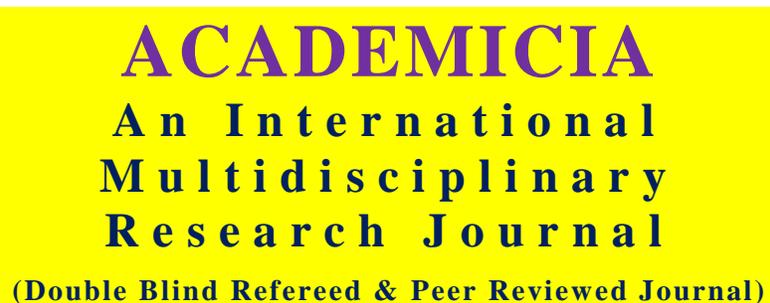
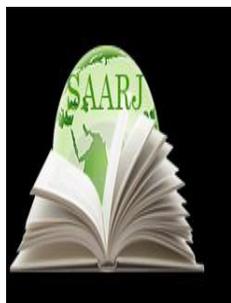
One of the most efficient ways to develop electricity is to get efficient electricity from small and medium HPPs. The purpose of building small hydropower plants is to develop business, especially in mountainous areas in agriculture, industry, tourism, improve the social conditions of the population engaged in farming in remote pastures, provide seasonal processing of agricultural raw materials, organize the production of building materials. provides electricity to the population.

Hydropower potential, which is a type of alternative energy sources, is the most efficient, harmless and free in providing electricity to the population around the world. Scientists have conducted research in this area. To further develop the hydropower potential, it would be expedient to build microHPPs and use them more efficiently.

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## PROCESS AUTOMATIC CONTROL SYSTEM ON THE BASIS INTELLECTUAL OP TO ELECTRONIC THE SENSOR CONTROL

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### ABSTRACT

*Questions connected automatic control system technological process introduced the design are in-process considered. The production engineering of management and observation of manufacture with the help intellectual sensing transducers is presented. Modern methods of the analysis of composition of substance, the production technology of oil products, production engineering of modernisation of manufacture on the basis of modern means of automation.*

**KEYWORDS:** *Automatic Control System, A Process, The Analysis Of Composition Of Substance, Intellectual Оптоэлектронные Devices, Concentration Of A Mix, Gas The Analysis.*

### INTRODUCTION

Now from crude oil it is possible to gain various aspects of fuel, oil oils, paraffins, bitumens, kerosene, solvents, black, greasings and other oil products gained by rehash of raw materials.

Hydrocarbonic oil joints share on easy and heavy, petronew, paraffin and aromatic, and so on.

Chemical properties of oil products if to observe them from the point of view of elementary composition, are in many respects similar, as all these substances contain carbon and hydrogen. These two elements form joints of a various structure.

From the physical point of view oil is observed as a solution of gaseous and firm hydrocarbons in a liquid. The natural oil extracted from bowels of the Earth, always contains a quantity of the gases dissolved in it (passing rock gases), mainly methane and its homologues.

The analysis oil with allocation of individual joints demands a lot of time. In technological calculations at definition of quality of raw materials, oil refining and petrochemistry products often use the data of proximate analysis which consists in definition of some physical, chemical and operational properties of oil products. With that end in view use following methods, in a complex giving the chance to characteristic commodity properties of oil products in various service conditions, to connect them with composition of analysed products, to make recommendations for their most rational application:

- Physical - definition of density, viscosity, temperatures of fusion, a solidification and boiling, a heat of combustion, molecular weight, and also some conditional parametres (a penetration, ductility);

- Chemical, using classic methods of an analytical chemistry;

Physical and chemical - colorimetry, potentiometric titration, nephelometry, refractometry, spectroscopy, a chromatography;

- Special - definition octane and cetane numbers motor fuels, chemical stability топлив and oils, corrosivity, flash point and ignition and other [1].

Last decade demands to accuracy of modern devices and methods of the analysis of physical and chemical properties (FCP) oil, oil products and chemical substances raised. So, in accordance with GOST 8.615-2005 operative control of charge Q is required, to concentration of water W, gas G and density  $\rho$  extracted downhole to a liquid (DL) in the flowing regime (on holes, in pipelines).

Devices used on oil fields and methods of definition of physical and chemical properties of parametres of oil, oil products and chemical substances.

Rapid development of optoelectronics and its element baseline, creation of new highly effective semi-conductor radiation sources in short-range IR - spectrum areas create preconditions for working out of high-sensitivity and exact, reliable devices for control of concentration of gaseous substances.

On the other hand optoelectronics as one of microelectronics directions, develops sweeping rates. Highly effective light-emitting diodes for average IR of the range, working at the room temperature, created on the basis of fourfold solid solutions of joints  $A_3B_5$  are perspective for a gas analysis, moisture measurement and medical diagnostic.

It is known that characteristic absorption bands of variety of important chemical compounds lie in average IR spectrum areas. Among them water and its steams (1.94 microns, 2.75-2.85 microns), methane (1.65 microns, 2.3 microns, 3.3 microns), carbonic gas (2.65 microns, 4.27 microns), carbonic oxide (2.34 microns, 4.67 microns), acetone (3.4 microns), ammonia (2.25 microns, 2.94 microns) both many other anorganic and organic matters [2,3]. Despite certain progress in development chemical and adsorption gas sensor controls, optical sensor controls possess indisputable advantages, first of all in selectivity, reliability and service life. Now a row of firms (Perkin Elmer, Texas Instruments, City Technology, Ion Optics, Comag IR etc.) [2] is made by the infra-red optical sensor controls on the basis of thermal sources IR of radiation. Such source radiates in very wide spectral range under Planck's law. Special optical filters cut out the necessary spectral range.

In laboratory of the Infra-red optics IRO of A.F.Ioffe highly effective light-emitting diodes on the basis of GaInAsSb [5] are developed, they much more surpass thermal sources IR of radiation in all key parametres:

- The width of a spectrum of light-emitting diodes is comparable with width of absorption bands of gases, therefore there is no necessity for use of additional filters.
- Speed on 3 order above, than at thermal sources.
- Essentially lower consumed electric power.
- Time of life of 80000-100000 hours of a continuous work (more than on an order exceeds life time of thermal sources).
- The small size light-emitting diode and photodiode chips (0.3 x 0.3 mm) allows to create exclusively compact sensor controls.

By us are developed intellectual optoelectronic devices with application of these highly effective light-emitting diodes for average IR areas:

- 1) Intellectual optoelectronic devices of carbonic gas. Obligatory installation of such devices in inhabited and industrial premises, and also in streets of big cities is already legislatively regulated in a number of the countries. Control over emissions CO<sub>2</sub> is the basic means of struggle against global climate change.
- 2) Intellectual optoelectronic methane devices are necessary for control of leaks of methane in dwellings where rock gas, along gas pipelines, in pits is used.
- 3) Intellectual optoelectronic devices of humidity and the water maintenance are necessary in many processes (measurement of the maintenance of water in oil and oil products, moistures in a paper, in grain, etc.)
- 4) Medical diagnostic. The optical spectroscopy is applied to the analysis of concentration of carbonic gas, acetone, etc. in exhaled air.
- 5) System of noninvasive control of the maintenance of glucose and other organic matters in blood, a lymph and cloths.

The principle optoelectronic a method consists the following:

The controllable installation irradiates with two antiphase right-angled sequences pulses with lengths of the waves lying in a maximum of sorbtion by a controllable component (measuring) and in not a maximum of sorbtion by this component (basic). In optoelectronic, devices with functional development amplitude of one of quantities of radiant energy (for example, measuring) are supported constantly, and the amplitude of other stream is modulated in a time on exponential to the law.

The past through installation quantities of radiant energy gets on a photodetector photosensitive surface on which occurs their comparisons. A measured controllable component judge pulse-number from the beginning exponential modulated syrup till the moment of change of a phase of a photo-electric signal from both streams.

Controllable installation irradiate with two quantities of radiant energy  $\Phi_{0\lambda 1}$  and  $\Phi_{0\lambda 2}$  on basic  $\lambda_1$  and the worker  $\lambda_2$  lengths of waves accordingly. The past through installation quantities of radiant energy will be equal accordingly:

$$\begin{aligned}\Phi_{\lambda 1} &= \Phi_{0\lambda 1} e^{-kLN_1} \\ \Phi_{\lambda 2} &= \Phi_{0\lambda 2} e^{-kLN_1} \cdot e^{-k_2LN_2}\end{aligned}\quad (1)$$

Where:  $\Phi_{0\lambda 1}$  and  $\Phi_{0\lambda 2}$  - quantities of radiant energy submitting on installation on lengths of waves  $\lambda_1$  and  $\lambda_2$  accordingly,  $\Phi_{\lambda 1}$ ,  $\Phi_{\lambda 2}$  - quantities of radiant energy after passage through the ambassador of passage through installation on lengths of waves  $\lambda_1$  and  $\lambda_2$  accordingly,

$N_1$  - Concentration of a mix of gaseous substances,

$L$  - length of an optical way, i.e. length gas the chamber,

$N_2$  - Concentration of a defined gaseous substance,

$K_1$  - Dissipation coefficient of a mix of gaseous substances,

$K_2$  - An absorptance defined gaseous substances.

Stream  $\Phi_{0\lambda 1}$  changes in a time (t) on exponential to the law:

$$\Phi_{\lambda 1} = Ae^{-\frac{t}{\tau}} \cdot e^{-k_1LN_1} \quad (2)$$

Where  $A$  - the constant factor matching to initial value of amplitude exponential of a pulse. At the moment of equality of streams  $\Phi_{\lambda 1}$  and  $\Phi_{\lambda 2}$

$$\Phi_{0\lambda 2} e^{-k_2LN_2} = Ae^{-\frac{t_c}{\tau}} \quad (3)$$

$$N_2 = \frac{1}{K_2 L_\lambda} \cdot t_c \quad (4)$$

Where  $t_c$  - a time matching to the moment of comparison,

$\tau$  - time constant exhibitors.

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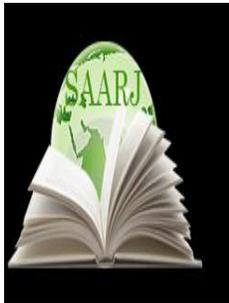
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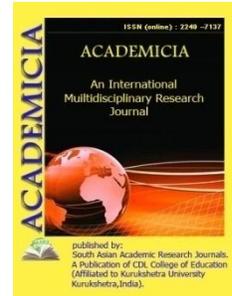
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## PROCESS MODERNIZATION ON THE BASIS MICROPROCESSOR TECHNICS

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### ABSTRACT

*Questions connected the automatic control system introduced the design are in-process considered by Processes, management of processes. The production engineering of modernization of manufacture on the basis of production engineering of modernization of manufacture on the basis of modern means of automation is presented.*

**KEYWORDS:** *Processes, Modernization*

### INTRODUCTION

Modernization of processes is one of the priority directions of updating of industrial systems. The basic driving bases of the given approach are following [3]:

- Working out of modern intellectual systems of automation of manufactures;
- Requirements to raise of productivity of manufacture;
- Demands to качествум products;
- Necessity of the account and monitoring of manufactures for real systems of a time;

- Change of the approach of production management irrespective of a location of controlling systems;
- Interest of specialists to new modern technicians and production engineering.

The automated industrial lines have advantages in following properties from traditionally applied systems:

- Rather low consumption of power resources;
- Raised accuracy of production cycles;
- Economy raw materials and man powers in manufacture;
- Continuous control over a condition of the industrial equipment.

Automatic control systems technological processes develop many firms and the companies. Some of them work in the field of the software of automatic control system technological processes and some in area hardware. But some world famous firms develop to the hardware the software.

Structurally, automatic control system TECHNOLOGICAL PROCESSES consists of three levels. At the bottom level there should be primary sensing transducers and power units, at a following level - the converter (semiconductor device) which is accepting and processing information from sensing transducers, level above - the computer, being the operator of the machinist automated by a work station, giving the chance to the operator on graphical mnemonic diagrams on the monitor to control and operate process parametres.

Technological assemblies it is rigged by an automatic-control system and the control measurements, allowing remotely to operate mechanisms, to control and control technological parametres, a quality of product and productivity of the assembly, a condition of separate mechanisms.

The block diagramme of a control system of assemblies is organised in the following form:

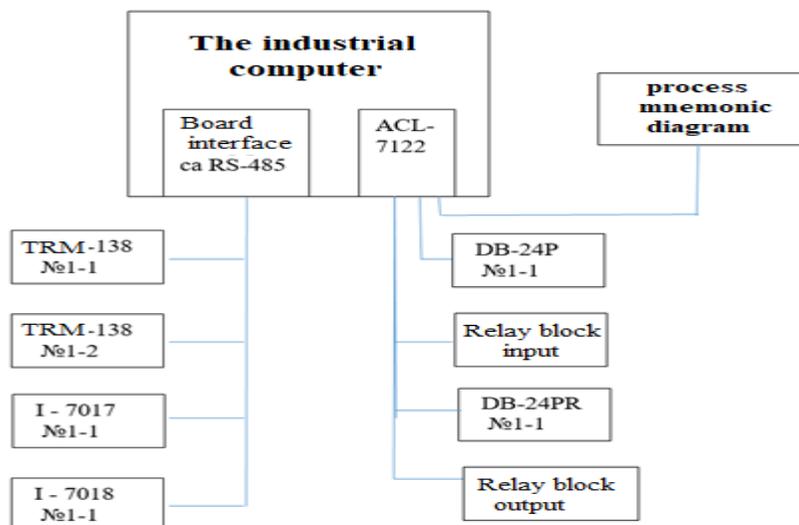


Fig. 1. Block diagram of the control system.

The offered system of automatic control system technological processes embraces all managerial process of a process.

In the industrial computer are installed pay ACL-7122 of interface RS-485 for transformation of analogue digital signals on the computer. Connection to a pay is carried out by a two-wire system. The reception extreme range makes no more than 1200 m.[4,5].

The computer pay ACL-7122 developed by firm ADLINK has 144 discrete channels of input-output. Portable pays of firm ISP DAS DB-24P are connected to it (24 channels a discrete entry), DB-24PR (24 channels a discrete exit) for definition of a condition of the equipment in system of a column and for management of a process.

Secondary microprocessor devices TRM-138 have 8 channels of measurement and 8 output equipment. In the given design these devices were used for the forestalling before an emergency condition and interlock of physical parametres. These devices are installed to panels operational and represent the measured values of technological parametres of temperature, pressure and rarefaction. Each channel of measurement is adjusted separately on the basis of real boundary, initial technological parametres.

The control algorithm is defined on the basis of a production schedules and experience of machinists of the crumber.

Given automatic control system technological processesis system of the centralised management with sections of the distributed management. Where the basic systems of the forestalling and interlock of technological parametres are organised on microprocessor devices TRM - 138. To them "tasks" are installed by the central control system.

In this control system the new technique of automatic steering of congestion of assemblies for the first time is used. After long researches of work of the apparatus, we offer a control system on the basis of change current main drive loadings on congestion. At filling of the assembly above installed on those to the order current loading increases, if congestion of the apparatus less installed current loading decreases. The automated system watches congestion of the apparatus on measurement of loading of a current of the main drive the Circuit design of connection of system it is possible to present in the following form:

Management is organised under law PID (Proportional-integral-differential) regulating in the programm alternative, installed on the industrial computer. In control algorithms parameters of each composed law are considered. Regulator appointment is in preset value maintenance  $x_0$  some magnitude  $x$  by means of change of other magnitude  $u$ . Value  $x_0$  is called as a preset value, and a difference  $e = (x_0 - x)$ , an error signal or a deviation of magnitude from a preset value. The regulator starting signalis presented by following expression [6]:

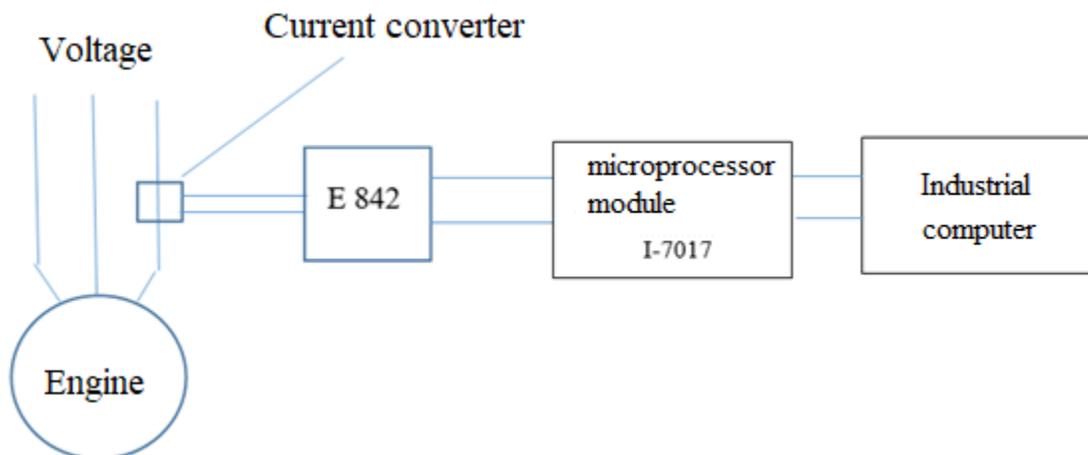


Fig. 2. Current converter.

$$u(t) = P + I + D = K_p e(t) + K_i \int_0^t e(\tau) d\tau + K_d \frac{de}{dt} \quad (1)$$

Where  $K_p$ ,  $K_i$ ,  $K_d$  - coefficients of amplification of proportional, integrated and differential components of a regulator, accordingly.

Working out of the design of automatic control system technological processes is carried out on standard instrumental package Trace Mode. This package includes many algebraic, logic, statistical and administrative functions. The designer at design construction in a control system in the core uses the function data. Functions as subroutines, in them are organised blocks with the entrance and target knots. In designs these knots contact the real measured values of technological parametres. Function of law PID of regulating is represented in a following aspect:

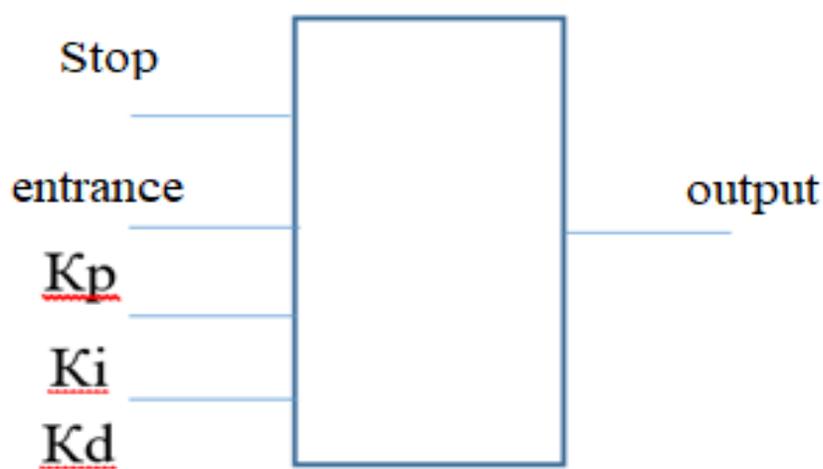


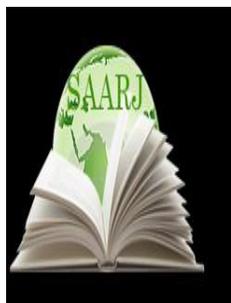
Fig. 3. Microcontroller block diagram.

Factors Kp, Ki, Kd were selected on the basis of experiments. On "entry" the measured value of a consumed current moves, the starting signal moves to the reciprocating plate feeder.

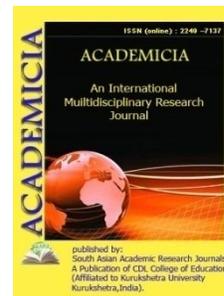
The presented system except management of crumbers leads to certain power savings in a production cycle as the system provides an optimum operating mode of crumbers.

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## OPTOELECTRONIC DEVICES FOR CONTROLLING THE CONCENTRATION OF HYDROCARBONS IN AIR WITH EXPONENTIAL SCAN

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### ABSTRACT

*The actual problem of controlling the concentration of hydrocarbons in the air is highlighted. Structural diagrams and timing diagrams are given that explain the principle of operation of an optoelectronic device for monitoring the concentration of hydrocarbons in the air. The principle of operation of an optoelectronic device for monitoring the concentration of hydrocarbons in air with an exponential sweep is stated. A technique for calculating the optimal LED current for optoelectronic gas analysis methods is presented. It has been established that the use of a pulsed mode with an intermittent exponential sweep period in optoelectronic devices for monitoring the concentration of hydrocarbons in the air makes it possible to increase the sensitivity of gas analysis.*

**KEYWORDS:** *Gas Analysis, Optoelectronics, LED, Pulse Mode, Exponential Sweep, Sensitivity, Photo Detector, Optical Path Length, Pulse Current Amplitude, Duty Cycle, Concentration, Hydrocarbon.*

### INTRODUCTION

An analysis of the operation of optoelectronic devices for monitoring the concentration of hydrocarbons in the air showed that the most promising are optoelectronic devices based on a two-wave control method.

The main advantages of an optoelectronic two-wave device in comparison with single-wave devices are high control accuracy due to the exclusion of non-informative parameters, such as air dustiness, humidity and the content of aerosol particles on the control result [3-6].

### Main part.

A block diagram of an optoelectronic device for monitoring the concentration of hydrocarbons in air with a continuous repetition period by exponential sweep is shown in Figure 1. where: DG - driving generator; T - trigger; FD - frequency dividers;

ME - modulator exponent; EF - emitter follower; PA - pulse amplifier; ED1 - reference emitting diode RD1; ED2 - measuring emitting diode; GC - gas camera; PD - photodetector; LNA - low noise amplifier; TD - threshold device; DD1 - first differentiate devices; DD2 - second differentiate devices; SC - schema coincidences; CU - counter; DC - decoder; IN - indicator.

Timing diagrams explaining the principle of operation of an optoelectronic device for monitoring the concentration of hydrocarbons in air with a continuous repetition period of an exponential sweep is shown in Figure 2 and Figure 3.

The optoelectronic device operates in the following way: The driving generator of the DG generates a sequence of rectangular pulses (Fig. 2.a).

Rectangular pulses from the output of the driving generator DG, acts on the counting input of the trigger T, as a result of which symmetrical rectangular pulses are formed at the output of the latter (Fig. 3.b).

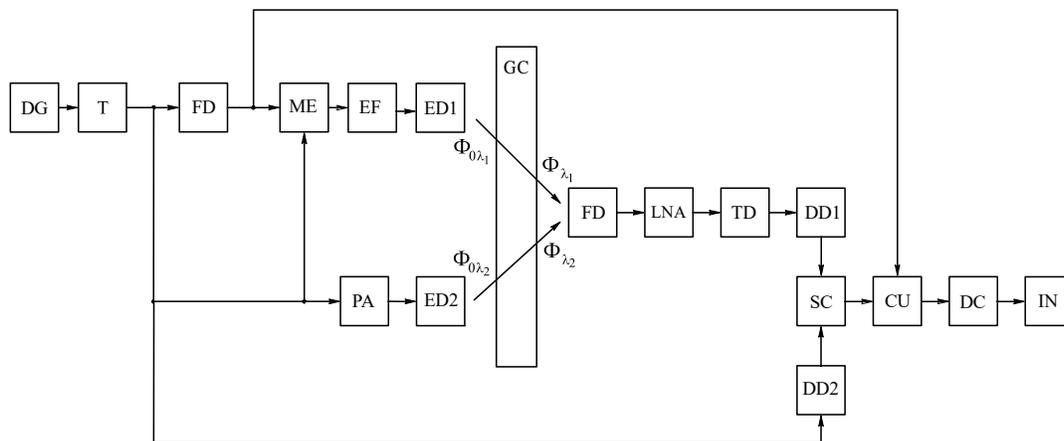


Fig.1. Block diagram of an optoelectronic device for monitoring the concentration of hydrocarbons in air with a continuous exponential sweep.

The generated pulses from the output of the trigger T, are fed to the input of the second differentiate devices DD2, to the input of the pulse amplifier of the PA, and to the control input of the modulator of the exponent of the ME, and through the frequency divider of the FD, to the triggering input of the modulator of the exponent of the ME (Fig. 1).

From the output of the modulator exponential ME, exponentially modulated rectangular pulses in the form shown in Fig.2.e, through the emitter follower are fed to the reference emitting diode ED1.

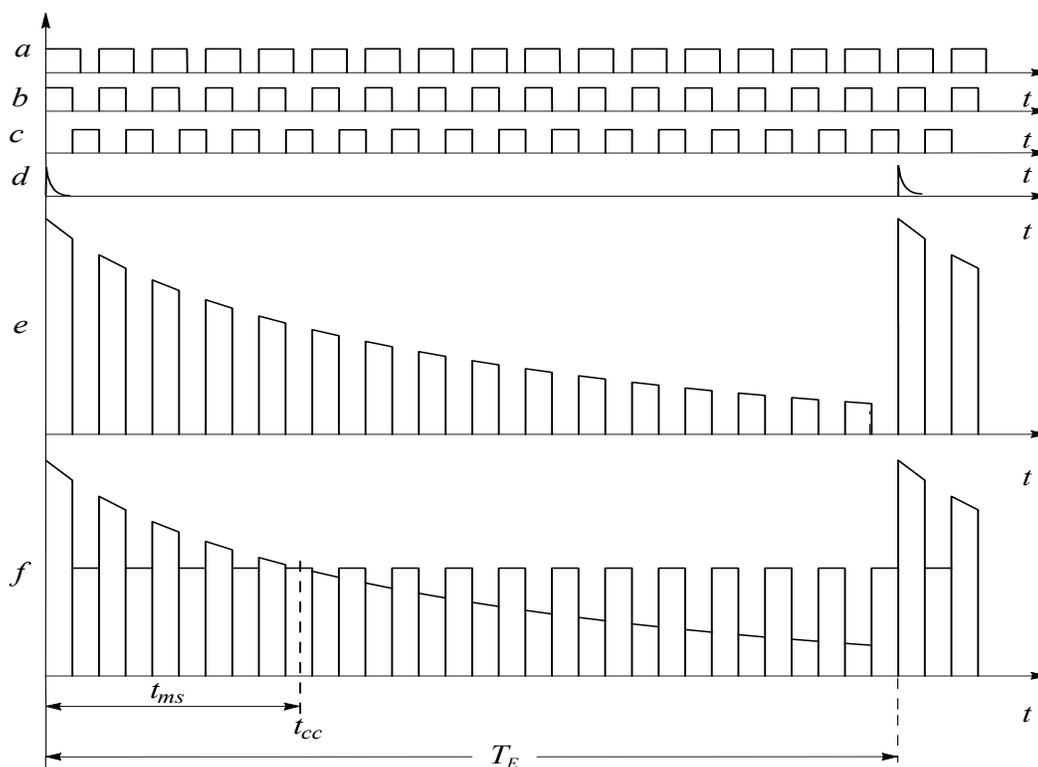


Figure 2. Timing diagrams explaining the principle of operation of an optoelectronic device for monitoring the concentration of hydrocarbons in air with a continuous exponential sweep period.

Antiphase exponential pulse, rectangular pulses from the output of the PA pulse amplifier are fed to the measuring emitting diode ED2 (Figure 2.c).

As a result, the reference emitting diode ED1 emits pulsed radiation fluxes at a wavelength  $\lambda_1 = 3.12 \mu\text{m}$ , the amplitude of which changes with time according to a decreasing exponential law (Fig. 2.e).

Measuring emitting diode ED2, emits pulsed radiation fluxes at a wavelength of  $\lambda_2 = 3.39 \mu\text{m}$ , in which the amplitude is constant over time.

Thus, the gas chamber of the GC is irradiated with two antiphase radiation fluxes (Figure.2.f).

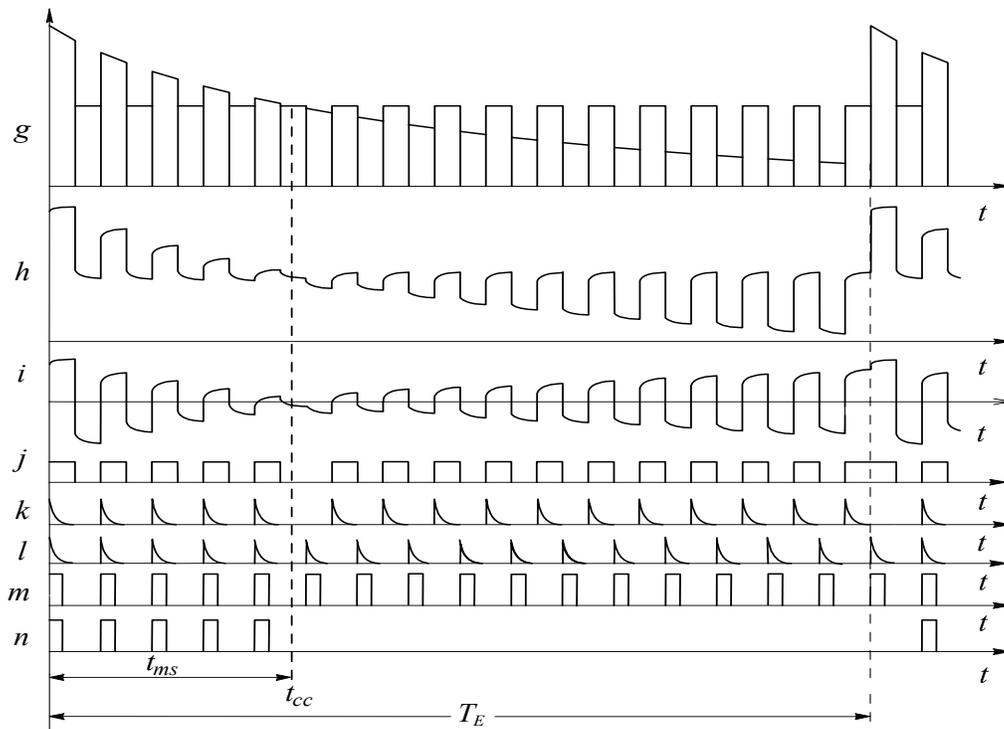


Figure 3. Continued timing diagrams explaining the principle of operation of an optoelectronic device for monitoring the concentration of hydrocarbons in air with a continuous exponential sweep repetition period.

In this case, the radiation fluxes passed through the gas chamber at reference and measuring wavelengths based on the optoelectronic two-wave method with functional sweep are described as:

$$\Phi_{\lambda_1} = A e^{-\frac{t}{\tau}} e^{-k_1 N_1 L} \quad (1)$$

$$\Phi_{\lambda_2} = \Phi_{0\lambda_2} e^{-k_1 N_1 L} e^{-k_2 N_2 L}$$

where:  $N_1$  - is the concentration of the gas mixture,  $N_2$  - is the concentration of the gas to be determined,  $L$  - is the optical path length in the gas mixture,  $K_1$  - is the scattering coefficient of the radiation flux at wavelengths  $\lambda_1$ ,  $K_2$  - is the absorption coefficient of the radiation flux at wavelengths  $\lambda_2$ ,  $\tau$  - is the time constant exhibitors.

Then the voltage at the output of the photodetector according to [1,6] is determined as:

$$U_{\lambda_1} = k_{PD} A e^{-\frac{t}{\tau}} e^{-k_1 N_1 L} \quad (2)$$

$$U_{\lambda_2} = k_{PD} \Phi_{0\lambda_2} e^{-k_1 N_1 L} e^{-k_2 N_2 L}$$

where:  $k_{PD}$  is the conversion factor of the photo detector.

The nature of the change in the voltage of the photoelectric signal at the output of the photo detector is shown in Fig.2. h. The photoelectric signal from the output of the photo detector is amplified by the low-noise AC amplifier LNA, (Figure3.i) and fed to the input of the threshold device TD.

The photoelectric signal converted into rectangular pulses (Fig. 3.j) is differentiated on the first differentiating device (Fig.3.k) and fed to one of the inputs of the CC coincidence circuit, and a short rectangular pulse from the output of the second differentiating device DU2 is fed to the other input of the latter (fig. 3.m). In this case, at the time of comparisons  $t_{cc}$  of stresses  $U_{\lambda_1} = U_{\lambda_2}$  we have;

$$A e^{-\frac{t_{cc}}{\tau}} e^{-k_1 N_1 L} = \Phi_{0\lambda_2} e^{-k_1 N_1 L} e^{-k_2 N_2 L} \quad (3)$$

or

$$A e^{-\frac{t_{cc}}{\tau}} = \Phi_{0\lambda_2} e^{-k_2 N_2 L} \quad (4)$$

If you choose  $A = \Phi_{0\lambda_2}$  we have:

$$N_2 = \frac{1}{\tau k_2 L} t_{cc} \quad (5)$$

or

$$N_2 = C t_{cc} \quad (6)$$

where:  $C = \frac{1}{\tau k_2 L}$  - constant.

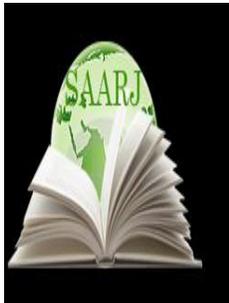
Therefore, according to expression (6), in the time interval from the beginning of the exponent to the moment of comparisons  $t_{ms}$  (Fig.3) on the exhalation of the SC coincidence scheme, a series of rectangular pulses is formed, the number of which is proportional to the concentration of hydrocarbons (Fig.3n). Formed at the output of the circuit, the SC coincidence, the pulse signals are read, by the counter CU and then through the decoder DC to the indicator IN.

The IN indicator readings correspond to the concentration of hydrocarbons in the air.

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## FEATURES FIELD EMISSION IN ULTRATHIN DISCHARGE CELL WITH A SEMICONDUCTOR ELECTRODE

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### ABSTRACT

*In this paper, transient photoelectric processes in a hyperfine gas-discharge cell were investigated. The issues of delay of the gas discharge breakdown in the pulsed mode of the cell operation and the electrostatic phenomena of the transient processes are considered. It is established that the breakdown delay time depends on the semiconductor illumination intensity, the duration and magnitude of the voltage pulse, and also the state of the surface charge, that is, the field strength of the surface charges.*

**KEYWORDS:** *Gas-Discharge Cell, Photo Detector, Breakdown Delay, Surface Charge, Watt Ampere Characteristic, Kinetics Of Pulse Current, Intensity Of Glow Discharge*

### INTRODUCTION

An ultrathin gas discharge cell (20–100  $\mu\text{m}$ ), consisting of a photosensitive semiconductor electrode and located through a gas discharge gap of a fiber-optic washer with a conductive transparent coating of  $\text{SnO}_2$ , is the main element of a semiconductor photographic ionization chamber (PFIC) [1-4]. The kinetics of the current in such a cell and the kinetics of the glow of the discharge have already been partially investigated in [5]. It was found that the statistical spread of the breakdown delay at a negligible resistance of the electrodes corresponds to a distribution function of exponential type, while the spread at a sufficiently large value of the resistance of the semiconductor electrode is described by a function close to the random error function [6].

Indeed, the semiconductor electrode is the highest resistance element of the electric circuit of an ultrathin gas discharge cell, and therefore it will determine the value of the passing stationary current of the PFIC, which is equal to the photocurrent in the semiconductor [7]. In the case of transients, for example, when an external voltage is connected or an “instantaneous” change in the conductivity of the semiconductor, the surface charge may be in complete discrepancy with the conductivity current, which causes electrostatic phenomena. A significant role in the current transmission is played by the surface electric charge, which is localized at the semiconductor – gas discharge interface, self-consistent in magnitude with the current density and largely determines the stationary current-voltage characteristic of the PFIC.

However, until now transient photoelectric processes in an ultrathin gas discharge cell have not been sufficiently studied. Data on the effect after breakdown of statistical spread and breakdown delay time, as well as the magnitude of the surface charge on the photoelectric characteristics of an ultrathin gas discharge cell, are not available in a wide scientific publication.

The aim of this work is to identify patterns of transient processes occurring in an ultra-thin PFIC gas discharge cell, taking into account the delay in the breakdown of a gas discharge and the distribution of the surface charge on a semiconductor photo detector.

This report presents the results of a study of a gas discharge cell with a thickness of 40  $\mu\text{m}$  and 100  $\mu\text{m}$  at an air pressure of 0.2 atm with electrodes of chromium-compensated gallium arsenide at room temperature with a dark specific resistance of  $\sim 10^8 \text{ Ohm} \cdot \text{cm}$  and silicon doped with platinum at  $T = 80 \text{ K}$  with a dark resistivity of  $\sim 10^9 \text{ Ohm} \cdot \text{cm}$  in conditions of very small through currents or their absence, when the effects of an electrostatic nature are most pronounced.

The experiment was performed at a residual pressure of gas (air) 0.2 bar. At the peak between the photo detector and the counter electrode was applied DC voltage 1200V Intensity mattered  $10^{-4} \text{ W} / \text{cm}^2$  in the wavelength  $\nu = 2,4 \text{ m}$ .

The experimental results seem to be explained as follows; field emission dark current form at equilibrium carriers. The concentration at low temperatures much lower temperature with the increase in their number and thus the current increases. However, the energy equilibrium electrons torn from the surface of semiconductor field emission is not sufficient for the formation of avalanches Townsend. The beginning of the concentration of non-equilibrium carriers, field emission always torn more only their intensity is not enough to Townsend avalanches. When the temperature equilibrium media play the role of supplying additional energy for breeding ions. And from that moment it begins with a jump Townsend discharge. It should be noted that this phenomenon occurs in uncooled form, i.e. at room, temperature was observed.

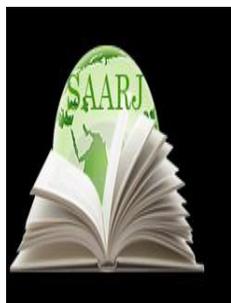
Note that the abrupt decrease of the dark current and an abrupt increase in the photocurrent - has a positive effect, influencing the increase in contrast, that is, the sensitivity of the semiconductor ionization chamber.

Thus, the presence of field emission has a positive effect on the stabilization of the gas discharge space. The flow of electrons ejected from the photocathode field, leads to an intense neutralization of space charge of positive ions in the discharge gap, and thus separates the terms of such distortions of the electric field distribution in the gap, which corresponds to the transition from Townsend to the glow discharge. The experimental data obtained in [4], with a small value

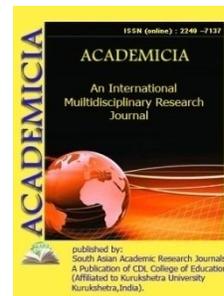
of discharge gaps is confirmed. Field emission when gas filling plays the role of the electron supplier for Townsend avalanches in the gas discharge. Note that the observed field-emission current is controlled by the photoresistor semiconductor, ie the radiation intensity.

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**RESEARCH OF METROLOGICAL CHARACTERISTICS  
 OPTOELECTRONIC OF DEVICES FOR CONTROL OF HUMIDITY OF  
 INSTALLATIONS**

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**ABSTRACT**

*For research and studying of measuring gears first of all it is necessary to know measuring gear characteristics, the basic parameters of the measuring gear is metrological parameters. Studying these parameters it is possible to process results of researches with accuracy.*

**KEYWORDS:** *Properties, The Characteristic, A Lapse, An Estimation, The Information, Optoelectronic The Device, A Component, A Problem, A Light-Emitting Diode, A Photo Detector.*

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**INTRODUCTION**

Metrological properties optoelectronic devices as can be reflected gauges by means of metrological characteristics (MCh.). The information on metrological properties of meters is necessary for the solution of a complex of the problems usually originating in metrological practice.

First of all, it is an estimation of a lapse of measurements, in optoelectronic the device for control of humidity of installations. This estimation frequently is necessary for spending before conducting of measurements.

Other important problem - comparison and sampling optoelectronic devices for concrete applications. At the solution of this problem also it is necessary to know metrological

characteristics optoelectronic devices which attribute to the given device and which must be determined experimentally.

The third problem is interfaced to use optoelectronic devices in composition is informational - measuring systems (IMS). It is a question, first of all, of calculation MCh of system on MCh components making it. On the other hand, at system engineering there is a problem of its "synthesis", i.e. structure sampling, proceeding from demands to MCh systems as a whole and demands to compound components.

To operate with data on metrological characteristics optoelectronic devices, it is necessary to regulate norms on metrological characteristics.

At rationing MCh optoelectronic devices it is necessary to observe a row of demands to which the following refers to:

- A lapse estimation in actual practice measurements taking into account all factors influencing a lapse of measurement;
- Comparison and sampling optoelectronic devices;
- Sampling of components IMS on the basis of demands to MCh systems;
- Calculation MCh of system according to MCh components;

Besides, it is necessary to provide possibility of definition MCh with almost implemented and most simple methods of an estimation of metrological properties both for concrete optoelectronic devices, and for set optoelectronic devices of the given type.

According to a technique of definition of metrological characteristics it is informational - measuring converters expediently separately to define the instrumental and methodical lapses. We define the lapses occurring at conducting of experiments. The total lapse of experimental installation will be

$$\sum \delta = \delta_{u\delta_{1-8}} + \delta_N + \delta_{\phi_{n_{1-8}}} + \delta_{y_{1-8}} + \delta_{ocy}; \quad (1)$$

$\delta_{u\delta}$  - a lapse caused by a deviation of radiated power during experiment;  $\delta_N$  - a lapse caused by inaccuracy of definition injected in the chamber of concentration of hydrocarbonic gases;  $\delta_{phd}$  - a lapse which is brought in by a photodetector;  $\delta_a$  - a lapse which is brought in by the amplifier;  $\delta_{lwo}$  - a lapse which is brought in by the oscilloscope.

The maximum lapse of a deviation of radiated power is defined as follows:

$$\begin{aligned} \delta_{u\delta} &= \frac{\Phi_{t_1} - \Phi_{t_2}}{\Phi_{\max}} 100\% = \frac{U_{u\delta t_1} - U_{u\delta t_2}}{U_{u\delta \max}} 100\%; \\ \delta_{u\delta} &= \frac{\Phi_{t_1} - \Phi_{t_2}}{\Phi_{\max}} 100\% = \frac{U_{u\delta t_1} - U_{u\delta t_2}}{U_{u\delta \max}} 100\%; \end{aligned} \quad (2)$$

where  $U_{u\delta t_1}$  - voltage on a photo detector exit in the experiment beginning;  $U_{u\delta t_2}$  - voltage on an exit of a photo detector in the end of experiment. To determine the error of the photo detector, the emitting diode is placed in a thermostat and the radiation intensity of the ID is

stabilized. The Photo detector is in usual conditions. Indication in the beginning and the experiment end is made. The lapse which is brought in by a photo detector, is defined by formula

$$\delta_{\phi n} = \frac{U_{\phi nt_1} - U_{\phi nt_2}}{U_{\phi n \max}} 100\%; \delta_{\phi n} = \frac{U_{\phi nt_1} - U_{\phi nt_2}}{U_{\phi n \max}} 100\%;$$

(3)

where,  $U_{\phi nt_1}, U_{\phi nt_2}$  – voltage on exit  $\Phi\Pi$  in the beginning and in the end of experiment;  $U_{\phi n \max}$  – the maximum voltage. The lapse which is brought in by the amplifier, for circuit designs of standard operational amplifiers makes 1,5 %. The lapse which is brought in by the oscilloscope, under characteristics sheet does not exceed 2 %. In this connection developed installation for gauging and definition of metrological characteristics optoelectronic sensing transducers of humidity several magnitudes samples of humidity of air which diagrammatic representation is resulted in drawing 1.

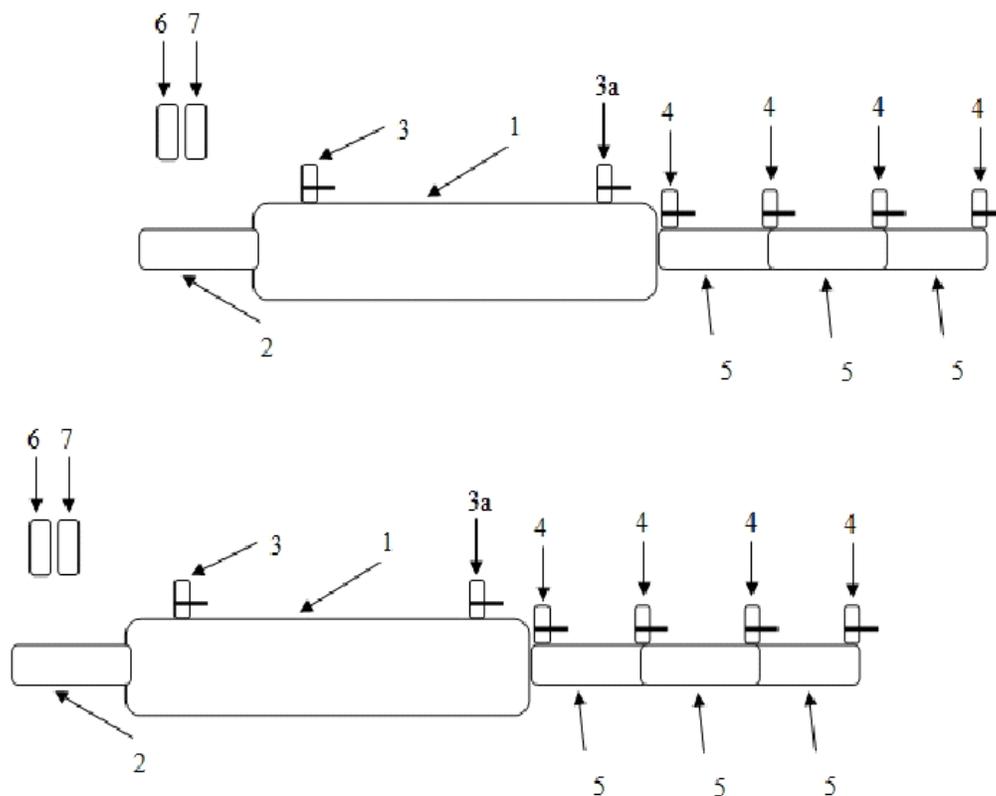


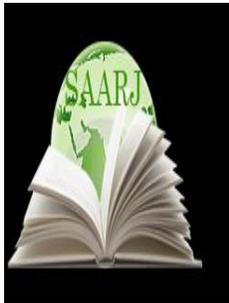
Fig. 1. Installation for generation of various magnitudes of a relative humidity of air. 1 - a tube, which volume it is counted for an upper limit of a relative humidity of air. 2 - a quartz tube (ditch); 3 - 3a - tubes and coincidence gates for a filling of system a moist air; 4 - краники for the connection, the following volume; 5 - the calibrated volumes filled with dry air; 6 - the temperature transmitter, 7 - the sensing transducer of humidity of air.

This installation are used as follows. By means of a tube with the coincidence gate 3 in system it is started *нагретый* water vapors, at the open coincidence gate 3a, the others of the coincidence gate are closed, behind that we close the coincidence gate 3a. Thus, in the first compartment and in a ditch from a quartz tube connected to it is had 100 % relative humidity of air. We spend measurement and it is written down the first point of a standard curve by means of 6 and 7. We open the coincidence gate 4 following compartments filled with air. To occur formation new concentration of humidity. We spend measurement and it is written down the second point of a standard curve. We open the coincidence gate 4 following compartments filled with air. To occur formation of the following concentration of humidity. We spend measurement and it is written down the following point of a standard curve. Thus, we write down all possible points of a standard curve. For raise of accuracy of formation of reference quantities of concentration, it is possible applies preliminary gauging of reference volumes by means of water and калибровочных screws. The given installation allows to gain repeatedly reference quantities of humidity of air with sufficient accuracy and reproducibility and should be maintained in the open or fanned premises for definition of metrological characteristics of devices. It is intended for joint maintenance by laboratory-scale plants allowing measurement and humidity control in the restricted spaces.

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## FERDOWSI AND UZBEK LITERATURE: HOUSEHOLD AND SOCIAL ISSUES

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### ABSTRACT

*The article discusses the influence of the great Persian-Tajik poet Ferdowsi on Uzbek literature. Emphasis is placed on the harmony of the family environment with society. In particular, the family environment and relations, the processes that take place in it, are artistically studied by word artists, philosophical and aesthetic conclusions are drawn. The relationship between the individual and society is harmonized through the depiction of events in everyday life. In the time of Parviz, there was a slave to lust named Firuz Hurmuz, who was commander-in-chief, expressed his love for Ozarmidokht with obscenity. Ozarmidokht used a trick and invited him to come at night.*

**KEYWORDS:** *Tradition, Originality, Nationality, Universality, Historical Figure, Artistic Image, Universal Ideas.*

### INTRODUCTION

Every nation is formed in the process of long historical development. Its formation takes place in its own natural socio-economic conditions. The formation of a person representing society is influenced not only by the economic activities, life, socio-cultural environment of the nation to which he belongs, but also by the whole complex of social relations. And the spiritual image of a person is determined by these social relations. The degree to which a work of art can accurately express the spirit, aspirations, national mentality of a particular people is determined by the artist's spiritual closeness to that nation.

Literature is a mirror of public life as well as anthropology. Every event that takes place in social life is reflected in the fiction in a positive or negative way. In particular, the family environment and relations, the processes that take place in it, are artistically studied by word artists,

philosophical and aesthetic conclusions are drawn. The relationship between the individual and society is harmonized through the depiction of events in everyday life. In many sources, the social crisis finds its artistic expression in harmony with the processes of family and domestic decline, the degradation of the individual. Thus, certain spiritual and enlightenment ideas are promoted by learning from history.

Abul-Qasem Ferdowsi's "Shahnameh", which combines such features and qualities, is one of the rare examples of world literature. This work, which is a heroic epic, consists of dozens of independent epics. Along with heroic epics, which are the leading genre, it contains romantic plates, moral-educational places, exhortations, lyrical poems and others. Each of the epics has an independent plot and composition. Nevertheless, "Shahnameh" is a work with a whole plot, a complex composition.

The image of the struggle between the good forces and the symbols of evil in the "Shahnameh", the ideas of humanity, patriotism and heroism unite in a single plot and a single composition in the life and struggle of such heroes as Rustam. Abul-Qasem Ferdowsi in his work "Shahnameh" gave information about dozens of historical figures, rulers in the style of historiography of his time and processed them in a literary and artistic way. Many of these historical figures have acquired a legendary appearance due to some of their characteristics, their place in socio-political reality, their services to humanity. Such myths and legends are still known and popular among the people.

The word artists belonging to the peoples of the East who lived after Ferdowsi have widely used the example of such historical and legendary figures in the expression of their lyrical experiences, attitude to reality, ideological and philosophical views. Every historical figure or literary hero in the "Shahnameh", while leaving a deep mark on the life of society, is remembered by the reader for his personal life, specific behavior in everyday life, positive or negative qualities, shortcomings.

Historical legends and myths speak of Suleiman, who subdued the giants with a magic ring, and Jamshid, the owner of the drum, who reflected the world like a mirror. Alisher Navoi, who effectively used such ideas and concepts among the people, emphasizes the transience of life, ephemeral world through their destiny:

*Тутай жаҳонда Сулаймон сени ва ё Жамшид,  
Не мунга жом вафо айлади, не анга узук.*[3. 231]

Life passes like the wind.

That is why Navoi in his short life made an artistic and philosophical judgment on the accumulation of wealth and indulgence in the following verses:

*Скандар кўзгусию жоми Жам ичра кўр, эй шаҳким,  
Сени гўр оғзига тортар каманди сайд Баҳроми.*[3. 630]

Abul-Qasem Ferdowsi explained the meaning of what do not do to others what you do not like to yourself:

*Марон чиз, к-онат наояд писанд,  
Мақун ҳеч касро бадон дардманд.*

*(Content: Don't bother others with what you don't like)*

Apparently, the great Ferdowsi also focused his conclusions on the life of historical figures and the events of the past on the expression of his spiritual and moral ideas. As a result, history lessons have become a unique aesthetic and educational tool that encourages the next generation to awareness. The thinker and poet AlisherNavoi expressed the same meaning in one of his poems:

***Эрурчуноламичражоҳфоний, яшии от боқий,  
Бас, эл коминравойлаўзунгникомронқўргач. [ 2.230]***

That is, the poet says that in this world the position, rank is temporary, and a good name is eternal. So, if you think you are capable of great things, lighten the burden of the people, help them reach their goal.

Unfortunately, there are children in life who do not follow these rules. Navoi points out that the root of some children's disabilities lies in a family and social environment that is not based on improper upbringing, cleanliness and integrity. Indeed, children who grow up in an environment with such deficiencies develop negative traits such as selfishness, greed for possessions and careers, superiority over others, and indifference to self-interest. As a result, such children will not refrain from harming not only others, but even their own parents. Navoi also provided arguments for this.

For example, for such a bad behavior, Sheruya even reached the level of killing his father Khisrav, Abdullatif his father MirzoUlugbek. Although Navoi, in his epic Farhod and Shirin, contrasts Khisrav with Farhod and strongly condemns his misconduct, he did not approve of his being killed by his own son Sheruya. For this reason, Navoi paid great attention to spiritual education based on historical realities.

In AlisherNavoi's "TariximulukiAjam" the information about Khisrav and Sheruya was expressed as follows:

“ Khisrav had a lover like Shirin.No one in the world could match her beauty, and I found two words from historians.She was lucky, she was better than all the other girls. One of them was Shirin, the only one in the world, and the other was Farhod, the wonderful lover of the world. King Khisraw, who was united around love and need, also showed mercy to Farhod.Upon learning of his condition, Khisrav, out of jealousy, plotted to kill Farhod...” [3. 235]

These events are reflected in detail in the epic "Farhod and Shirin" in "Khamsa", created before the “TariximulukiAjam” (“History of Iranian kings”). The poet interprets Khisrav's death at the hands of his son Sheruya as revenge for Farhod's blood:

***...Ўғул қатл этгали оҳанг қилди,  
Ато қонига тигин ранг қилди.  
Ўғул қилмади онинг қасди жони  
Ки, даврон истади Фарҳод қони.  
Агар Фарҳодга зулм этти Хисрав,  
Иваз бот айлади чархи сабукрав.[2.320]***

In the epic Farhod and Shirin, AlisherNavoi gave free rein to his imagination to show that Sheruya was not only a parricide, but also a spiritual inferiority, selfish person, and quoted the following verses as part of the "confession of the heart" uttered by Sheruya to Shirin:

*...Манга андоқки ул ўт солди партав,  
Не Фарҳод ул сифат куйди, не Хисрав.  
Далил истар эсанг, даъво сурубмен,  
Ки ишқингда атомни ўлтурубмен... [1.321]*

In the work "TariximulukiAjam" there are also scenes reminiscent of the events of Khisrav-Sheruya-Shirin about parent-child relationship, love conflicts, the actions of lustful slaves. These historical events, although different in content, could be an example of Navoi's closeness to historical events in his epics. Speaking about Ozarmidokht, one of the last female rulers of Iran, the author emphasizes that she was unmatched in beauty, resolute and enterprising. This beautiful girl runs the country without ministers, with her own programs and events.

In the time of Parviz, there was a slave to lust named Firuz Hurmuz, who was commander-in-chief, expressed his love for Ozarmidokht with obscenity. Ozarmidokht used a trick and invited him to come at night. When he arrived, they grabbed him, cut off his head, and hung his head on the door of the castle. His son Rustam, who was in Khurasan at that time, came with an army and fought with Ozarmidokht. As a result, he captured Ozarmidokht, "...both accomplished his father's goal and took revenge." [3.235]

As mentioned above, the events described in historical works end with poetry. The poem at the end of the stories summarizes the details of the events. It is clear from the poem that Khisrav was the owner of immense property and was distinguished from other kings by his immense wealth and powerful potential. But Alisher Navoi also drew attention to other aspects of Khisrav.

He had a lover like Shirin. But the heaven has also created an alternative person like Farhod who stands higher than him in terms of love and affection.

Khisrav, as the poet said, using his superiority in power and might, killed Farhod. But the unfaithful world behaves differently in his death as well. He was executed by his own son Sheruya.

Even in the events dedicated to Sheruya, the author did not stray far from the historical truth. Sheruya also died soon after. Here, Navoi developed and confirmed the phrase "Parricide cannot be a king, even if it does not exceed six months," which was predicted in the Ferdowsi's "Shahnameh" and in Nizami Ganjavi's "Panjganj."

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Юрудифалактахтасорихиром*

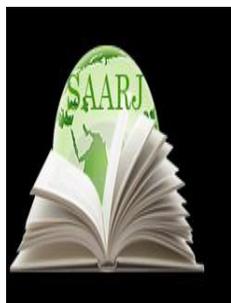
we can see this clearly in his verses. The events of Ulugbek and Abdullatif had not been forgotten yet, it was natural that AlisherNavoi tried to influence them through his works at a time when the crown disputes between fathers and sons in the palace of Hussein Baykara were being carried out, sometimes secretly and sometimes openly. Therefore, in the part of the "Tariximuluki Ajam" devoted to the history of ShapurbinniShapur, Shirvin, who was sent to

Rome by Shapur to rule Rome on behalf of his youngest son at the request of the Roman emperor, said that when the heir to the throne reaches puberty, he would hand over the throne to him, “ if that is indeed the case, it is to be admired ” inadvertently wrote author.

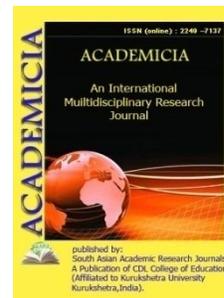
The author of the "Shahnameh" set himself the task not to cover the private lives of kings, but to show their attitude to society, the people and the country. This positive fact shows the tendency to try to understand the history of Ferdowsi objectively. So, rather than the author giving new material about the kings of Iran in the “ Shahnameh”, it is more important how he covered their social activities and what issues he interpreted from their point of view. Ferdowsi's "Shahnameh" is not only a description of battles, but also covers the fate of the individual, life issues, problems of the history of society, and in later periods it was able to give a powerful impetus to the consistent traditions in Eastern literature.

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## POWERS OF THE INSTITUTION OF AKSAKALS (ELDERS) IN THE MANAGEMENT OF MAKHALLAS IN UZBEKISTAN

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### ABSTRACT

*This article highlights the role and powers of the Institution of elders in the management of makhallas in Uzbekistan. The makhalla is governed by a leader who is used in the sense of an elder or chairman. The elder is granted administrative, legal, social, economic and cultural powers in the manner prescribed by law. His activities have become an important part of the self-government system in Uzbekistan.*

**KEYWORDS:** *Makhalla, Elder, Chairman, Social, Economic, "Prosperous Makhalla" ("Obod Makhalla"), "Prosperous Village" ("Obod Kishlok"), Peace, Civil Society, Social Protection, Citizen, Values, Traditions.*

### INTRODUCTION

From time immemorial, the makhalla institution has made a significant contribution to the preservation of interethnic friendship and solidarity, the education of national and universal values among young people - good-neighborliness and mutual respect, compassion, care for the needy and patriotism, a peaceful life in Uzbekistan[1]. Its role and importance in preserving the national values, way of life and thinking of our people, passed down from generation to generation, are invaluable[2]. Makhalla is a unique institution of civil society in Uzbekistan. According to media reports, today in Uzbekistan, about 10 thousand gatherings of citizens successfully solve more than 30 socio-economic problems that were previously in the competence of local authorities[3].

In Uzbekistan, the role of the institution of elders in the management of makhallas is great. Because the elder has been in the management of the makhalla for centuries. The concept of

elders is used in relation to an elderly, enlightened, educated person among the peoples of Central Asia and the Caucasus, who has won special respect in the region in which he lives. The opinions, advice and recommendations of the elder were taken into account in local government. The elder is an institution of historical statehood in Uzbekistan, as well as in other countries of Central Asia. The role of elders is increasing in all changes taking place in the makhalla system. The elder was part of the national public administration. Reforms in each locality were carried out in accordance with the advice of the elders of that locality. That is why today the elders are actively involved in the process of ongoing social, economic and cultural reforms.

The powers of the elder are determined by the Law of the Republic of Uzbekistan dated April 22, 2013 "On self-government bodies of citizens". According to article 14 of this law, the chairman of the gathering of citizens - the elder has several powers: convenes a gathering of citizens (a meeting of citizens' representatives); submits to a gathering of citizens for approval the candidacy of the executive secretary, chairmen and members of the commissions for the main areas of activity and the audit commission of the gathering of citizens, to the kengash of the gathering of citizens - the candidacy of an employee for maintaining military records; organizes work on the implementation by the gathering of citizens and its bodies of their powers, as well as the execution of decisions; represents the interests of the gathering of citizens in state bodies, including the court, in relations with legal entities and individuals, concludes contracts on behalf of the gathering of citizens, including labor contracts; disposes of the means of gathering of citizens in accordance with the legislation; organizes the work of advisory centers in the relevant territory; takes measures to preserve ownerless property, property transferred to the self-government of citizens by inheritance, as well as property of lonely persons temporarily absent due to being in medical institutions, property of orphans, children left without parental care, who are in specialized educational - in educational institutions or under the guardianship and guardianship, transferred to a family for foster care; submits to the court an application for recognizing a citizen as having limited legal capacity due to abuse of alcoholic beverages, narcotic drugs and psychotropic substances, or recognizing a citizen as incompetent due to mental disorder (mental illness or dementia); submits proposals to the relevant state bodies on improving the material and living conditions of low-income families, orphans, children left without parental care, as well as citizens affected by natural disasters and man-made emergencies; makes proposals to local government bodies on the creation of new and reconstruction of existing burial places; organizes public work to protect the rights of minors, provides the guardianship and guardianship authorities with information about orphans, children left without parental care, and also promotes the placement of such children in the relevant state institutions; together with the assistants of preventive inspectors for the protection of public order of the internal affairs bodies, exercises control over the activities of members of the public formation "Mahalla Posboni"; organizes in the relevant territory the holding of mass events related to holidays and significant dates; organizes work to suppress the activities of unregistered religious organizations, cases of forced inculcation of religious views, resolves other issues related to compliance with the legislation on freedom of conscience and religious organizations; coordinates the activities of the executive secretary, an employee for keeping military records; receives citizens, considers their applications, proposals and complaints; ensures the issuance to citizens of certificates and documents on their family and property status, other documents provided for by law; in accordance with the procedure established by law, submits to the relevant state bodies and other enterprises, institutions and organizations submissions on bringing

officials to responsibility for non-execution or improper execution by them of decisions of citizens' self-government bodies and their officials, adopted within their competence; ensures the issuance to citizens of certificates and documents on their family and property status, other documents provided for by law; in accordance with the procedure established by law, submits to the relevant state bodies and other enterprises, institutions and organizations submissions on bringing officials to responsibility for non-execution or improper execution by them of decisions of citizens' self-government bodies and their officials, adopted within their competence; requests and receives from the relevant state bodies information on protected natural areas, objects of material cultural heritage.

The chairman (aksakal) of a gathering of citizens may exercise other powers in accordance with the legislation.

The chairman (aksakal) of the gathering of citizens has a certificate of the established form. A sample certificate of the chairman (aksakal) of a gathering of citizens is established by the Cabinet of Ministers of the Republic of Uzbekistan[4].

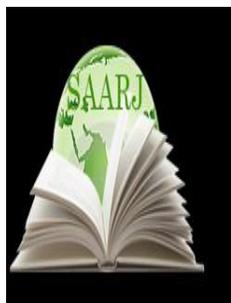
The elders also contribute to any changes in the makhalla system of Uzbekistan. In recent years, the state has adopted many social assistance measures through makhallas. In 2017, 24,536 citizens were allocated financial and material assistance in the amount of 7,424.9 million soums to support and rehabilitate the low-income, socially vulnerable, orphans, families with minor children, lonely elderly people, people with disabilities and victims of natural disasters[5]. In 2018, the Obod Kishlok and Obod Makhalla ("Prosperous village" and "Prosperous makhalla") programs were launched[6]. In 2018, funds worth 3 trillion soums were allocated for construction and improvement under both programs. As a result, 416 villages received a new look[7]. In 2018, within the framework of the Obod Kishlok and Obod Makhalla programs, construction and improvement works were carried out in 416 villages in 159 districts. 142 thousand individual and more than 1000 apartment buildings, 3 thousand kilometers of roads, 2.5 thousand kilometers of power lines, 2 thousand kilometers of water supply networks, 2,400 markets and other infrastructure facilities have been built and repaired in these villages. In addition, construction and repair work was completed in 388 secondary schools, 313 preschool educational institutions, 168 medical institutions, 38 makhallas and 55 other social facilities. In 2019, within the framework of the Obod kishlok and Obod makhalla programs, large-scale construction and improvement works were carried out in 479 villages and auls, 116 urban makhallas[8]. For these purposes were spent 6.1 trillion soums, which is 1.5 trillion soums more than in 2018. In 2018, the appearance of the village "Manas" of the Dustlik district of the Jizzakh region, the center of the Mirzachul district, the village "Karakalpakstan" of the Kungrad district, the village "Chuya", located 110 km from the Navoi city and 38 km from the center of Nurata district, the village "Utemurat", located about 400 km from the Navoi city and 140 km from the center of the Tomdi district, the village "Kulkuduk" of the Uchkuduk district, located 355 km from the center of the Navoi region, the village "Jom" of Nurabad district of the Samarkand region, the "Mustakillik" makhalla of Andijan city, the "Ashgabat" makhalla of Urgench city, the "Bunyodkor" makhalla of the Kagan city[9].

In general, the institution of elders performs an important function in the makhalla. This is a unique means of self-government and spiritual and educational propaganda. Through the elders in the makhalla, not only spiritual and educational work is carried out, but also unique cultural

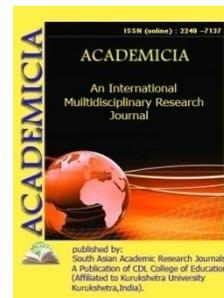
values, spiritual qualities, customs and traditions of our people are passed on from generation to generation. Today, large-scale changes are being made to preserve and further develop values in the makhalla. The state is building up the material and technical capabilities of local self-government bodies. The most important thing is that the makhalla performs an important function related to targeted social protection of low-income families to improve the well-being of the population, the development of household plots and the improvement of the self-employment system, obtaining preferential loans from banks for citizens who want to open their own business. The role of the makhalla and the elders leading it in solving the problems of citizens through the study of appeals from the population is significantly increasing.

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## TECHNICS OF THE INFRA-RED DRYING OF FARM PRODUCTS

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### ABSTRACT

*High quality and not expensive infrared drying of agricultural products will increase the circulation of food products to a new level of development and turnover of funds. Reducing the drying cycle of products will allow you to quickly send products to the consumer. The quality of infrared products can be attributed to high-tech product processing processes. By introducing this drying process, it is possible to preserve the composition of the products, increase the caloric value and the healing power of food products.*

**KEYWORDS:** *Infrared Drying, Contact, Moisture, Dryer, Storage Technology, Penetration Depth, Convective Method, Is Actively Absorbed By Water, Micro Flora, Vitamins, Biologically Active Substances*

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### 1. INTRODUCTION

The infra-red drying in an aerosphere of deep vacuum of the most actual, perspective at present, an industrial processing method of vegetables and fruit with caloric radiation application. Creation of the equipment of machining of agricultural products the thin and specific process consisting of assemblage of cycles.

It is for this purpose necessary: drying, as well as evaporation is a process of removal of a moisture of a material with thermal energy use. However thanks to presence of a firm phase transition of a moisture from a material in a circumambient is made at superficial transpiration of a moisture and its diffusion from inside layers to a material surface. Thus, drying is diffuzionno-desorbtsionnym process. Because of presence at the chamber of a firm phase in which there is a denudation of molecules of dissolvent and their diffusion, designs of the drying apparatus

considerably differ from designs) kettles. Existing methods of drying can be divided on two groups. To the first group refer to drying by contact of a wet material with the warmed-up air or top internal gases. Thus the moisture from a material is carried away by air which leaves a dryer more moisture-laden than at an entry in a dryer.

The basic features, advantages and possible scopes of application of vacuum drying are illustrated and proved by following factors:

High level of preservation in the exsiccated installations органолептических параметров - forms, sizes, taste, colour, odour. (New consumer properties and new solutions in production engineering of storage and implementation of perishable foodstuff).

### TECHNICS OF THE INFRA-RED DRYING

High level of preservation of thermo labile components - vitamins, enzymes, amino acids, live microorganisms. (Manufacture of products of baby food and functional purpose products, pharmaceutical industry, applied biotechnology, conservation of a genofund of seeds of plants, manufacture of high-grade forages for aquarian fishes and pets, and birds).

High porosity and hygroscopicity. (Manufacture of effective catalysts, sorbents).

Sweeping dehydration of the "piece" installations, full solubility мелкодисперсных and powdered materials. (Convenience of application of foodstuff, drinks and medical products.)

Small relative density. (Abbreviation of expenses for transport, effective utilisation possibility in situations when the weight and volume play an important role - space, underwater fleet, tourism).

Low final humidity of the exsiccated materials. (Possibility of long storage in leak proof packing in the conditions of noncontrollable temperatures).

Possibility to provide in the exsiccated materials the same distribution of components, as well as in difficult on composition initial solutions. (Krio special purpose chemical engineering's).

Possibility of creation of new consumer properties in a course регидратации the exsiccated products. (Restoration of mincemeat by milk, fruit - liquor).

New production engineering of traditional foodstuff. (Sublimirovannoe ice cream for those to whom in a cold aspect its use is counter-indicative).

New production engineering of original directivity. (Conservation for many long years bunches of flowers, for example, from weddings; drying of the moistened valuable ancient books; таксидермия).

**2. An experimental part.** Starting with above the told reasons, from technical advantages of use of the infra-red сушильной chambers it is possible to note its low power consumption, tightness in conditions of completely closed system, absence of environmental contamination and possibility to control drying process.

In offered сушильной to the chamber the method of drying by means of caloric radiation is applied. Caloric radiation of solids is caused by excitation of molecules and atoms of a body owing to their thermal traffic. In the capacity of an emitter the metal pipes which have been had in the chamber in regular intervals on certain distance from the irradiated product are chosen. The surface of pipes is covered by a ceramic covering in this connection нагревая the ceramic

surface radiates the infra-red beams of certain length and intensity. At caloric radiation sorption by an irradiated body in it thermal traffic of atoms and molecules that calls its heating increases. Transfer of energy occurs from a body to high potential of carrying over of heat to a body with smaller potential. For foodstuff the depth of penetration of the infra-red beams reaches 6-12 mm. On this depth the small part of energy of radiation, but temperature of the layer lying on distance of 6-7 mm from a surface of a material penetrates, grows much more intensively, than at heating by the convective way.

The infra-red drying of foodstuff as a process, it is based that caloric radiation defined waves actively are long is absorbed by the water containing in a product, but moisture removal was possibly is not absorbed by a cloth of an exsiccated product, therefore at low temperature (40-60 Celsius degrees) that allows to keep almost completely vitamins, biologically the active materials, natural colour, taste and aroma of products exposed to drying. The equipment for drying of vegetables and fruit, meat and fish, grain, groats and other food and not food materials based on caloric radiation use is the most perspective now.

Drying of products offered on the given production engineering allows to keep the maintenance of vitamins and others biologically active materials in a dry product at level of 80-90 % from initial raw materials. At short retting (10-20 minutes) the product which has passed drying rebuilds all natural органолептические, physical and chemical properties and can be used in a fresh aspect or be exposed to any kinds of culinary machining. Drying of products (drying of vegetables and fruit.) In such a way gives the chance manufactures vegetable and fruit powders. In comparison with traditional drying, the vegetables processed by the infra-red drying after restoration possess the flavouring qualities as much as possible approached to the fresh. Besides, the powders which have passed the infra-red drying, possess anti-inflammatory, детоксирующими and антиоксидантными properties. The infra-red drying gives the products which are not containing preservatives and other foreign matters, these products is not exposed to affecting of harmful electromagnetic fields and radiations. Caloric radiation is harmless to a circumambient and the person, as well as the equipment using it for drying of fruit, the equipment for drying of vegetables, etc.

## THE CONCLUSION

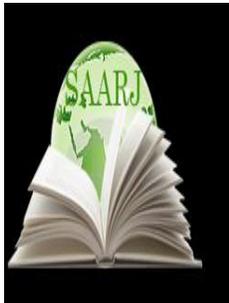
The product which has passed drying is not critical to storage conditions and racks to microflora development. About one year products can chilly be stored without special container, thus losses of vitamins make 5-15 %. The product can chilly be stored In the hermetically sealed container till two years. Drying of products gives their decrease in volume in 3-4 times, and in weight in 4-8 times in comparison with initial raw materials. Rebuilt by retting in water the product can chilly be exposed to any traditional culinary machining: to cook, жарке, to suppression, etc., and also it can be used in food in a crude or dry aspect.

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## THE PHILOSOPHICAL CONTENT OF TRUTH AND ITS FORMS

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### ABSTRACT

*The article discusses the philosophical content of the concept of truth, the specific dialectical relationship of relative and absolute truth, and the scientific importance of knowing the truth. On the contrary, he may encounter knowing and learning the eternal truth. For example, according to Islamic theologians and scholars, religious pillars are an eternal truth. On the contrary, he may encounter knowing and learning the eternal truth. For example, according to Islamic theologians and scholars, religious pillars are an eternal truth. That is, the undeniable truth in the process of the development of knowledge is the eternal truth.*

**KEYWORDS:** *Truth, Knowledge, Practice, Relative Truth, Absolute Truth, Object, Objective, False, True, Dialectic, Relativism*

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### INTRODUCTION

From the formation of philosophical thinking in man to the present day, various opinions have been put forward about the laws of nature and society, the achievements of science, the essence of the content of events and processes, their specific features. This in turn is a process in which the human mind is in a state of constant development and depends on the levels of its worldview. By understanding and reacting to the real state of events and phenomena in nature, the importance of the laws of society in determining social and spiritual stability can be determined by man himself and directed towards stability and, conversely, can destabilize the existing state of stability. Because man always strives to know and understand the truth, fighting between truth and error, truth and falsehood, right and wrong. In order to understand the truth, to know the real state of a particular event and phenomenon, a person must have formed certain knowledge. Knowledge is recognized as a belief that corresponds to and is based on truth, and truth is

recognized as a philosophical concept that represents the correct, true reflection of reality in the human mind.

Another important point to keep in mind here is that no knowledge can be truth, but every truth arises as a product of certain knowledge and experience. For example, the myths of antiquity are truth, the rules of the holy books for religion are truth, the truth in philosophy is something that corresponds to objective reality, and the knowledge, which accurately reflects the real content, quality and characteristics of events and tested in practice, the truth for science tested, reliable, logically coherent knowledge is understood. Every scientist perceives truth as the highest value of science and accepts the search for truth as one of the main tasks of scientific activity.

### **The main part.**

From antiquity to the present day, truth has been one of the most interesting and fundamental problems of philosophy, and the views of thinkers on this subject have caused controversy, and new doctrines, views, and theories have emerged at the heart of these debates. Because the focus on the issue of truth and its importance in human life, society, the development of science has never been lost.

Stabilization of human life is, of course, achieved through a correct understanding and comprehension of the truth. "The truth is sometimes hard to find, and when it's found, it's easy to lose it," he said. If it is difficult to find, if it is found, if it is easily lost, will the human heart find peace and satisfaction in such a truth? " said K. Popper. This raises a natural question. So how is the truth achieved? Different views and attitudes have been expressed on this question in a given period. acknowledging the place of philosophy in knowing the essence of truth, according to many thinkers and philosophers, philosophy is to know the truth, not any truth, but the source of all truths, the truth that belongs to the first foundation of all things, such truth is the basis of any truth , asserts that the order of things in existence is as it really is. For example, the ancient Greek philosophers Socrates and Plato were able to reach the truth by exposing the contradictions in human thought through debate. "Man," writes Farabi, "can attain truth or philosophy only through dialectical debate." The idea that "truth is born of controversy" has been recognized as an important wisdom since ancient times and is often followed. The fact that the goal of knowledge is to determine the truth, the need to create the means to achieve it in different cognitive situations, suggests that scientific debate is a pressing problem for all periods. If we strive for the truth, we must resolutely expose our mistakes and misguidance through rational criticism and self-criticism.

Philosophy uses knowledge (scientific and non-scientific) to get to the bottom of truths that are important to all people. That is, philosophy studies the world in relation to man, defines the system of principles, approaches, values and ideals that guide human activity, his attitude to the world and to himself. Truth, on the other hand, does not limit or narrow the above-mentioned powers and abilities of man, but relies on the principles and values that expand and develop them. Therefore, a person with a philosophical mind will have the courage to look straight at life and knowledge about the place and role of man in the world, and the ability to understand and comprehend the realities of life.

At different periods in the history of philosophy, attitudes and approaches to truth have varied, and if someone has linked truth to materialism, some doctrines have argued that it should be viewed with suspicion, that the absence of absolute truth is relative to all truths. The diversity of

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opinions, based on the existence of different approaches, is divided into the following forms of knowledge of truth in philosophical sources.

Objective truth is such a content of our knowledge that it does not depend on one person or on all of humanity. That is, the essence of things and events in the universe exists independently of human consciousness and desires. Man's perceptions form a reflection of the objective world beyond his consciousness. By acknowledging the existence of the objective world, the formation of its correct perception consists of objective reality. For example, the laws of nature and society are objective truths. Because these laws do not depend on man, they exist outside of him, man cannot repeal these laws, he cannot change them at will. The notion of objective reality cannot be equated with the notion of objective reality. Because objective reality is a correct reflection in our minds of the objective reality that exists outside our consciousness. Objective reality develops and is divided into forms of relative and absolute truth.

Relative truth is knowledge that represents the limitations of human knowledge, characterized by the fact that the image is largely accurate, but the image is not very suitable for the object, that is, inaccurate, hypothetical, limited by certain historical conditions of time and place. Relative truth develops and leads to absolute truth. In every relative truth there is an element, a particle of absolute truth, and the absolute and relative truths are in a dialectical relationship. The fact that human thought, by its very nature, has the ability to reveal absolute truth, implies that absolute truth is composed of sets of relative truths. New discoveries in every field of science contribute to the absolute truth, and these discoveries can expand and develop with a relative limit. That is, in the development of practice and science, this truth becomes more and more perfect, scientific knowledge (rules, concepts, and theories) that relatively accurately reflects the objective world, becoming more and more complete in the subsequent development of complete and inaccurate human knowledge.

Absolute truth is the complete reflection of the essence of an object or event in the human mind, the perfect knowledge of an object in such a way that it cannot be supplemented or clarified in the future. Due to the infinity of time and space, such knowledge is practically impossible to achieve. However, the real stage of development of science has shown that science develops because it is able to know the truth, which is understood as a unit of relative and absolute knowledge. In other words, objective truth is absolute truth in a complete and perfect view.

Recognition of relative truth is not denial of absolute truth. For our knowledge is not ready or rigid knowledge, but the knowledge of absolute truth is known by the knowledge of relative truths, by the knowledge of incomplete conjectural truths.

Man is always approaching the end of his knowledge of nature, but he cannot reach the level of complete knowledge of the laws and phenomena of the material world. The reason for this is that nature is infinite, it is in constant motion, evolving, changing. Human knowledge, on the other hand, can never completely cover the material world. Therefore, the approximation of human knowledge to absolute truth is relative. From this we must not conclude that all our knowledge is relative, that it has no objective content. Regardless of the relativity of any truth, elements of absolute truth are preserved in it. It is necessary not to contradict the absolute and relative truths, but to study them as an integral whole. Because knowing the dialectical relationship of absolute and relative truths is of great importance in the struggle against dogmatism, agnosticism, relativism.

Dogmatism and relativism are doctrines that unilaterally decide the truth and its essence, trying to separate its absolute and relative aspects. Dogmatism denies the relative aspect of human knowledge in relation to the specific time, conditions, and possibilities of cognition, and is understood as the ultimate truth that does not change, develop, improve, or supplement every knowledge. On this basis, they completely deny the existence of relative aspects in human knowledge. Representatives of dogmatism emphasize that there is no need to supplement and develop the acquired knowledge. It is not always possible to apply any knowledge in practice without taking into account the specific conditions. Because dogmatists deny that concrete historical conditions and situations are ever-changing, they sometimes blindly memorize theoretical rules and believe that they can be easily applied in any situation.

Representatives of relativism, on the other hand, recognize only the relative aspects of human knowledge and deny the absolute truth altogether. In their view, relativity is inherent in all aspects of human knowledge, not just one. This doctrine also denies the existence of a truth in it that accurately reflects a reality that does not depend on the human mind, by treating all our knowledge as relative.

Eternal truth, on the other hand, is the accurate reflection of objective reality, things and events in the human mind without absolute change. The conclusions that emerge as a result of scientific knowledge in eternal truth will not be refuted in the future development of scientific knowledge, but will be further clarified. Eternal truth is synonymous with absolute truth. Eternal truth is not subject to absolute change and criticism. On the contrary, he may encounter knowing and learning the eternal truth. For example, according to Islamic theologians and scholars, religious pillars are an eternal truth. That is, the undeniable truth in the process of the development of knowledge is the eternal truth. In some cases, if the truth does not change over time, that is, does not depend on the conditions of time, it is also called eternal truth.

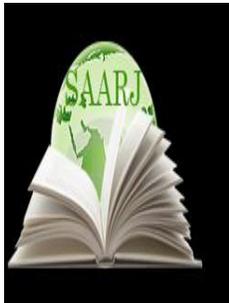
It is also a concrete and abstract form of reality, in which concrete reality is the reflection in the human mind of the fact that an object or event is always present in a specific place and condition. If we look at reality as a process and approach it from the point of view of its development, then abstract truth is contrasted with concrete reality. Abstract reality is an incomplete, undeveloped, one-sided reality, while concrete reality, on the contrary, is a fully developed multi-faceted reality under certain conditions. Any truth includes both abstraction and concreteness as it develops in the process of knowing. Reality is abstract in relation to the next stage of its development and concrete in relation to the previous stage of development.

In conclusion, we can see how difficult and complex the process of understanding and achieving the truth is at different stages of historical development. Because no one has ever been able to create truth from nothing, on the contrary, the process of striving for truth involves the use of scientific research, scientific research, various methods, memory, will, imagination, intuition, and the full power of the mind. The study of nature and being on the basis of scientific and philosophical knowledge, the development of natural and scientific knowledge, the belief in the power of the mind, the focus on knowing the truth, the knowledge that truth is the basis of human knowledge, the pursuit of this goal is important.

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## SOCIAL AND PSYCHOLOGICAL ASPECTS OF A HEALTHY LIFESTYLE

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### Abstract

*Mental Health Is The Main Factor That Determines The Quality Of Our Life. Personal Happiness Of A Person, Professional Success, The Level Of Emotional Well-Being, Memory, Perception, Dreams, Thoughts, Beliefs Depend On It. The Level Of Mental Health Varies In Very Wide Ranges From Serious Disorders To High Emotional Well-Being: A Well-Developed Sense Of Individuality, Activity, The Ability To Communicate And Get Closer To People, To Adequately Perceive Difficulties And Be Able To Overcome Them.*

**KEYWORDS:** *stress, emotion, sadness, fear, anger, satisfaction, interest, joy, loneliness, emotional well-being, psychoanalysis, id, ego, superego, self-esteem, self-esteem, behavior.*

### INTRODUCTION

An important component of human health is the optimal ratio of material and spiritual in his life, its physical and mental components. A spiritually rich, cultured person is distinguished by a high demand for himself, for society, for nature, the ability to survive failures and effectively deal with stress; independence, care for other people, the quality of relationships with other people.

The whole life of a person, any of his activities are emotionally colored. All actions have the goal of adapting the body to the external and internal conditions of existence and satisfying the needs of a person - both vital (nutrition, movement, sleep, procreation, etc.) and the needs of a higher order (in labor activity, creativity, communication, etc.).

Emotions reflect the mental functions of a person: joy, sadness, fear, anger and others. Each emotion affects the physiological functions of the human body: a state of nervousness causes a change in breathing and cardiac activity, a feeling of shame - reddening of the face, etc. A state

of emotional peace and tranquility manifests itself in relaxation of the whole body and restoration of energy.

When the existing system of satisfying needs is disrupted or the likelihood of this violation increases, a person has a feeling of anxiety, neuropsychic tension, that is, a state of emotional stress is formed.

Human emotions are very diverse. Here are just a few of them: anger, anxiety, boredom, contempt, longing, disgust, irritation, excitement, fear, guilt, hostility, interest, joy, loneliness, love, sadness, shame, surprise, anxiety, rage, and many others. Emotions make us human, they decorate our life, bringing interest and variety to it.

One of the most important points that determine the emotional well-being of a person is the formation of a person as a person. Each person has a unique combination of traits inherent only to him, i.e. each of us is a unique personality. This concept includes thoughts and feelings of a person, his relationship to people and situations. It used to be thought that a person's personality is formed only in the first 5 years of development. However, it has been proven that a person retains the ability to learn from experience, learn and change as long as he lives. Many mental health professionals have tried to explain personality development for a long time. The most famous is the theory of psychoanalysis by Sigmund Freud. According to this theory, subconscious forces have a significant influence on people's behavior. The key idea of Freud's theory of personality is that a person has an energy called libido, aimed at obtaining maximum pleasure. Freud's concept of personality and psyche includes three main components: id, ego and superego.

**Id** is the main and most primitive part of the psyche, localized in the subconscious and consists of libido and aggression. To satisfy the libido, the id strives for the complete possession of everything that it desires. Man only learns to control the requirements of the id.

**The ego** is a conscious part of the psyche, develops as we grow up and deals with the requirements of the id. When id requests are reasonable, the ego permits them to be satisfied. When the demands of the id are asocial, the ego uses suppression, by which unacceptable thoughts, memories, desires, and motives are excluded from consciousness.

**The superego** is our conscience, or the feeling of right and wrong. The superego tells us what we "should" do.

The theory of Z. Freud was seriously criticized. It is impossible to prove the existence of id, ego and superego. However, almost no one now denies the significant influence of the subconscious part of the psyche on emotions and human behavior.

John Watson, Eric Erickson, Abraham Maslow, Karl Roger and many other scientists have made their contributions to the modern concept of personality, but there is still no single concept of personality formation.

It is known that the level of human mental health varies in a very wide range - from serious mental disorders to high emotional well-being.

One of the characteristics of emotional well-being is self-esteem. Self-respect is an integral part of self-awareness. Emotionally healthy people relate to themselves well, adequately perceive the difficulties of life and have a developed sense of their own worth. Self-esteem is developed when

a person tries to do everything well. Success breeds success - each of your successes gives you confidence, which leads to further success.

Emotionally healthy people, passing from one age group to another during their lives, face certain psychological difficulties, but overcome them successfully.

Human needs are diverse and are realized by him as he grows up. The person masters the ways of satisfying these needs in the course of life. Not understanding or denying one's needs makes a person unhappy. For example, some people deny that they need love and warmth from others. In fact, they feel this need, but they are afraid of being rejected. Fear makes them reject others, a person is afraid of being humiliated, and as a result, such an important human need for mental health remains unmet.

Disappointments are inevitable in the life of any person. The ability to deal with failures develops as they grow up, mature people understand that they cannot count on the fulfillment of all desires, therefore, in case of failures, they retain a positive outlook on life, and in order to get rid of the feeling of disappointment, they do not resort to alcohol, but prefer to act.

An emotionally healthy person knows how to adapt to a constantly changing external environment. A familiar, familiar environment gives us a sense of security, and meeting something new sometimes causes excitement and anxiety. When we feel secure enough and look into the future with interest and confidence rather than fear, we can say that we have achieved a high level of emotional well-being.

Emotionally successful people are independent. They are able to make decisions on their own, plan their lives to follow their own plans. Emotionally immature people find it difficult to make decisions, are afraid to make mistakes and therefore simply "go with the flow." Meanwhile, mistakes in the life of every person are inevitable, in fact, they are our life experience.

Emotional well-being implies a person's confidence that he is "the master of life", ie. he himself largely controls his life.

One who feels helpless and insecure cannot be happy.

Modern life can be a source of intense stress. People who do not know how to effectively deal with stress, over time, acquire physical and mental illness, a tendency to abuse alcohol.

A hallmark of a person's emotional well-being is their ability to care for others. People whose own needs are not satisfied are not inclined to think about the problems of another person. But a selfish person is usually unhappy.

An important characteristic of emotional well-being is the quality of our relationships with others. Emotionally healthy people love other people, believe them and expect the same attitude towards themselves. All this gives them a sense of self-confidence and allows them to recognize themselves as part of society.

Before a person learns to love others, he must respect and love himself. Failure to love and express your feelings for others is often based on low self-esteem and can lead to dire consequences. You need to learn to accept the favor, respect and love of others.

The ability to work effectively is an important indicator of emotional health. Lack of self-confidence and self-respect can reduce our productivity in the same way as emotional conflicts

that distract our attention and energy. People who are not confident that they can get a good job and cope with it very often work below their level of ability all their lives.

People are not born emotionally happy. They go to this state, overcoming life difficulties. A prerequisite for emotional well-being is a well-developed sense of individuality, ability to communicate, build close relationships, and be proactive.

Effective communication enriches a person, improves the quality of meeting our own needs. Effective communication requires two active participants when the possibility of misinterpretation of our words is minimized in the conversation. A person should be able not only to speak and express his thoughts correctly, but also to listen, use and understand gestures correctly. People often misunderstand each other. If you have any doubt about the meaning of what you have just been told, immediately ask for an explanation.

Close relationships are friendships that are held together by close emotional, intellectual, social, and spiritual ties. Close people care about each other, trust intimate thoughts and experiences. Close relationships develop between friends, spouses, lovers, relatives, neighbors, and workmates. Intimate relationships are essential to emotional well-being, as they support us during difficult times. The lack of close relationships leads to emotional isolation, and the inability to enter into them is a symptom of serious emotional disturbance.

Through activity, our desires and goals become known to other people. Almost all of us have had to experience a feeling of annoyance that someone took over us in a certain situation. You should be more active and not allow this.

There are three types of behavior:

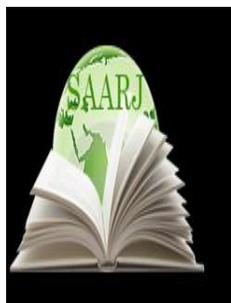
- Passive behavior. We do not declare our goals and rights, as a result of this, our desires remain unfulfilled, and our dreams unfulfilled. As a result, we begin to despise ourselves for this, and relationships with other people become strained.
- Active behavior. We openly declare our goals and rights and strive to ensure that our needs are met.
- Aggressive behavior implies achieving a goal at the expense of infringing on the rights of others, and therefore ultimately destroys our relationships with others.

Thus, emotions are a mental state characterized by subjective experiences, physiological activation, and certain modes of expression. Emotions are real, meaningful, and an important part of the human personality. Since every emotion affects bodily functions, emotional well-being has a lot to do with physical health.

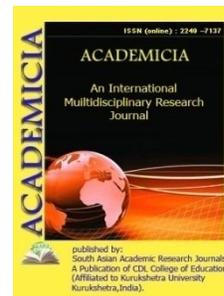
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## SEMANTIC ANALYSIS OF LITOTES IN THE ENGLISH LANGUAGE LITERARY TEXT

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### ABSTRACT

*The semantic analysis of litotes in the descriptions of natural disasters in the English-language media text is given. The language material made it possible to reveal that the most productive conceptual sphere in litotes models is “scale”. Litotes is a form of understatement, more specifically meiosis, and is always deliberate with the intention of emphasis. However, the interpretation of negation may depend on context, including cultural context. Understatement of a certain feature of the described object in the media text indicates the activity of the process of reflection of the surrounding world, the desire to penetrate into its most significant properties.*

**KEYWORDS:** *Litotes, Semantic Analysis, Media Text, Natural Disaster, Information, Aid Agency, Stylistic, Literary.*

### INTRODUCTION

Modern language researchers are showing increasing interest in rethinking well-known stylistic techniques from the point of view of cognitive science and pragmalinguistics. In particular, we were interested in such a stylistic device, like litota. Many Western and Russian linguists of the XX-XXI centuries (I.R. Galperin, I.V. Arnold, F. Johson, N. Knox, D. R. Smith et al.) Expressing an opinion about the versatility of the trail being explored, which allows him to act as a structural component of lexical and syntactic stylistic devices such as antithesis, irony, metaphor, comparison, ellipsis, anadiplosis, epiphora, inversion, a rhetorical question. the purpose of litotes to cause doubts in the listener by discrepancies between the asserted and implied concepts.

In rhetoric, litotes is a figure of speech and form of verbal irony in which understatement is used to emphasize a point by stating a negative to further affirm a positive, often incorporating double negatives for effect. Litotes is a form of understatement, more specifically meiosis, and is always deliberate with the intention of emphasis. However, the interpretation of negation may depend on

context, including cultural context. In speech, it may also depend on intonation and emphasis; for example, the phrase "not bad" can be intonated differently so as to mean either "mediocre" or "excellent". Along the same lines, litotes can be used as a euphemism to diminish the harshness of an observation; "He isn't the cleanest person I know" could be used as a means of indicating that someone is a messy person.[6]

Litotes is a figure of speech in which a negative statement is used to affirm a positive sentiment. For example, when asked how someone is doing, that person might respond, "I'm not bad." In fact, this means that the person is doing fine or even quite well. The extent to which the litotes means the opposite is dependent on context. For example, the person saying "I'm not bad" may have recently gone through a divorce and is trying to reassure a friend that things are okay. On the other hand, this person may have just won the lottery and says, "I'm not bad" with a grin on his face, implying that things are, in fact, incredible.

The word litotes comes from the Greek for "plainness" or "simplicity" and is derived from the Greek word litos, meaning "plain," "small," or "meager." Note that litotes is not a plural word. [8]

Litotes is a form of ironic understatement. An understatement can be any expression that minimizes the importance of something. Understatement and litotes both invoke a certain restraint or stoicism when describing something. However, the definition of litotes is much more specific than that of understatement. Litotes only refers to the negation of one quality to emphasize its opposite. If a person is "not unimaginative," this negation of the negative quality "unimaginative" implies that the person is, in fact, imaginative. It is quite common to hear examples of litotes in everyday speech in English. Perhaps you have heard or even used some of the following expressions:

He's not the friendliest person.

It wasn't a terrible trip.

She's not unkind.

They aren't unhappy with the presentation.

Not too shabby!

The two concepts are not unlike each other.

She's no spring chicken.

It's not exactly a walk in the park.

## THE MAIN PART

The purpose of this study is a semantic analysis of the features of an object that can be understated in litotes models of the English-language media eco-text. The range of environmental texts is wide, but our research focuses on information messages describing natural disasters. The relevance of the research is determined not only by the growing interest in the analysis of modern discourse practices, but also by the cognitive and pragmatic focus in studying the semantics of stylistic means in media texts.

Within the framework of the pragmatic approach, any “text is considered as a complex speech act that is carried out with specific intentions and goals and which uses a complex of language means and methods of influencing the addressee ” [1, p. 20].

Trails are actively used in journalism, not only increasing the informative value with the help of associations (images), but also participating in the most important functions of newspaper texts - persuasion and emotional impact. A.P. Skovorodnikov noted that for modern newspaper texts characterized by an increased frequency and variety of semantic figures, in which he includes figures of the so-called "Peripheral-euphemistic type". [6, p. 74–75].

Litotes traditionally refers to the figures quantity and is a technique based on comparing two dissimilar objects (phenomena) or their characteristics with a quantitative feature common to them. According to P. Fontagnier, in the most general sense litotes, “more or less reduces a thing” [6, p. 133].

In the interpenetration of positive meanings of truth and subjectivity, the dialectic of the subjective and the objective is manifested in litotes, where both sides of the reflection process act as interacting sides of one and the same phenomenon: the real measure - an objective assessment - is rethought taking into account the litotes measure - a subjective assessment. It is especially clearly manifested the creative nature of the subject is constant transformation of reality in the use of this stylistic device. The influence of subjective psychological factors while understatement is clearly visible (emotionality of the naming object) on language form.

Understanding the measure as a mean between two opposites plays an important role in the perception of the individual and regulation his behavior. Each element of reality exists within certain quantities. However, “excessive stereotyping of actions and forms tires” [7, p. 117], therefore, any deviation from the measure not only creates a certain tension, but also leads to the emergence of the necessary emotions.

Based on the material reviewed, we presented the opportunity itself to highlight such traits that are most often understated in cast designs when describing natural phenomena: scale; quantity / weight; strength; time.

The semantic group "scale" is the most productive in the composition of litotes models. In a broad sense, the scale is size, scope, coverage of the phenomenon or object.

It seems quite logical that that litotes is used in media texts in its direct purpose - to indicate the small size of the object. Remarkably, that these cast structures characterize such inhabited objects as islands, villages, settlements. British reporters hardly ever use "dimensional" litotes to describe the natural phenomenon itself: “They had been swept off a tiny island and survived the storm by clinging to planks and lifebuoys (They were washed off the tiny island, and they survived the storm by holding onto boards and life buoys) (BBC news. 2007. 6 Sept.); The devastation caused by the Asian tsunami in the tiny Indonesian province of Aceh has been well documented; (The Guardian. 2006.1 Jan.); Authorities in Ile-à-Vache, a tiny island off Haiti’s south-west coast, said, an elderly woman died when huge waves crashed on her house (The Guardian. 2006. 29 Aug.)

In second place in terms of productivity, two semantic groups - "quantity" and "mass". The understatement of quantity is used as a dimensional characteristic by English-speaking journalists when referring to the insufficient amount of assistance for victims of a natural

disaster: A government allocation of £ 2.1m to flood-ravaged Hull is only “a drop in the ocean,” according to the council the amount allocated by the government of 2.1 million dollars for the devastated flood Halla is just a drop in the ocean) (BBC news. 2007.13 July); An estimated 3,3 million people were made homeless by the earthquake. Aid officials estimate that up to 540, 000 tents are required, but only 122, 000 have been delivered. Aid agency plans to send another 83,000 aids and just a ‘drop in the ocean’, said UN official Jesper Lund (It is estimated that the earthquake left 3.3 million people are homeless.

It is believed that about 540 thousand tents are required, but they brought only 122 thousand. Plans for the humanitarian organization to send more than 83 thousand aids is just a drop in the ocean, said UN spokesman Jesper Lund) (The Guardian. 2005.23 Oct.)

The underestimation of the mass of an object finds linguistic expression in the descriptions of the natural disaster itself, when, under the influence of external forces, heavy material objects experience shaking, move and move in space at different distances: He said: “The roof started shaking in the wind, like it was a tent, and the timbers were being thrown about like matchsticks” (He said: “The roof began to shake in the wind like an awning, and logs scattered like matches) (The Telegraph. 2000.30 Oct.); We were swept inland and got to high lands. People were being plucked up like toy soldiers (We were washed inland and we got to the hill. People were thrown like toy soldiers) (The Independent. 2005. 2 Jan.)

To a lesser extent, the linguistic material presents the representation of the semantic group "strength". Strength is the ability of objects to "resist destruction, as well as irreversible change in shape (plastic deformation) under the action of external loads, in a narrow sense - only resistance to destruction" [2, p. 216], for example: Tornadoes “bent pylons like tooth picks” (Tornado “bent the lamp poles like toothpicks”) (BBC news. 2003. 6 May); Juan Jose Daboub, the President’s chief of staff, pointed out how Tuesday’s big tremor knocked out much of the national water and power system. He said, main highways had crumbled "Like a loaf of bread" (The Independent. 2001. 19 Feb.)

According to the data obtained, the conceptual sphere "time" is the least productive in cast models. The understatement in cast models follows the line of time during which a natural phenomenon occurred: “It was in a split second that we sat down and started to cover ourselves before the storm hit”, said Kira Simpson, 17 (The Independent. 2009. 21 Aug.). So, in the informational descriptions of natural disasters, British journalists use the understatement of various attributes of the object. In epistemological terms the desire to measure an object in order to know its true physical characteristics of the bearer of any linguistic culture. Therefore, it is not surprising that the most common feature understated in texts is physical property of the described object. While describing a material object, the logical action of the author will be the desire to characterize the described object by means of specific measuring quantities. The quantitative characteristic of the measured value is its scale, therefore it is this parameter that is most productively subjected to rethinking on the scale of understatement. Journalist strives for completeness and the accuracy of the narrative, its purpose in the media eco-text is to offer the reader the most concrete idea of the realities of the environment.

Along the way, he must solve the problem - as the most attractively "pack" the presented information to them. Consequently, the understatement of the described property of the object of

reality in the press usually implies not only the acuity of his perception, but also the evaluative attitude to the object, as well as the desire impress and convinces the reader.

Understatement of a certain feature of the described object in the media text indicates the activity of the process of reflection of the surrounding world, the desire to penetrate into its most significant properties. This is especially evident in the cases where a journalist embodies of his idea turns to litotes, which is based on mental operations on comparison and differentiation of two plans - real and unreal, - contributing to penetration into the true essence of life, its laws. The choice of understated properties in media text relies on mental prerequisites such as desire to draw attention to the statement, the desire to impress the reader and elicit an emotional reaction.

A. Potebnya [9,56] proposed to distinguish between transitive and reflexive litotes. If the speaker (narrator, lyric subject, character) talks about another person, belittling him, we can talk about a transitive, transitional litotes. A transitive litotes is an effective means of conveying a contemptuous attitude towards someone or something. If the subject is engaged in self-deprecation, underestimates any of his features, we are talking about a reflexive (introspection) litotes.

Negation of a logical character should not be confused with litota as a fact of linguistics. Let us cite Shakespeare's sonnet for illustration:

My mistress' eyes are nothing like the sun;  
 Coral is far more red than her lips' red;  
 If snow be white, why then her breasts are dun;  
 If hairs be wires, black wires grow on her head.  
 I have seen roses damask'd, red and white,  
 But no such roses see I in her cheeks;  
 And in some perfumes is there more delight  
 Than in the breath that from my mistress reeks.  
 I love to hear her speak, yet well I know  
 That music hath a far more pleasant sound:  
 I grant I never saw a goddess go,  
 My mistress, when she walks, treads on the ground;  
 And yet, by heaven, I think my love as rare  
 As any she belied with false compare.

(Shakespeare. SonnetCXXX.)[3]

This sonnet is built on the denial of a number of positive qualities of the beloved, and the denial is carried out on the removal of the usual comparisons, in which the extremely high degree of a positive sign is affirmed (eyes are like stars; lips are like corals; chest is whiter than snow; cheeks are roses; breath is the scent of perfume; voice - music, etc.).

In the epigrammatic lines, it turns out that all negative sentences carry praise. However, there is no litotes in this sonnet. Litota is a linguistic means. Logical means are used in this sonnet. The denial of the qualities listed in the sonnet does not carry the statement about the presence of these signs like the litotes; in other words, negations remain negations. The last lines only make the conclusion that the absence of these qualities does not diminish the charm of the beloved.

Litotes is a technique opposite, that is, a deliberate understatement of the qualitative or quantitative characteristics of an object or its properties. Usually this technique is expressed by the negation of the opposite (not bad = very good).

## CONCLUSION

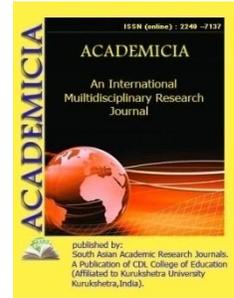
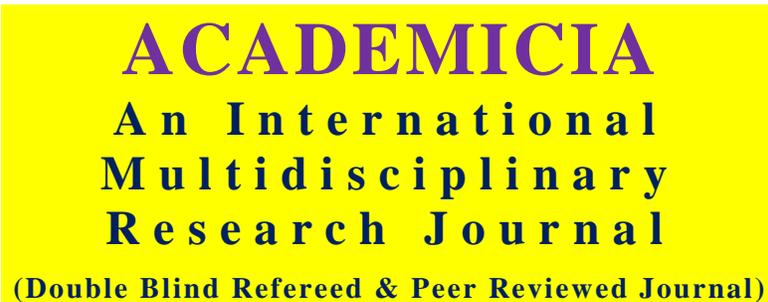
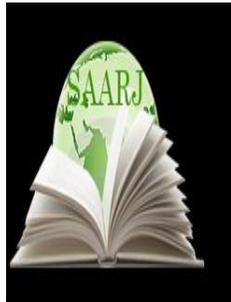
Litotes is euphemistic, distinct from exaggeration. In particular, litotes is taken in a transitive sense and is an expression of a look at the third person, among other things, contempt for him; meanwhile, humiliation and belittling (litotes) is taken in a reflective sense when a person speaks about himself.

In the process of understatement, various kinds of images are involved that are present in the human mind, which are expressed in language, i.e. litotes acts as a product of the linguistic picture of the world. Moreover, in sustainable literary models, certain stereotypes of thinking inherent in that or other linguacultural community and passed down from generation to generation. However, when choosing a linguistic form to designate a litotes measure, the naming subject is guided not so much by information that leads to the correct reference as communicative and pragmatic functions, as well as their own psychological inclinations.

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## COUPLES-BASED COPING TRAINING ON THOUGHT CONTROL STRATEGIES OF SPOUSES OF CANCER PATIENTS - A STUDY

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### ABSTRACT

*The stress of a patient's cancer can easily be felt by her partner so that the cancer becomes a shared stress or a "we-disease." In this article, we look at how couples experience the cancer diagnosis and treatment and the ways they cope together with the illness. As practitioners, we are particularly interested in understanding the process of mutual support and the characteristics associated with a couple's coping that lead to a positive adjustment to cancer. A total of 187 spouses of cancer patients attending oncology clinics of two hospitals in Tehran, Iran, participated in the research program. Data collection was done using the Zung Self-Rating Anxiety Scale, Thought Control Questionnaire and Beck Depression Inventory. The research sample consisted of 29 married spouses of cancer patients. The prevalence of probable mixed anxiety depression disorder (MADD) among the spouses was 15.5 %. In the present study, we examined changes in thought control strategies for MADD patients who underwent couples-based coping training. The couples-based coping training sessions extended for 45 minutes and were held once weekly. All of the thought control strategies were positively associated with MADD. Mutual support for couples with cancer can substantially benefit family and patient functioning and caregiver burden.*

**KEYWORDS:** *Couples-Based Coping Training, Cancer, Mixed Anxiety Depression Disorder (MADD), Thought Control Strategies.*

## INTRODUCTION

There is an interaction between individual coping and mutual support processes among couples. For example, healthy partners' appraisals of both their own coping and the coping of the diagnosed partner influences the types of support they report offering to their partner (Kuijer et al., 2000). The type of support partners provide, in turn, affects the coping behaviors employed by patients (Manne & Glassman, 2000).

Moreover, patients' coping behaviors may signal the type of support they need and serve to mobilize or discourage support from partners. In fact, individual coping and support processes appear so intertwined that some coping researchers have concluded that the ability to mobilize the desired type and amount of support from significant others is a coping skill in itself (Bodenmann, 2005; Kennedy-Moore & Watson, 2001; Stanton et al., 2000). As an illustration, a partner interprets the other partner's not talking about the cancer as coping well and therefore, offers little support to the other. In contrast, a partner who openly expresses fears about the cancer may be offered a lot of support from the partner, who interprets the concerns as not coping well with the cancer. Thus, couples who are satisfied with the support they give and receive may be skilled in communicating their support needs to each other (Duck, 2002). They mutually shape the nature of their support processes in a way that positively enhances both partners' adjustment to cancer.

Support, then, should be viewed as a mutual activity rather than an individual one. When a partner has cancer, she not only is the recipient of support but provides support to her partner. Typically the value of support is assessed from the perspective of only the recipient and not the provider. Many patients show concern about the effects of their cancer on loved ones and attempt to support those loved ones, while also seeking support from them (D'Errico, Galassi, Schanberg, & Ware, 1999). There is much evidence to suggest that, for a person in a committed relationship who is coping with a severe illness, a major influence on their adjustment is mutual support between partners. It is widely accepted that partner interaction is so crucial in coping with a major crisis that, for the best outcome, the couple should conjointly cope with the stress. Thus, the two partners should interact in ways that positively influence each other's mood and methods of coping. To illustrate the importance of this couple or dyadic focus, consider the following two studies of couples coping with breast cancer. First, Skerrett (1998) interviewed 20 couples about their coping, focusing on their communication, beliefs regarding illness and health, problem-solving techniques, feelings of loss and disfigurement, and other topics. Based on the interview data, the couples were categorized as either resilient or problematic. Most of the 20 couples were viewed as resilient: They had a philosophy of coping that was mutual and served as a basis for dealing with the ongoing demands of the illness. They strongly believed that they were "in it together" and served as each other's confidante, advisor, and sounding board. Most talked openly about cancer but did not allow the talk of the illness to dominate their daily living. In contrast, there was a small cluster of "problematic" couples for whom breast cancer had a devastating impact on their lives. The illness seemed to color every aspect of their interaction. The "problematic" couples were unable to formulate a common coping philosophy. Their communication took the form of one of the two patterns: individual retreat into withdrawal

and silence or, conversely, reactive, anxiety-driven, tell-all communication. They struggled to find ways to understand and make meaning of the experience.

In the second qualitative study, Zunkel (2002) identified four relational or dyadic processes in which each partner contributed to coping with breast cancer. These were: (1) sharing in the patient's recovery, (2) helping her, (3) normalizing the household, and (4) moderating or minimizing the intrusion of the cancer. Zunkel (2002) concluded that there were two distinct types of processes: an acknowledging type and a moderating or minimizing type. The acknowledging process attempted to incorporate the illness into family life; couples openly expressed their feelings about its presence and acknowledged their partners' responses to the cancer and recovery. In contrast, the moderating or minimizing process attempted to limit the cancer's impact on the family.

Although both patients and their partners are affected by the stress of breast cancer, there has been little systematic study of the effectiveness of psychosocial interventions targeted at the couple. Neither has there been much study of psychological outcomes for both partners or for the marriage. Given the frequency and intensity of interaction that a patient has with her spouse or partner, psychosocial interventions designed for couples may be more effective than peer groups or cognitive behavioral interventions (Radojevic, Nicassio, & Weisman, 1992). Furthermore, recent changes in medical care have transferred greater responsibility from health care professionals to the spouse and couple, making it all the more important to work with a couple as a unit and include the partner in treatment plans.

In reviewing outcome studies on psychosocial interventions for cancer patients, we could find only seven studies that evaluated interventions that included a spouse or family member (Kayser, 2005). Most of the studies were of interventions using behavioral training, educational groups, individual counseling, and support groups for patients. While support groups appear to be the most common type of intervention offered to cancer patients, recent studies have questioned their efficacy (Bordeleau et al., 2003; Goodwin et al., 2001). Some researchers have found not just minimal psychosocial benefits of peer support groups for early-stage breast cancer patients, but even adverse effects of peer discussion for some subgroups of women (Helgeson, Cohen, Schulz, and Yasko, 2001). There have been three randomized controlled trials evaluating couple-based interventions. Christensen's (1983) intervention involved four counseling sessions with 20 post-mastectomy couples and emphasized communication and problem-solving techniques. Patients who had received the treatment had significantly lower levels of depression than patients in the control group. Also, the husbands who received the treatment had significantly lower levels of discomfort than the husbands who did not receive the treatment. The author noted that with the small sample it was difficult to obtain statistically significant results, but these preliminary results provide some promising findings for couple-based interventions.

The Couples-Based Coping Training (Can-COPE) was evaluated in a randomized controlled trial with 94 married women who were recently diagnosed with early stage breast or gynecological cancers (Scott, Halford, & Ward, 2004). Women in CanCOPE compared to the other two conditions experienced less psychological distress, less avoidance of intrusive negative cognitions, and improved sexual adjustment. There was also a large increase in observed couple-coping, and supportive communication, and a large reduction in couples' coping effort or burden (Scott et al., 2004). Partners in coping, a couple-based intervention for breast cancer patients and

their partners, was evaluated in a randomized control trial with 50 couples (Kayser, 2005). Patients in the Partners in coping intervention arm reported higher overall well-being and common dyadic coping than the patients in the standard services arm at Time 2 (6 months post-baseline). Partners in the intervention arm reported higher stress communication coping and lower avoidance and hostile coping than partners in the standard services at Time 2. A recent meta-analysis of 70 randomized studies on people with chronic illnesses found positive benefits for both patients and family members when including a family member in psychosocial interventions (Martire, Lustig, Schulz, Miller, & Helgeson, 2004). The studies compared interventions using traditional methods to interventions targeting patients' closest family member or both patient and family member. For patients, interventions that involved spouses had positive effects on depression and, in some cases, on mortality. For family members, these interventions had positive effects on caregiving burden, depression, and anxiety. Only 5 of the 70 studies had samples of cancer patients—the illnesses were most frequently cardiac, dementia or Alzheimer's, or chronic pain. The aim of this study is to measure thought control strategies among spouses with mixed anxiety-depression symptoms and reduction of cancer-specific thought intrusions and MAD symptoms with couple-based coping training.

## METHODOLOGY

### SAMPLE

We asked 214 consecutive patients with a diagnosis of breast, lung and colorectal cancer ranging in age from 20 to 70 years, who had a spouse, for permission to contact their spouses. We selected patients in wide range of age, because cancer can occur at any age. Spouses could participate in the study if they were legal husband, age between 20 and 70 years.

All 214 patients who were approached gave consent to contact their partners. Of the 214 spouses 196 agreed to participate, and of these 187 returned the questionnaire. Of the 187 spouses 29 were diagnosed as patients with mixed anxiety-depression symptoms. The mean age of spouses were ( $M=42.9$ , Range, 24 - 61,  $SD= 8.61$ ,  $N=29$ ). *Average number of children was ( $M= 2.5$ , Range, issueless to more than 5,  $SD= .881$ ,  $N=29$ ).*

The research sample consisted of 29 married spouses of patients with breast, colorectal and lung cancers in *Imam Khomeini Hospital and Resalat Hospital*, Tehran-Iran. Spouses with previous history of psychiatric illness or spouses with medical/health problems were excluded from the study.

**TABLE 1 - THE LEVEL OF MIXED ANXIETY DEPRESSION DISORDER, MAD WITH OTHER HEALTH PROBLEMS AMONG SPOUSES OF CANCER PATIENTS**

Level	Frequency	Percentage
Mixed Anxiety Depression Disorder	<b>29</b>	<b>15.5</b>
MAD with other Health Problems	4	2.1
Depression	27	14.43
Anxiety	36	19.25
Normal	91	48.6
Total	<b>187</b>	100

## TOOLS

Data concerning spouse age, education, occupation, number of children, length of marriage, type of the cancer, stage, time of diagnosis and actual treatment were collected from medical files and demographic variables sheet.

### **ZUNG SELF-RATING ANXIETY SCALE**

The Zung Self-Rating Anxiety Scale (SAS) was designed by Zung (1971) to quantify the level of anxiety for patients experiencing anxiety related symptoms. The self-administered test has 20 questions. Each question is scored on a scale of 1-4 (none or a little of the time, some of the time, good part of the time, most of the time). There are fifteen questions worded towards increasing anxiety levels and five questions worded towards decreasing anxiety levels.

### **BECK DEPRESSION INVENTORY**

BDI (Beck & Beamesderfer, 1974). A measure of depressive symptoms was provided by the BDI. The Beck Depression Inventory is a 21-question multiple-choice self-report inventory that is one of the most widely used instruments for measuring the severity of depression. The BDI is a self-administered depressive scale measuring the extent of depressive symptoms such as hopelessness and irritability, cognitions such as guilt or feelings of being punished, as well as physical symptoms such as fatigue, weight loss, and lack of interest in sex.

### **THOUGHT CONTROL QUESTIONNAIRE**

The Thought Control Questionnaire (TCQ) (Wells & Davies, 1994) developed and validated on a normal sample, was administered to a clinical sample in order to investigate the consistency of the original factor structure and its psychometric properties. The sensitivity of the scale to change associated with recovery was also examined.

### **COUPLE-BASED COPING TRAINING**

This couple-based intervention aims to help couples develop satisfactory reallocation of family tasks/roles, foster effective cognitive coping, learn new thought control strategies, facilitate couple communication, promote supportive and intimate behaviors, deal with children's responses to cancer, and build a social support network. The intervention sessions can be implemented over 8–10 sessions during the first year after the cancer diagnosis. Later sessions are also likely to be useful for couples who are well beyond their first anniversary after cancer. The interventions were derived from two programs: Partners in Coping Program (PICP) and Can-COPE. Both programs have been empirically evaluated in randomized clinical trials with samples of 50 couples in the PICP (Kayser, 2005) and 94 couples in Can-COPE (Scott et al., 2004).

### **PROCEDURES**

Twenty nine spouses of cancer patients fulfilled the inclusion criteria and were recruited for the study after providing informed consent. Their wives were in treatment for cancer or visiting the surgeon for check-up. All spouses completed the following self-report questionnaires: Demographic Variables Sheet, Beck Depression Inventory (BDI), Zung Self-Rating Anxiety Scale (SAS) and Thought Control Questionnaire (TCQ). As couple-based coping training and program of mutual support was provided solely by the first author, there was a mean delay of approximately 2 months before spouses could start training. At commencement of couple-based coping, all participants were required to repeat the self-report questionnaires to confirm the

stability of the symptoms. All questionnaires were completed weekly by the participants to assess their response to the intervention. For the purpose of this study, only the data from the last session were used for analysis.

## RESULTS

Demographics of the spouses are given in Table 2. Among 29 (15.5%) spouses of the patients mixed anxiety depression disorder was found beyond the cut-off point of 45 on Zung Self-Rating Anxiety Scale and 9 on Beck depression Inventory. Anxiety and depression were more common among the spouses having schooling for grade eleven (44.8%) than those who were illiterate (6.8%) and post-graduated (6.8%). Second number of spouses (31%) was found exhibiting anxiety and depression beyond cut-off point among those who had diploma and pre-university level of education.

**TABLE 2 - MIXED ANXIETY DEPRESSION DISORDER IN SPOUSES AND THEIR AGE, NUMBER OF CHILDREN AND EDUCATION STATUS OF PATIENT. (VALUES ARE NUMBERS, PERCENTAGES)**

Age (mean=42.9)		(n=29)
	Below 25	1 (3.4%)
	26 – 30	1 (3.4%)
	31 – 40	7 (24.1%)
	41 – 50	17 (58.6%)
	51 – 60	2 (6.8%)
	Above 60	1 (3.4%)
Number of children (m=2.5)		
	Issueless	3 (10.3%)
	Single	11 (37.9%)
	Two to four	10 (34.4%)
	Four and above	5 (17.2%)
Education		
	Illiterate	2 (6.8%)
	Till Grade 11	13 (44.8%)

	Diploma & PU	9 (31%)
	Graduation	3 (10.3%)
	Post-Graduation	2 (6.8%)

## FOOTNOTE TABLE 2

Table 2 is showing no significant interdependence between MAD in spouses and age, number of children, and education status of patient.

No significant interdependence was observed among the observed anxiety-depression and age, number of children, length of marriage already administered and non-illness related concerns. Among spouses with mixed anxiety-depression disorder, 24.1% of them were belonging to the age group of 31 – 40 years whereas 58.6% were falling in age range of 41 – 50 years. But overall we observed no significant interdependence between mixed anxiety- depression in spouses and their age (Table: 2).

The research sample consisted of 29 married spouses of cancer patients in *two groups (n=14 Experimental group) and (n=15 Control group)*. The mean level of anxiety in spouses of breast cancer patients in experimental group before intervention was 58.13, SD=10.15 and depression was 22.75, SD=5.06, and the mean level of anxiety in spouses of lung cancer patients was 63.33, SD= 5.68 and depression was 22, SD=6.08, also the mean level of anxiety in spouses of colorectal cancer was 6.33, SD= 10.59 and depression was 24.33, SD=5.68. The total mean level of anxiety was 59.86, SD=9.05 and depression was 22.93, SD=5.01.

The steps to building adaptive couple-based coping training and broadening coping repertoires are taught over several sessions. This is necessary because learning new ways to view the self or the world or to manage challenging situations takes time and practice. The couple-based coping training sessions extended for 45 minutes and were held once weekly. The steps are to help each partner better understand their own responses to cancer. Their physical, behavioral, emotional, and cognitive responses to cancer are reviewed and discussed. This affords them a deeper understanding of how their thoughts, feelings, and coping behaviors are linked. Ultimately, it also gives them insight into how their own cognitions and behaviors can enhance or hinder their partner's coping.

The mean of the Zung scores at the beginning and end of the study was as follows : Experimental group 59.86, SD= 9.05 versus 37.57, SD= 15.85 and control group 59.67, SD= 8.05 versus 58.80, SD=8.47, the decrease in the experimental group was significantly more than control group. Also, the mean of the Beck depression scores at the beginning and end of the study was respectively: Experimental group 22.93, SD=5.01 versus 11, SD=7.66 and control group 21.40, SD=4.42 versus 21.07, SD=5.02, the decrease in the experimental group was significantly more than control group. So, the couple-based coping training decreased significantly the mean of the anxiety and depression symptoms scores more than the control group.

**TABLE 3 – EFFECTS OF COGNITIVE BEHAVIOR COPING TRAINING ON THOUGHT CONTROL STRATEGIES OF SPOUSES OF CANCER PATIENTS BEFORE AND AFTER INTERVENTION**

Thought Control Strategies	Intervention Group				Control Group			
	Pre test		Post test		Pre test		Post test	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Distraction</b>	16.79	2.19	12.21	3.60	16.93	2.31	16.73	2.65
<b>Social Control</b>	18.14	2.31	11.79	3.21	17.53	2.47	16.93	2.34
<b>Worry</b>	17.86	2.14	11.79	3.37	17.53	2.23	17.13	2.50
<b>Punishment</b>	16.36	2.53	11.14	2.21	15.27	2.34	14.93	2.68
<b>Reappraisal</b>	15.29	1.85	10.86	1.87	14.47	1.99	14.27	2.25

Spouses with MAD had more intrusive thoughts (not necessarily at bedtime) and more difficulty coping with them. Spouses with MAD in both experimental and control groups display elevated levels of punishment, worry, and social control and distraction strategies (Table: 3). The mean of the Thought Control scores at the beginning and end of the study was as follows: Experimental group, distraction, mean = 16.79 versus 12.21, worry, mean = 17.86 versus 11.79, social control, mean = 18.14 versus 11.79, and distraction mean = 16.79 versus 12.21 and control group, distraction, mean = 16.93 versus 16.73, worry, mean = 17.53 versus 7.13, social control, mean = 17.53 versus 16.93, and distraction mean = 16.93 versus 16.73, the decrease in the experimental group was significantly more than control group. Also, one-way ANOVA was utilized to compare the groups on reported levels of each thought control method. Results of the one way repeated measure ANOVA indicated that participants receiving couple-based coping training had significantly more reduction in anxiety scores than the controls,  $\Lambda = .336$ ,  $F(1,27)$ ,  $p < .000$ ,  $\eta^2 = .664$  and depression scores than the controls,  $\Lambda = .351$ ,  $F(1,27)$ ,  $p < .000$ ,  $\eta^2 = .649$ . Effect size indicated that the model explained 66.4 of the variance in Anxiety and 64.9 in depression.

## DISCUSSION

A series of studies have found what most clinicians have already observed among couples coping with cancer: many times the mood of one partner can affect the mood of the other partner, producing a strong correlation between their levels of adjustment. Feelings of hopelessness and emotional distress are easily transferred from one partner to the other. Husbands and wives report similar levels of stress in trying to carry out their usual roles at home and work. This similarity in adjustment to the cancer not only occurs at diagnosis, but also continues over time. For example, when measuring their adjustment at three times (time of diagnosis, 60 days later, and 1 year later) moderately high correlations between patients and husbands were found on each of the adjustment measures (Northouse, Templin, & Mood, 2001). How well husbands adjusted after 1 year had a direct effect on how well their wives adjusted 1 year after the diagnosis. Furthermore, 2–3 years after diagnosis and treatment, wives and their husbands were still showing similar levels of emotional adjustment (Carter & Carter, 1993).

The downside of the strong correlation between partners' adjustment is that when both partners experience similar high levels of distress, they are most at risk for long-term adjustment difficulties. What is the mechanism by which partners' moods and adjustment influence each other? A simple explanation may be that the listening and empathizing with a partner's plight and mood may lead to a transfer of mood and emotions to the other partner. Even without

empathizing with the person's feelings, just observing a spouse's negative mood can alter the partner's mood. While this spillover of mood may occur, we view the process as more complicated.

The results of this study are in agreement with previous studies. Just as there is a reciprocal effect of mood between partners, the ways in which each individual manages stress also affect the other. Indeed, studies find that the coping strategies used by one partner affect the other partner's adjustment to the stress of the illness. There is a reciprocal influence between individuals in how they react to stress. They shape each other's coping, and their coping responses, in turn, shape the quality of the support they provide each other. Here are some examples from research. Wives' positive adjustment to breast cancer has been associated with:

- \_ Husbands' use of more problem-focused coping (Ptacek, Ptacek, & Dodge, 1994)
- \_ Husbands' use of external control-resignation coping (Hannum, Giese-Davis, Harding, & Hatfield, 1991)
- \_ Husbands' use of active engagement coping strategies (Kuijer et al., 2000)

Women with cancer are more likely to feel distressed when:

- \_ Husbands use wishful thinking to cope (Ptacek et al., 1994)
- \_ Husbands use denial or optimism (Hannum et al., 1991)
- \_ Husbands are overprotective toward them (Kuijer et al., 2000)

In a similar vein, breast cancer patients' coping strategies also impact their husbands' adjustment. Husbands adjust better when:

- \_ Wives use optimism as a way to cope (Hannum et al., 1991)
- \_ Wives use more problem-focused coping and less avoidance (Ptacek et al., 1994)
- \_ Wives do not use wishful thinking (Ptacek et al., 1994)

Emotional support provided by cancer patients' play a critical role in their partners' adjustment. Marital support was a significant predictor of both emotional and physical adjustments for spouses of cancer patients. Spouses who were dissatisfied with the emotional support they received experienced significantly more negative emotions, such as worry, tension, and uneasiness.

## CONCLUSION

These findings illustrate the significant relationship between the coping of one spouse and the adjustment of the other spouse. But we also know from research that how a couple copes together influences an individual partner's well-being. Partners engaged together in coping tend to be communal in their approach to coping; that is, each partner sees that it is in his/her self-interest to approach and manage the stress together. Their communication of support is sophisticated in that they not only acknowledge and validate each others' feelings, but also tend to view a stressful situation as "our" problem, and share the burden and responsibility for managing the problem in a way that balances both individual and relationship needs.

Future research should investigate the impact of developing adaptive thought control strategies based on the presence of—and discomfort associated with—intrusive thoughts. Repetitive questionnaire administration or use of daily self-monitoring reports could help assess if individuals are consistent in the choice of the thought control strategies they use.

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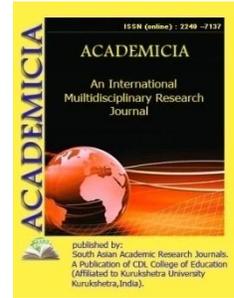
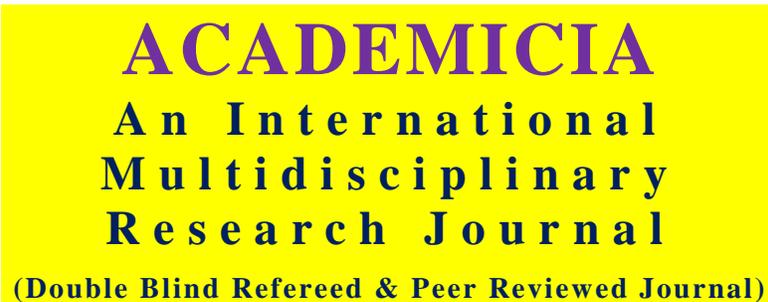
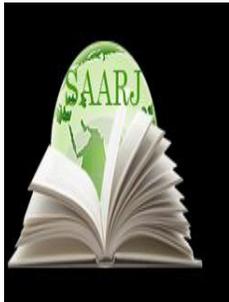
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## RESEARCH OF RICHARDSON EFFECT IN PULSATING MOTION OF TWO PHASE MIXTURE IN THE PIPE

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### ABSTRACT

*Manifestation of annular Richardson effect for two-phase flow with variable phase concentrations taking into consideration changes in transverse gradient pressure were studied in the article. Numerical calculations were performed over wide range of Womersley parameter and Reynolds number*

**KEYWORDS:** *Pulsating Flow, Richardson Effect, Womersley Parameter, Reynolds Number, Marching Method, Two-Phase Mixture, Pressure Gradient, Adhesion Conditions.*

### INTRODUCTION

E.G. Richardson and E. Tyler experimentally discovered characteristic features of profile of longitudinal velocity during periodic fluid motion in the pipe. Using heat-loss anemometer they have measured the time average quadratic value of velocity in various sections of pipe with oscillating flow. It was determined that the maximum velocity during flow oscillation is located not on axis of the pipe, but closer to the wall. This phenomenon in the literature is known as “annular” Richardson effect [1, 3]. Let us consider the “annular” Richardson effect for a two-phase flow with variable phase concentrations taking into consideration changes in transverse gradient of the pressure.

It is generally acknowledged that the most promising for the study of multiphase flows is the use of theory of interpenetrating continua [1]. According to this theory, the system of dimensionless equations for viscous two-phase mixtures taking into consideration the conversion of physical area into unit square has the form [1, 2]:

$$\begin{aligned}
& x_1^\xi f_i \frac{\partial u_i^j}{\partial t} + \sum_{k=1}^2 x_1^\xi f_i u_i^k \frac{1}{(L)^{\delta_k^2}} \frac{\partial u_i^j}{\partial x_k} = -\frac{M}{a_i} x_1^\xi f_i \frac{1}{(L)^{\delta_k^2}} \frac{\partial P}{\partial x_j} + \\
& + \frac{1}{a_i} \sum_{k=1}^2 \left(1 + \frac{\delta_j^k}{3}\right) \frac{1}{(L^2)^{\delta_k^2}} \frac{\partial}{\partial x_k} \left( x_1^\xi f_i \frac{\partial u_i^j}{\partial x_k} \right) + \\
& + \frac{1}{a_i} \sum_{k=1}^2 \left(1 - \frac{5}{3} \delta_j^k\right) \cdot \frac{\partial}{L \partial x_k} \left( x_1^\xi f_i \frac{\partial u_i^{3-j}}{\partial x_{3-k}} \right) + \\
& \cdot + \frac{1}{a_i} \xi \psi_i^j + \frac{M}{\text{Re}_i} x_1^\xi K (u_{3-i}^j - u_i^j) + Fr_2 x_1^\xi f_i; \tag{1}
\end{aligned}$$

$$\frac{\partial f_i}{\partial t} + \sum_{k=1}^2 \frac{1}{(L)^{\delta_k^2}} \frac{\partial (f_i u_i^k)}{\partial x_k} + \xi \frac{f_1 u_i^1}{x_1} = 0; \tag{2}$$

$$f_1 + f_2 = 1; \quad i, j = 1, 2. \tag{3}$$

where:

$$\vec{\Psi}_i = \left\{ \begin{array}{l} -\frac{2}{3} \sum_{k=1}^2 x_1 u_i^k \frac{1}{(L)^{\delta_k^2}} \frac{\partial}{\partial x_k} \left( \frac{f_i}{x_1} \right) + \frac{2}{3} \frac{\partial}{L \partial x_2} (f_i u_i^2) - 2 \frac{f_i u_i^2}{x_1} \\ -\frac{2}{3} \frac{\partial}{L \partial x_2} (f_i u_i^1) \end{array} \right\}$$

$\alpha_i = R\sqrt{\omega/v_i}$  - Womersley oscillating parameter of  $i^{\text{th}}$  phase;

$\text{Re}_i = RU_{cp}/v_i$  - Reynolds number of  $i^{\text{th}}$  phase;

$Fr_2^{-1} = gR/U_{cp}$  - Froude number of 2<sup>nd</sup> phase

$M = \mu_1/\mu_i$  - dimensionless number;

$X_1, X_2$  – transverse and longitudinal coordinates;

$K$  – coefficient of interaction between phases;

$u_i^j$  –  $j^{\text{th}}$  velocity component of  $i^{\text{th}}$  phase;

$f_i$  - concentration of  $i^{\text{th}}$  phase;

P - pressure;

t - time;

$\mu_i$  - coefficient of dynamic viscosity of  $i^{\text{th}}$  phase;

$\delta_i^k$  - Kronecker symbol;

$\omega$  - oscillation cyclic frequency;

$\psi_i^j$  -  $j^{\text{th}}$  component of  $\vec{\psi}_i$  vector;

L – dimensionless quantity leading the physical area of flow to unit square;

$\xi = 0$  corresponds to a flat task,  $\xi = 1$  axisymmetric.

$X_1 = r$ ,  $X_2 = Z$ ,  $u_1^{(2)} = u_1$ ,  $u_2^{(2)} = u_2$ ,  $u_1^{(1)} = v_1$ ,  $u_2^{(1)} = v_2$

We formulate the initial and boundary conditions for the system of equations (1)-(3).

Suppose that at the initial moment the two-phase flow is at rest. Starting from  $t > 0$  pressure gradient of periodic form arises, which causes the occurrence of unsteady flow. If to this, we add the sticking conditions on the wall, as well as the symmetry conditions on the pipe axis, the initial and boundary conditions will take the following form:

at  $t=0$ :  $u_i^j = 0$ .  $f_i = f_i^0$  for  $0 < x_1 < 1$ .  $0 < x_2 < 1$ ;

at  $t > 0$ :  $x_2 = 0$ :  $P = A_0 + A_1 \cos \omega t$ ,  $u_i^1 = 0$ . ,  $f_i = f_i^0$  for  $0 < x_1 < 1$ ;

at  $x_2 = 1$ :  $\frac{\partial u_i^2}{\partial x_2} = 0$ .  $U_i^1 = 0$ ; for  $0 < x_1 < 1$ ;

at  $x_2 = 0$ :  $u_i^1 = 0$ .  $\frac{\partial u_i^2}{\partial x_2} = 0$ .  $U_i^1 = 0$ ; for  $0 < x_2 < 1$ ;

at  $x_1 = 1$ :  $U_i^j = 0$ ; for  $0 < x_2 < 1$ ;

Taking into consideration the fact that at the inlet pipe section the pressure gradient is periodic function of time, the boundary conditions at  $x_2 = 0$  for the longitudinal velocity of the carrier phase are determined from the average consumption rate in the form:

$$u_1^2 = u_{10} (A(\alpha) \cos \omega t - B(\alpha) \sin \omega t)$$

The physical-mechanical parameters of mixture of type water + solid particles are accepted as two-phase flow. The system of equations (1)-(3) is solved by the marching method, taking into account the initial and boundary conditions. The individual members of system of equations (1)-(3) are approximated as follows:

$$A \frac{\partial F}{\partial t} \Big|_{i,j} = A_{i,j}^S \frac{F_{i,j}^{S-1} - F_{i,j}^S}{\Delta t}$$

$$A \frac{\partial F}{\partial \xi} \Big|_{i,j} = A_{i,j}^S \frac{F_{i,j}^{S+1} - F_{i-1,j}^{S+1}}{\Delta \xi}$$

$$A \frac{\partial F}{\partial \eta} \Big|_{i,j} = A_{i,j}^S \frac{F_{i,j+1}^{S+1} - F_{i,j-1}^{S+1}}{2\Delta \eta}$$

$$\frac{\partial}{\partial \eta} \left( A \frac{\partial F}{\partial \eta} \right) \Big|_{i,j} = \frac{A_{i,j+1}^S (F_{i,j+\frac{1}{2}}^{S+1} - F_{i,j}^{S+1}) - A_{i,j-\frac{1}{2}}^S (F_{i,j}^{S+1} - F_{j,j-1}^{S+1})}{\Delta \eta^2}$$

$$\frac{\partial}{\partial \eta} \left( A \frac{\partial F}{\partial \xi} \right) \Big|_{i,j} = \frac{A_{i,j+1}^S (F_{i+1,j+1}^S - F_{i-1,j+1}^{S+1}) - A_{i,j+1}^S (F_{i+1,j-1}^S - F_{i-1,j+1}^{S+1})}{4\Delta \eta \Delta \xi}$$

$$\frac{\partial}{\partial \xi} \left( A \frac{\partial F}{\partial \eta} \right) \Big|_{i,j} = \frac{A_{i+1,j+1}^S (F_{i+1,j+1}^S - F_{i+1,j-1}^S) - A_{i-1,j}^S (F_{i-1,j+1}^{S+1} - F_{i-1,j-1}^{S+1})}{4\Delta \xi \Delta \eta}$$

$$\frac{\partial}{\partial \xi} \left( A \frac{\partial F}{\partial \xi} \right) \Big|_{i,j} = \frac{A_{i+\frac{1}{2},j}^S (F_{i+1,j}^S - F_{i,j}^{S+1}) - A_{i-\frac{1}{2},j}^S (F_{i,j}^{S+1} - F_{i-1,j}^{S+1})}{\Delta \xi^2}$$

Where A and F – various combinations of volumetric concentration, phase velocity components, pressure gradient and some constants.

Numerical calculations were carried out over a wide range of the Womersley frequency parameter and Reynolds number. As example of manifestation of Richardson effect for a two-phase flow, in Fig. 1 shown profiles of phase longitudinal velocities for  $\alpha_1=5$ .  $\alpha_2=1.9$ .  $Re_1=174$ .  $Re_2=25$ , as well as  $\alpha_1=10$ .  $\alpha_2=3.8$   $Re_1=155.8$ .  $Re_2=22.4$  at  $\omega t=0$ .  $\pi/2$ .  $K=50$ .  $\mu_1/\mu_2=0.062$ .

From the figure it can be seen that at moderate numbers of Womersley oscillating parameter of carrier phase ( $\alpha_1=5$ ) at the time moment  $\omega t=0$  ( $\alpha_1 = 5$ ) (curve 1), those features that are specific for oscillating flows begin to appear on the phase velocities profiles. The maximum velocity is located at distance  $x_1=0.2-0.3$  from the pipe wall, and at  $\omega t=\pi/2$  (curve 3) it moves to the core of flow. The layer-by-layer change in the  $u_1-u_2$  phase velocity difference uniformly increases in the direction of axis.

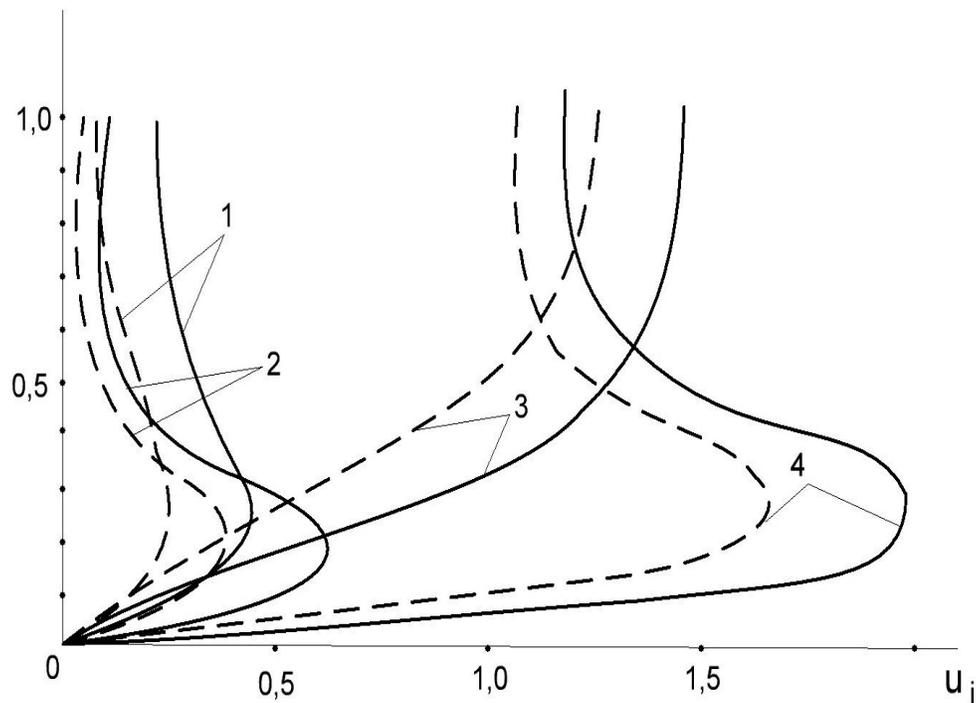


Fig. 1. Manifestation of Richardson effect for a two-phase mixture

Curves 2 and 4 obtained at  $\alpha_1=10$  and  $a_2=3.8$  clearly demonstrate the manifestation of “annular” Richardson effect for a viscous two-phase flow. The maximum values of axial components of phase velocities are moved closer to the wall. The relative difference  $u_1-u_2$  is unevenly distributed over the section of pipe; it increases in the area of maximum values. Distribution diagrams of longitudinal velocities of phase obtained at time moment  $\omega t=0$  differ from the profile taken at  $\pi/2$ . This is because the shape of the profile obtained at any time moment is certainly influenced by the velocity profiles that take place in the previous moments.

Results suggest that in the range of Womersley parameter  $\alpha_1= 6\dots 10$  the particle transfer velocity is enhanced near the wall. Particles of the second solid phase migrate from the wall in the direction of the axis.

Table 1 shows the change in longitudinal velocity of the first phase along the axis of pipe depending on Womersley parameter and phase angle. With distance from the input, the change in axial velocity becomes smoother. It gradually grows to  $x_2 =0.5$ , after which it practically remains constant. Similar picture is observed for longitudinal component of velocity of the second phase on axis of the pipe (Table 2).

**TABLE 1 CHANGE IN LONGITUDINAL VELOCITY OF THE FIRST PHASE ALONG THE AXIS OF THE PIPE DEPENDING ON WOMERSLEY PARAMETER** $A_1 = 2.2$ 

$x_2$ \ $\omega t$	0	$\pi/2$	$5\pi/6$	$5\pi/3$
0.05	0.8880	0.8858	-0.0064	-0.1758
0.10	0.9697	0.9710	0.1185	-0.1550
0.15	1.0627	1.1037	0.1798	-0.1482
0.20	1.1109	1.1764	0.2232	-0.1341
0.25	1.1393	1.2254	0.2489	-0.1218
0.30	1.1547	1.2546	0.2631	-0.1142
0.35	1.1627	1.2720	0.2706	-0.1010
0.40	1.1666	1.2819	0.2744	-0.1009
0.45	1.1685	1.2874	0.2762	-0.1008
0.50	1.1693	1.2880	0.2760	-0.1008

**TABLE 2 CHANGE IN LONGITUDINAL VELOCITY OF THE SECOND PHASE ALONG THE AXIS OF THE PIPE DEPENDING ON WOMERSLEY PARAMETER  $A_1 =$**  $0.84$ 

$x_2$ \ $\omega t$	0	$\pi/2$	$5\pi/6$	$5\pi/3$
0.05	0.6703	0.6374	-0.2285	0.7412
0.10	0.6730	0.6319	-0.2125	0.7241
0.15	0.6773	0.6325	-0.2001	0.7082
0.20	0.6797	0.6315	-0.1900	0.6862
0.25	0.6814	0.6307	-0.1822	0.6614
0.30	0.6826	0.6299	-0.1764	0.6524
0.35	0.6833	0.6292	-0.1722	0.6415
0.40	0.6838	0.6286	-0.1692	0.6404
0.45	0.6841	0.6382	-0.1671	0.6402
0.50	0.6843	0.6280	-0.1670	0.6402

Studies have shown that Richardson effect increases with increasing oscillation amplitude, and phase correspondence between shearing stress and velocity change in different layers of the flow is a function of the frequency parameter. With an increase in the frequency parameter, when an M-shaped profile of the longitudinal velocities of the phases is formed, the value  $f_2$  begins to decrease in the wall layers of the flow. Moreover, the process of particle transfer from the wall layers increases with a decrease in the boundary layer. The strongly Richardson effect is pronounced, the lower the volume content of the second phase in the parietal layers. Thus, an increase in the Richardson effect decreases  $f_2$  near the wall and increases the parietal peak of concentration of transported medium.

By virtue of Newton's law of viscous friction, the restructuring of the velocity profile during unsteady motion of the mixture should be accompanied by a change in the distribution law of shearing stresses in the flow. Due to the fact that during a pulsating flow near the pipe wall, a

deviation of the velocity distribution from the quasistationary law increases with increasing Womersley parameter, the shearing stresses on the wall must also differ from their quasistationary values. In this regard, the study showed that when the phase velocity profiles have an M-shaped distribution, the shearing stress on the wall increases several times in comparison with the laminar flow. Moreover, the larger the boundary layer, the greater the shear stress on the wall and less in layers located closer to the axis. Taking into consideration the fact that with M-shaped distribution of velocities with pronounced Richardson effect, the predominant amount of fluid is near the wall and the shearing stress increases; then the fluid with a large volume concentration in the wall layers enhances the flushing properties of the flow and prevents particles from settling, and also reduces wear.

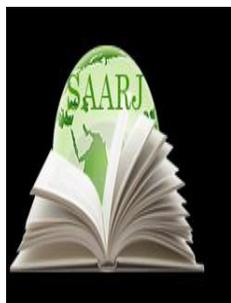
Therefore, decisive role of frequency parameter  $\alpha_i$  in changing the distribution of velocities and volume concentration of phases and, as a consequence, in changing the shearing stress, allows considering parameter  $\alpha_i$  as one of the main criteria for an unsteady pulsating flow. The ratios  $\alpha_i$  in this case are considered as the product of the Reynolds and Strouhal numbers, in the calculation of which the values of the flow parameters are taken at the same time moments.

Consequently, it is possible to control the hydrodynamic parameters of the flow from the point of view of its efficient transportation by modulating pressure gradient over wide ranges of the parameter  $\alpha$ .

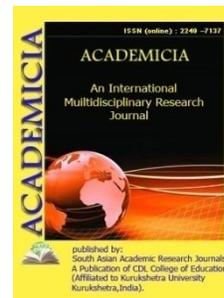
Studies carried out regarding manifestation of Richardson effect have great practical importance in transportation of small-grained materials, coal-water mixtures, as well as in washing pipes from chemicals and fuels.

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## COMPARATIVE TENDER CHARACTERISTICS OF STUDENT DENTAL HEALTH INDEXES

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### ABSTRACT

*Students of higher education institutions constitute a special social stratum of population united by a certain age, specific conditions of education and lifestyle. Mastering the sciences requires from young people a huge amount of energy, psycho-emotional tension, physical effort, mobilization of body reserves.*

**KEYWORDS:** *Lifestyle, Students, Statistical Methods, "Health Survey" Questionnaire, Samarkand City.*

### INTRODUCTION

The analysis of the studied indicators in the dynamics of study at the university indicates that the adaptation of students to the learning process is proceeding with a different degree of intensity of adaptation shifts, which depends on a set of factors, among which an important role belongs to social factors: lifestyle and quality of life. In a comparative analysis of the incidence of teenagers noted higher rates of disease classes of the nervous system and digestive organs. The majority of authors of researches have revealed deterioration of a state of health of students from the first to senior courses, mainly due to increase in number of persons having chronic diseases. On average, the frequency of chronic pathology increases from 49% to 69% for students of higher educational institutions, the index of general pathological affection increases by 38%. Statistical methods of revealing the dependence of the state of health of the population allow to establish that risk factors are living and nutrition conditions, adverse environmental factors, genetic factors and the state of health services.

**Research objective.** To evaluate the comparative tender characteristics of dental health indices of students of Samarkand higher education institutions.

### Research materials and methods

The subject of the study was the sociological methods of studying the relationship of dental health with the general health of students.

The study was conducted in Samarkand universities:

1. Samarkand State Medical Institute:
  - a) faculty of dentistry
  - b) pediatric faculty
  - c) faculty of medicine
2. Samarkand State Institute of Economics and Service (SamISI)
3. Samarkand State University (SamDU)
- 4 Samarkand Veterinary Institute (SamVMI)
5. Samarkand State Institute of Information Technologies (SamGIT)

Our study involved 1024 students' (513 men (50.1%), and 511 women (49.9%) aged 18-25. The age-sex composition of the subjects is presented in Table .1. The average age of students was  $19.3 \pm 1.5$  years (men  $19.2 \pm 1.4$ , women  $19.4 \pm 1.6$ ).

To achieve the goal of the study, a student survey was organized using the Health Survey questionnaire, for which a Russian version was created and its cultural and linguistic adaptation was carried out.

**TABLE 1. THE NUMBER AND AGE OF STUDENTS EXAMINED BY UNIVERSITY**

University	Men			Women			Total	
	Qty	%	Age	Qty	%	Age	Qty	Age
			M $\pm$ m			M $\pm$ m		M $\pm$ m
Sam Mi to lay down. Fac.	60	42,9	20,7 $\pm$ 1,6	71	57,1	20,0 $\pm$ 1,7	131	20,3 $\pm$ 1,7
SamMistom. fak.	19	6,9	20,3 $\pm$ 1,9	132	93,1	20,6 $\pm$ 1,5	151	20,5 $\pm$ 1,6
SamMiped.Fac	37	36,6	19,3 $\pm$ 0,9	64	63,4	18,6 $\pm$ 0,6	101	18,9 $\pm$ 0,7
SamDU	268	78,0	18,5 $\pm$ 1,0	135	22,0	18,7 $\pm$ 1,0	403	18,6 $\pm$ 1,0
SamVMI	77	76,2	20,0 $\pm$ 0,9	24	23,8	20,0 $\pm$ 0,9	101	20,0 $\pm$ 0,9
SamGIT	41	66,1	19,2 $\pm$ 0,6	21	33,9	18,1 $\pm$ 0,5	62	18,8 $\pm$ 1,2
SamISI	11	14,7	18,5 $\pm$ 0,8	64	85,3	19,0 $\pm$ 1,2	75	18,9 $\pm$ 1,2
Total	513	50,1	19,2 $\pm$ 1,4	511	49,9	19,4 $\pm$ 1,6	1024	19,3 $\pm$ 1,5

The survey was conducted in classrooms of higher educational institutions. The interviewees were explained the purpose and objectives of the survey (on average, within 3 minutes). All

students (healthy and chronically ill) took part in the research; the survey lasted 3-4 minutes. Participation in the research was voluntary.

The research consisted of three parts.

The first part included a survey of students on questions (18), which allowed to determine the prevalence of symptoms of major dental diseases, behavioral stereotypes of students, the attitude of students to go to the dentist, to identify the presence of dentistophobia and to calculate the dental health index of students. The data were analyzed based on determining the frequency distributions of student responses. Dental health index was defined in points.

The second part included 15 questions, which were related to the study of changes in general health due to the presence of problems in the oral cavity. This part of the study was analyzed based on frequency distributions of answers.

The third part included 20 questions which provided for studying various functions of general health of students, they were united into 6 groups characterizing various functions of an organism and self-assessment of health: physical function (6 questions), mental function (5 questions), role function (2 questions), social function (1 question), perception of health (5 questions), perception of pain (1 question). Answers for each group of questions were evaluated in points. The analysis of the data from the third part of the study included comparison of the results with the data from the first part of the study and determination of correlation between the dental health index and students' general health indicators.

## **RESEARCH RESULTS AND THEIR DISCUSSION**

The results of all the studies were analyzed with a tender approach in mind.

For this part of the research, the NB questionnaire was adapted, which included a regrouping of questions, depending on the research focus. The first group of questions was aimed at studying the signs (symptoms) of major dental diseases (5 questions). The second group of questions was aimed at studying behavioral stereotypes of young people that influence the state of the oral cavity and characterize their life position (8 questions). The third group of questions (5) was aimed at studying the experience of students in various situations related to dental reception, which allowed to reveal the prevalence of stomatophobia among young people. The survey results were used to determine the frequency distribution of student responses.

The Student Dental Health Index was determined in accordance with the 8020 program's methodology, which provided a score on the answers to questions that characterize oral health and lifestyle of students. The assessment criteria for the Dental Health Index were as follows:

The 20 Score Index is an ideal value that shows a high level of oral health and the focus of students' lifestyle on achieving good dental health.

The index of 16 to 19 points indicates that a person's oral health is good and that their current lifestyle is appropriate for achieving a higher level of dental health. However, despite this, it was recommended that the current situation be improved by trying to eliminate the zero score responses (Table 2).

**TABLE2. DENTAL HEALTH INDEX SCORE FOR THE PROGRAM "8020".**

№	Answers	Questions	
		Yes scores	No scores
1.	Do you have / Have you had gum swelling?	0	4
2.	Do you have / Have you had pain in your teeth?	0	3
3.	Do you often eat / snack between meals?	0	3
4.	Do you have a hobby?	3	0
5.	Do you have a family dentist?	2	0
	Do you go to the dentist as soon as you start dentisting?	1	0
6.	siapain?		
7.	Do you have / did you have bleeding gums?	0	1
8.	Do you brush your teeth twice a day?	1	0
9.	Do you have your own toothbrush?	1	0
10.	Do you smoke cigarettes or tobacco?	0	1
	Totalpoints	20	

The index of 11-15 points showed that the current state of health of the oral cavity is not very good, and behavioral stereotypes are aimed at worsening dental health. To save teeth under the «8020» program, you need to revise your lifestyle and eliminate zero grade responses.

The index of 10 or less points indicates poor oral health and shows that existing habits are unsuitable for health. It was strongly recommended to visit the dentist, to revise the lifestyle and try to improve this situation, trying to reduce the number of responses with zero score.

The total index of dental health of students was compared with similar data from a survey of foreign students. In addition, based on the results obtained, they conducted a comparative analysis of dental health indexes of students of different universities of Samarkand and ranked the data obtained in accordance with the average score of each university.

For all parameters of this part of the study, differences between the results of the survey of men and women were For the first time, a new method of studying the relationship between the dental and general health of students was used using the Russian-language version of the questionnaire «Health Survey» (HS)

For the first time it was found that the majority (62.9%) of university students had a high prevalence of symptoms of major dental diseases, and 46.8% experienced acute toothache. The lack of need in dental treatment was reported by 17.5% of students.

Students had changes in their general health due to oral problems more often than male students: 77.3% and 70.3% respectively (74% on average). For the first time, oral problems were found to be more likely to manifest in various types of mental discomfort (68.6% of students) than in somatic disorders (31.8% of students).

For the first time it was determined that behavioral stereotypes of the majority of students, especially men, are aimed at deterioration of oral health: irrational nutrition (54.6%) and oral hygiene (20.0%), smoking (25.1%), irregular visits (90.6%) and avoidance of dentist in case of pain (50.6%). For the first time a high prevalence (80.9%>) of dentistophobia was established among university students, which was more typical for women than for men.

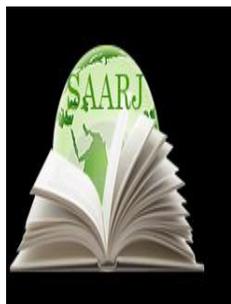
## CONCLUSIONS

For the first time determined the index of dental health of students, held a comparative tender characteristics of dental health indexes of students, which in most higher education institutions of the city, were higher for women than for men. For the first time determined the compliance of dental health index to the social image of general health of students of higher education institutions in Samarkand.

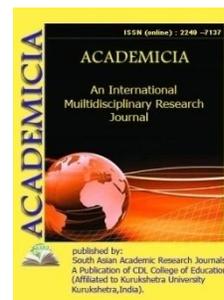
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## MODERN POSSIBILITIES OF MAGNETIC RESONANCE IMAGING IN DIAGNOSTICS AT DISCIPATORY ENCEPHALOPATHY

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### ABSTRACT

*Among cerebrovascular diseases, the most common is discirculatory encephalopathy, which develops as a result of a slowly progressing lack of blood supply to the brain against the background of atherosclerosis, arterial hypertension or their combination. In modern functional diagnostics, besides ultrasound methods, it is widely used for vascular examination. Although it is more expensive, it is one of the non-invasive, safe and highly informative methods of examination for patients.*

**KEYWORDS:** *Discirculatory Encephalopathy, Arterial Hypertension, Noninvasive Research Methods, Magnetic Resonance Imaging, Medicine*

### INTRODUCTION

Vascular brain diseases in clinical neurology are rightly considered the number one problem, which is explained by high morbidity and mortality rates, long-term disability. Prevention and treatment of vascular brain disease remains one of the most pressing and unresolved issues in clinical neurology. First of all, it concerns discirculatory encephalopathy, the relevance of which is due to the wide prevalence of the disease and polymorphic clinical manifestations. Dizziness, headache, memory loss, rapid fatigue, sleep disorder - this is not a complete list of initial

symptoms that reduce the quality of life, make it difficult to adapt to increased psycho-emotional and physical stress, making it impossible or difficult to continue professional activity. Over the last decade, there has been a significant increase in the number of vascular brain diseases in young and middle-aged people, which are difficult to objectify in the early stages and difficult to treat in later stages. It is believed that the frequency of discirculatory disorders in the vertebral-basilar system is 25-30% of all cerebral circulatory disorders and about 70% of transient disorders. Not so long ago, the only diagnostic tool of a neurologist was a neurological hammer, supplementing the ability to analyze and compare symptoms of the disease, carefully collect anamnesis. In recent decades, the diagnostic capabilities of such imaging methods as X-ray and complex ultrasound have increased significantly. Nowadays, great importance is attached to modern methods of neuroimaging, primarily X-ray computer tomography and magnetic resonance imaging, in the diagnostics of discirculatory encephalopathy. In more than half of the observations, CT and especially MRI studies reveal changes in brain tissue that usually correspond to the existing clinical symptomatology. A timely correct diagnosis significantly contributes to adequate treatment of the disease and provides a favorable prognosis. The use of magnetic resonance imaging in clinical practice has a relatively short history - since the 80s of last century. But nowadays, it is magnetic resonance imaging that is developing rapidly and offers the widest range of opportunities to diagnose various aspects of cerebrovascular pathology. MRI diagnostic capabilities are determined by the set of performed modes of investigation, which is largely due to the magnetic field strength of the tomograph and its software. Slow modes of scanning were used at the first stages of MRI development. However, in the 90's the arsenal of possible MRI modes was significantly expanded by development of methods to control tissue contrast by suppressing the signal from certain tissue components, such as water or fat, and introduction of rapid pulse sequences, which allowed, in particular, to obtain high-resolution MRI images within a short time.

**Research objective.** Evaluate the role of magnetic resonance imaging in the complex diagnosis of brain lesions in patients with different stages of discirculatory encephalopathy.

### **Research materials and methods**

The material will serve more than 60 patients with discirculatory encephalopathy of both sexes, the control group of 30 people. All examined by clinical and neurological, magnetic resonance imaging... Particular attention was paid to the analysis of the possibilities of clinical, instrumental and radial methods of investigation in diagnostics of stages of discirculatory encephalopathy. We specified the peculiarities of the clinical course of discirculatory encephalopathy taking into account the stages of the disease and the nature of organic changes in the brain revealed by magnetic resonance imaging. The technique of qualitative and quantitative analysis of magnetic resonance imaging results in patients with discirculatory encephalopathy has been developed.

### **RESEARCH RESULTS AND THEIR DISCUSSION**

On sufficient clinical material to study in detail the clinical picture of chronic cerebrovascular diseases caused by arterial hypotension at a young age, to determine the severity of symptoms, to identify the leading clinical syndromes: asthenic and neurotic in DE I stage, caused by arterial hypotension, in DE II stage, caused by arterial hypotension cephalgia, vestibular, cognitive disorders, insomnia and disordinator. The results of the conducted research clarify and

supplement the idea about structural changes of the brain in patients with discirculatory encephalopathy, dynamics of these changes in the course of disease progression, interrelation of the revealed changes and clinical manifestations of the disease. Analysis of the results of clinical, instrumental and magnetic resonance studies made it possible to determine the criteria of differential diagnostics of stages of discirculatory encephalopathy.

The use of the proposed technique of magnetic resonance imaging analysis allows to determine quantitative parameters of structural changes in the brain, to objectify the data of clinical studies and to conduct adequate dynamic monitoring of patients with discirculatory encephalopathy during treatment. They promote reliable diagnosis of stages of discirculatory encephalopathy, which provides an individual optimized treatment approach to patients, increases treatment efficiency and reduces labor losses.

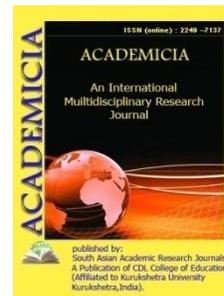
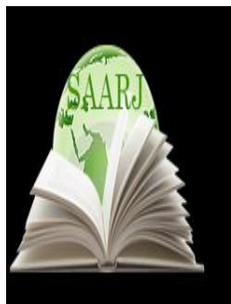
## CONCLUSION

Thus, the generalizing scientific research devoted to the purposeful study and improvement of the complex diagnostics of the stages of discirculatory encephalopathy using magnetic resonance imaging was performed. For the first time, the generalizing scientific research devoted to the purposeful study and improvement of the complex diagnostics of the stages of discirculatory encephalopathy using magnetic resonance imaging was carried out. Dynamic MRI study is recommended for patients with discirculatory encephalopathy: at stage I - 1 time per year, at stage II - 1 time in 8-12 months, at stage III DE - 1 time per six months, with the mandatory study of intravenous arteries.

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## WAYS TO DETERMINE TALENTED CHILDREN IN PRESCHOOL EDUCATION

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### ABSTRACT

*The article provides detailed information about talented children and ways to identify them. In the modern world, it is very difficult for teachers to immediately identify a truly talented child because it requires a series of tests. Gifted children require special attention from parents, teachers, peers, and other members of society. It depends on the child's talent being taken into account and its full disclosure.*

**KEYWORDS:** *Talented Children, Members Of Society, Psychologists, Creative Approach, Ability.*

### INTRODUCTION

A talented child is a child who is bright, transparent, and sometimes famous (or has an inner basis for such achievements) in this or that activity. Today, most psychologists recognize that the level of qualitative specificity and developmental characteristics of talent is a complex of the social environment, which is always associated with heredity and the child's activities (play, education, work). is the result of a continuous effect. In this case, the child's personal activity, as well as the psychological mechanisms of self-development of the individual, based on the formation and implementation of individual talent, are important. The use of information and communication technology (ICT) helps students to find answers to questions that interest them, to think about events that are not clear to them, but are interesting. In the process of thinking about the problem, there are debates, different opinions.

### LITERATURE REVIEW

Talented children- these children are young people who have developed their mental abilities more than their peers and are distinguished by their intellectual, physical, creative or other abilities. A gifted child can be identified by careful observation using a variety of methods:

- Guilford's children's creativity tests reveal a variety of abilities;
- Tests designed to assess verbal creative thinking and skills in children over 5 years of age;
- Creative ability to evaluate the test group proposed by S. Rimm to identify talents, interests and hobbies;
- The Pennsylvania test, developed by T. Ruki to determine creative direction;
- Creativity test developed by J. Hemenvey and R. Hoffner.

Psychologists and educators can also use other tests and questionnaires, as well as create their own methods to determine children's abilities. Talented children have some characteristics that distinguish them: great vocabulary, they begin to speak at a very young age; remembers all the information quickly, asks a lot of questions; solid memory, ease of use of existing knowledge; very curious, easily concentrates on objects for a long time; broadened horizons, an interest in everything that happens in the world; interest in problem solving, often with no transition from question to direct solution, intermediate steps are ignored; has an unusual imagination; early onset of reading ability; has strong emotions, has a unique idea, can have a unique sense of humor; requires people and processes, but doesn't like to do the same actions for long periods of time. The appearance of one of the features presented does not make the child capable, but forces you to look at him carefully. Talented children have several of the above characteristics.

### **Analysis**

Proper upbringing of gifted children reveals their talents as much as possible and thus opens up opportunities for further development of skills and knowledge. A child's talent is manifested from the moment the child achieves his or her first achievements in painting, music, or anything else. Also, one of the signs of talent is that the child pays attention to the details of the world and is able to focus on a single topic or lesson for a long time. It is necessary to assist the child in all aspects of development, giving him the opportunity to independently obtain the information and topics necessary for reading.

However, do not praise the child, tell him that he is not like everyone else, because it can cause a number of problems, especially when it comes to the baby: often it causes difficulties in society, especially in relationships with peers, because such a child very different; constant praise can lead a child to a lack of criticism; they often ridicule others, putting themselves above others and not joking in their addresses. You may also face other problems that afflict talented children: hostility to school - the reason is that the school curriculum seems boring and uninteresting to such children, as well as very easy; play hobbies - talented children love complex games, while their peers prefer light and fun games, which in turn lead to the child being isolated and locked up; inconsistency - the rejection of any standards, especially those that contradict what interests them; manifestation of the difference between physical, intellectual and social development; a desire for imperfection that transforms itself into a sense of inferiority and resentment.

Talented children are preschoolers and teachers in need of a sensitive approach from parents and child care providers. To make it easier for a child to adapt to future developmental characteristics, they need to lay the foundations for social behavior from an early age. A number of other characteristics that such children have should also be taken into account: a special

curiosity, a desire to prove and manifest themselves in everything; early development mental ability, seriousness, openness and honesty; the desire to achieve greatness, will, perseverance in behavior; zeal in his work, excellent memory, and growing energy; manifestation of independence, independent work; self-confidence and peace of mind in any situation. Particular attention should be paid to gifted 5-year-olds who need to go to school soon. The teaching staff needs to choose the right educational institution by choosing a lyceum or gymnasium that is more prepared to work with such children. Another way to contribute to the development of such a child is through various clubs, courses and development centers, where you will have the opportunity to get everything you need to develop their talents.

There are different types of talent, and before contributing to the development of a particular talent, it is necessary to correctly determine the preferences of the child. Based on this, it can be attributed to one of the types of gifted children. A talented child may have general developmental indicators or special abilities in a particular area. Depending on this, the type of ability is determined: General ability - the development of all general skills at a high level. It is characterized by a wide range of activities in which the child can achieve significant results in any field in the future.

## **DISCUSSION**

The basis for the development of special skills, but also a completely independent factor. Artistic talent can be musical, visual or stage. Distinguished by high skill in music, fine arts, theater, sculpture and other activities. Creative ability is manifested in a creative approach to problem solving. Creatively talented children have unconventional thinking that allows them to find unique solutions to problems. Such children tend to learn new things and often this becomes their main motivation. Intellectual ability is the ability to analyze quickly, accurately, and correctly, and to compare facts, think, and even find ways to solve complex problems. Usually in school such children are excellent students. However, very good results are often achieved in one or two topics that interest the child, while the remaining topics are moderate. Smart talented children can easily process information, remember it and actively use it in the future, as well as be able to evaluate or perceive certain information. Academic ability is a clear achievement in reading, high activity and efficiency in reading and cognitive activity. Even if the specialized school curriculum is easily digested, in the future - excellent professionals. Mental and academic symbiosis refers to a child's special abilities to remember and understand basic concepts, to retain information well in memory for a long time, and to process knowledge effectively. Such children easily overcome knowledge in various fields.

Psychomotor or sports ability. It stands out among those who have special indicators in terms of speed, accuracy of movements, reaction speed and other sports skills. Social or leadership skills include a number of qualities that a person should have. Among other things, it is important to emphasize such characteristics of children - moderate intelligence, quick and independent decision-making, planning business and time constraints, self-knowledge and self-confidence, perseverance and zeal. Each direction requires a different approach. It is important to remember that talent discovered in a timely manner by parents, teachers, and educators will help the child become as open as possible and take a worthy place in society in the future. The modern world is ready to offer a range of courses that allow talented children to develop their abilities in a variety of fields. In addition, in most cases there is no need for a simple memorization of materials, an

independent long-term search. Now talented children can actively participate in technology classes using the most modern techniques and elements, which allow them to better reveal their abilities. Extracurricular activities for children allow them to discover more through a non-individual approach to each other. In this case, classes with talented children are not only useful, but also fun, because the child can often use topics and equipment that are not in school. Another advantage of such lessons is that they are conducted in a free form, sometimes in play, with the participation of experienced professionals who are ready to help and assist with all questions. From childhood, modern children become interested in computer technology, and later many will have the opportunity to acquire and discover real talents in the field of computer technology and information technology. Especially for those who are very interested in new devices, there are now a variety of computer science courses to work with talented children.

This will allow the child to better understand the computer device, its working principle and learn how to use it quickly and correctly. And that's just a small part of what you can learn by visiting our courses. In addition to learning computer hardware, a gifted child in a classroom in central Aitland will have a wonderful world of programming, which will open up an understanding of the software components of computer performance and create many opportunities for development. Talented children, regardless of their talents, require additional education. Creative children can easily take courses in animation, computer graphics, photography and other artistic activities. Each of them is carried out with the help of modern technologies, which help the child to adapt to modern conditions of modern computerization and the world of information. The use of the acquired skills will not only allow you to better reveal your creative potential, but also significantly expand your skills in the future. Talented children with different talents can visit, where everyone can find interesting moments for themselves. A similar course will allow you to demonstrate your potential in creativity, math, computer science and other sciences and fields, which is important for every child and their parents. These courses will be especially useful for technically talented children.

Classes are available for every child and will be fun even for gifted children ages 5-6. The ability to choose one or more of the courses allows a child interested in a particular direction to get the maximum amount of useful information. The development of gifted children in such courses is greatly accelerated due to the flow of important and useful knowledge acquired by students. It stimulates existing abilities and allows not only to reveal them, but also to significantly expand the child's worldview, opening up a world of unknown possibilities in front of him. Talented children are born in all corners of the world. Usually, parents are the first to notice the manifestation of certain abilities, depending on the development of the talent in the future or ignoring it. Of course, it is better when adults choose the first option and do everything for the child to develop in their areas. Throughout history, there have been many cases where people in their childhood became famous because of their genius in a particular field. Here are a few bright examples: These are just a small fraction of the children who have gained popularity and achieved great success despite their young age. Talented children are sometimes referred to as the children of the future because they can bring new and unique things to develop all the basic technologies, arts and other aspects of life. In Belarus, gifted children always test their talents and develop them by participating in our classes.

## CONCLUSION

Involve students in tasks that require elements of creative activity and independent decision-making, from simple tasks related to memorizing and narrating a task or text, to solving standard tasks, and so on. Also, for example, the Russian Working Concept on Talent focuses on the ability of gifted children to access various sources of information in the educational process, including access to information through computer networks. Depending on how quickly the student receives information and needs feedback on their actions, it is important to follow the rules of using computerized learning tools. Visual aids (videos, DVDs, etc.) can be helpful.

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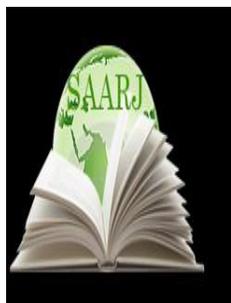
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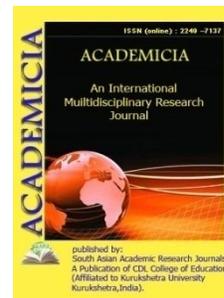
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## BASIC PRINCIPLES OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF TALENTED CHILDREN

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### ABSTRACT

*The article provides information on ways to identify talented children, methods of their psychological and pedagogical support, tools and methods that we can use in the process of teaching and developing the abilities of talented children.*

**KEYWORDS:** *Talented Children, Members Of Society, Psychologists, Creative Approach, Ability, Psychological And Pedagogical Support.*

### INTRODUCTION

The process of identifying, teaching and developing talented children is one of the most important tasks of modern national education. The urgency of working with gifted children is determined by several factors: society's understanding of "human potential" as the most important condition and main source of its development; acceleration of life dynamics, increase of information and emotional stress in a person, various problems, the solution of which requires huge intellectual efforts; society's requirements for the professional activity of a person who must be creative, active, socially responsible, have a developed intellect, higher education, etc. Psychological and pedagogical work with talented children plays a special role in the formation of such a person.

### LITERATURE REVIEW

An appropriate scientific framework is required for the effective operation of additional education institutions with gifted children and adolescents. There are already certain achievements of psychological and pedagogical science in this area. Thus, the nature of talent has been studied to date (V. Alexander, V. Bastendorf, G. Webb, D. Wexler, E. Galanter, T. Gasser, J. Miller, D. Molfese, K. Pribram, D. Hendrixon, R. Hattel, E. Shafer, J. Ertle, etc.), the essence of the concepts of "talent", "children's talent" is defined, the peculiarities of the talented

child are revealed (K. Abrams, D.B. Bogoyavlenskaya, Y.Z. Gilbux, E.A. Golubeva, E.N. Zadorina, A. Karne, N.S. Leyts, A.M. Matyushkina, F. Monks, V.I. Panov, K. Perlet, A. Savenkov, V. Siervald, K. Tekes, K.A. Heller, L. Hollingvort, E.I. Sheblanova, V.S. Yurkevich and others). In addition, the main problems of the structure and nature of abilities, the conditions of their development (B.G. Ananiev, V.A. Krutetsky, A.N. Leont'ev, K.K. Platonov, S.L. Rubinshtein, B.M. Teplov, V.D. Shadrikov, etc.), the value of general abilities, the development of special skills are considered. (B.G. Ananiev, S.L. Rubinstein). The structure of specific abilities has been studied (V.A. Krutetskiy, B.M. Teplov et al.), General laws of talent development (A.V. Brushlinsky, L.S. Vygotsky, V.N. Druzhinin, I.S. Leites, R. Stenberg, J. Freeman, etc.), methods of studying talent (A. Binet, J. Gildford, L. Terman, P. Torrens, et al.), Attempts have been made to classify talent types and create talent models (F. Monks, J. Renzulli, K. Haller, et al.). The works that reveal the practical solution of the problem (Y.D. Babaeva, G.L. Bardgor, L.M. Dolgoplova, A.V. Jigailov, V.P. Lebedeva, A.M. Matyushkin) are of great interest for our work. M. Nikolskaya, V. Orlov V. I. Panov, L. V. Popova, N. N. Ponarina, T. A. Poyarova, A. I. Savenkov, D. A. Sisk, T. V. Khromova, G.T. Shpareva, V.S. Yurkevich, E.L. Yakovleva, V.A. Yasvin and others).

### Analysis

According to our data, 62.3% of teachers and 68.6% of parents believe that “the school is in a deep crisis” and that it needs radical change. 71.5% of parents believe that the school needs to change its attitude towards the student in the first place. Only 16.2 percent of teachers point out that the processes that have taken place in school in recent years are related to the optimization of child development.

In such an environment, it is difficult to talk about a special system of school work with a category of gifted children. The situation is aggravated by the contradictions that have accumulated so far: between the growing demands on the formation of an educated, intellectually advanced, creative personality and the reluctance of the education system to solve this problem; Between the collective nature of the organization of the learning process in school and the specific individual nature of teaching; Between the purposeful influence of “adult” culture and the spontaneous emergence of child development, its individuality; Between parental expectations and real teaching practices. Resolving these and other conflicts is not just a matter of school effort. A comprehensive approach to problem solving is required. An important role in this process can be played by additional general education, in which the implementation of a model of creative development of a gifted child, systematic work with gifted children within a particular area is the most realistic.

To date, many issues related to the teaching and development of talented children in the context of additional education have not been well explored. This applies to the psychological-pedagogical diagnosis of children's talent, the influence of certain socio-psychological factors on the manifestation and development of mental ability. Specific issues of pedagogical work with talented children in the context of additional education, content, forms and methods of their development, identification of the most effective pedagogical technologies, etc. In addition, the practice of working with talented children is constant due to the diversity of talent, different theoretical approaches and methods of its study, the variability of modern education, as well as very few professionals who are professionally and personally ready to work with gifted people,

indicates the pedagogical and psychological difficulties that arise. Psychological and pedagogical support for the learning and development of talented children in the context of additional education, if the following results can be achieved:

- Children's talentedness is considered from the standpoint of a comprehensive approach to the interrelationship of three components;
- Identification, learning and development;
- Based on the scientific criteria of talent;
- Objective diagnosis of children's talent has been developed and is widely used;
- The basic principles of the organization of education for gifted school students, including the structure of additional general education, are revealed;
- Structures in the purposeful and functional form of additional general education provide the necessary conditions for the continuous development of a gifted child;
- The psychological, pedagogical and didactic bases of the processes of teaching and development of a gifted child in an additional general education institution were identified;
- A leading condition for the development of a gifted child is a person-centered learning process that implements individual-oriented pedagogical technologies.

## **DISCUSSION**

Relying on the opinions of A. Maslow, N. A. Bernstein, and other famous scientists, psychologist V.S. Yurkevich distinguished three laws of development of high abilities:

1. The development of abilities occurs only in the activity in which the positive emotions of the child occur.
2. For the development of skills it is necessary to constantly increase the level of complexity of the main activities of the child (educational and extracurricular activities).
3. For the activity to be developmental (both ability and personality of the child) it must be important for the child (in terms of internal motivation). The mission of the school is to create conditions for the development of abilities and personal qualities of students, which prepares students for lifelong learning in a market economy, ensures the competitiveness of future graduates in the labor market. The purpose of joint research work of teachers and students is to increase ICT competence, study the achievements of pedagogical science and test it in innovative activities, adaptation to society, the use of ICT in the creative self-development of the individual. Research activities are a means of teacher-student interaction.

In traditional education programs, the development of creativity and communication skills is usually not considered important. It only gives you the opportunity to acquire the necessary knowledge, skills and competencies. New approaches to the education of gifted children, computer-based educational and developmental programs, methods and forms of work using ICT are needed. In the process of working with students, a group of students is formed who compete with each other, trying to do the task as well as possible and earn the praise of the teacher. School teachers have three main tasks:

1. Develop a theoretical, practical-oriented system of working with gifted children.
2. Carrying out diagnostics and monitoring of students' abilities at school and creating an electronic database.

3. Career guidance of the obtained information by class teachers and its application in the daily work of a psychologist.

The achievement of the set goals and objectives can be achieved only in the context of the integrity of the educational process, the greater use of students' classroom and extracurricular activities. Taking into account the age characteristics of students, as well as tasks for each stage of the content of education and upbringing of students, tasks are set: The first stage of education: identification and development of creative potential of primary school students; develop a sustainable interest in learning activities; formation of interest in research activities; formation of elements of independent activity; development of elements of figurative perception and imagination as a basis of creative activity; to form a positive attitude towards oneself and people; the world, life, the formation of a valuable attitude to society.

In the second stage of education: development of intellectual and creative potential of students; to form a stable motivation for learning and creative activity; mastering the elements of research activities; formation of the basis of independent activity; develop imagination; to form a valuable attitude to oneself as a person, to the person of people; formation of a valuable attitude to the world, life, society.

Objectives of the third stage of education: development of intellectual and creative activity of senior students; formation of sustainable motivation for learning and creative activity; formation of the need for independent education; mastering the methods of research activities; development of independent intellectual and creative activity; realization of figurative and imaginative abilities; to exercise a value attitude towards oneself and the individual as a person; the ability to understand life situations and their solutions. Work with talented students is carried out in the following areas: maximizing the intellectual, material and technical potential of the school in the organization of extracurricular and extracurricular creative activities of students: science clubs and hobby clubs; sports sections, computer art clubs; creative groups; theater studios; research work; preparation of Olympiad participants; individual lessons; Diagnosis of Talents in Children and Adolescents; Early awakening of students' interest and aptitude for research activities, serious preparation for this process; Fostering an active civic position, high moral qualities and spiritual culture.

## CONCLUSION

The implementation of this work includes:

1. Development of the content of educational methods aimed at the student's experience of creative activity, which includes the following elements: comprehension, understanding of the hidden mechanisms of events, their causal relationship, the ability to predict the development of these events as; the ability to identify and pose a problem in understanding and analyzing evidence; be able to effectively transfer the acquired knowledge to research and development tasks; solve research and design problems on the basis of figurative, symbolic, meaningful analogies; change of images and ideas, their interpretation.

2. Strengthening the methodology and subject matter and its methods in students' learning activities.

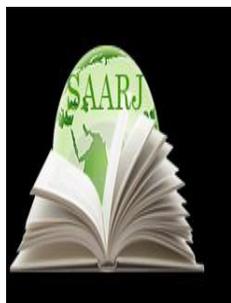
3. The use of technical modeling as a basis for the creative application of scientific knowledge and the development of creative activity of students. The end result in education is determined

not only by the level of complexity of the textual tasks, but also by the volume of the subject content, the duration of the creative activity.

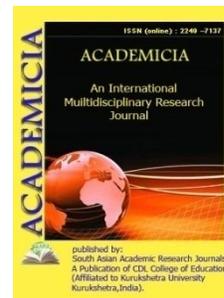
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## DEVELOPMENT OF COMMUNICATIVE CULTURE OF ESP STUDENTS IN THE PROCESS OF TEACHING ENGLISH LANGUAGE

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### ABSTRACT

*The article discusses some features and role of the functioning of the English language in the higher education system. Professional training of future specialists should be based on the formation of a communicative culture. Analysis training future specialists for professional activity leads to an understanding special relevance and importance of the problem of the formation of communicative culture future specialists in the process of teaching English.*

**KEYWORDS:** *Communicative Culture, Pedagogy, Method, Decree, Teaching English, Communication, Non-Language, Specialist, Foreign Language.*

### INTRODUCTION

It is well known that language has always been important. Especially in the current age of science and education, the development of the digital economy, information and innovative technologies, its importance is growing. Particular attention is paid to awareness of scientific achievements, mastering modern techniques and technologies used in various fields, exchange of experience with foreign partners, the ability of specialists in various fields to communicate freely in foreign languages in their professional fields.

The integration of our country into the world community, the development of science and technology require young people with higher education to learn and teach several foreign languages perfectly.

As a result of reforms in the education system, an effective system of teaching foreign languages in continuing education has been introduced. In addition to the work done, there is a need today to improve the quality of effective and systematic teaching of English. Consequently, the rapid growth of the scope of international educational programs also requires students to be able to use

English not only professionally, but also as an academic field of communication in modern conditions.

This requires us to form and develop a communicative culture in English related to the professional activities of future higher education personnel studying in the field of non-philological education.

### **Result**

Decree of the President of Republic of Uzbekistan number PD-1875 on the topic of "Developing the systems of learning foreign languages" in the year of 2012 on 10 December, Cabinet of Ministers dated August 11, 2017 No-610 "On measures to further improve the quality of foreign language teaching in educational institutions" in accordance with the decisions of the Ministry of Education and Science of the Republic of Uzbekistan, higher education institutions began to pay more attention to teaching English in non-philological education, strengthening language skills of students in their specialties, improving the quality of education.

Based on the decisions of the government, the search for effective ways to improve the quality of the process of teaching English in non-philological higher education institutions is carried out simultaneously in different directions. The main goal of non-philological higher education institutions in English language classes is to prepare students for speech-oriented activities in connection with the professional and social spheres of communication.

### **Method**

The possibilities of English lessons in developing the communicative culture of future professionals are very wide. Especially in English lessons, the use of interactive methods aimed at developing a communicative culture in English related to the professional activities of future highly educated professionals gives high results.

Questions of communicative teaching of a foreign language in the system vocational education have acquired particular importance in the conditions the increase in the functional significance of foreign languages caused by trends of globalization and internationalization in recent decades.

The main goal of teaching a foreign language in all its forms is development of a foreign language communicative culture of a future specialist in professional communication in a foreign language in the scientific and technical, industrial and educational spheres. Communicative culture is indicated by the main goal of learning foreign languages in the system of higher professional education and interpreted as a set of sub-competencies: linguistic competence, sociolinguistic competence, debatable competence, strategic competence and socio-cultural competence.

One of the most socially significant problems of modern pedagogy is - the formation of a foreign language communicative culture future specialist.

### **Analysis**

Proficiency in English allows you to realize such aspects of professional activity as timely acquaintance with the latest technologies, discoveries and trends in the development of science and technology, establishing professional contacts with foreign partners. It provides an increase in the level of not only communicative, but also professional competence.

Teaching a foreign language at non-language universities implies teaching professionally oriented communication between specialists different countries - both in writing and in the form of oral communication (with internship, at conferences, while giving lectures, etc.).

For the successful formation of a foreign language communicative culture the future specialist, it is necessary to take into account, in our opinion, the following pedagogical conditions:

- definition as one of the target components of activities foreign language teacher formation of foreign language communicative culture of the future specialist;
- communication-oriented nature of the learning process foreign languages based on the ideas of intercultural communication and productive joint activities;
- use of implementation-based interactive learning methods sociocultural, communicative-cognitive and project approaches.

Therefore, under the professional skills of the teacher foreign languages skills are understood pedagogically, psychologically correctly carry out professional activities aimed at the development in students of the traits of a secondary linguistic personality that predetermine ability to participate in intercultural communication.

In other words, the teacher must master the art of communication, and also be tolerant, open in the manifestations of their own interests and emotions. Moreover, a necessary condition for professional activity, according to G.V. Saprykina's opinion is that the teacher's communicative culture is elements of which include:

- ✚ The presence of an attitude towards the realization of the abilities of each student to creating a comfortable microclimate in the process of learning a foreign language;
- ✚ Degree of willingness to cooperate with colleagues;
- ✚ Speech culture.

Foreign language communicative culture in relation to educational the situation of a non-language university is considered as acquired in the process organized learning the ability of an individual to realize communicatively appropriate models of foreign language speech behavior in stereotyped communication situations. It is necessary to distinguish between theoretical and applied description of communicative culture. Theoretical and practical development of this problem is aimed at identifying external and internal communicative factors that have a direct effective influence on the process of formation and improvement organization and communication skills.

Teaching a foreign language in a non-language university provides consolidation and further improvement of basic general education the level of language proficiency in combination with an in-depth profile language training focused on the use of acquired knowledge in the field future professional activities. Acquisition by students communicative culture and is focused on the formation of such a level knowledge of a foreign language, which will allow you to use it for professional needs, the implementation of personal and business contacts and further self-education.

The formation of a foreign language communicative culture is an urgent task of scientific and practical importance. In theoretical aspect, communicative culture is presented as a multi-component phenomenon in which the level of its formation components determines the

effectiveness of development work communicative culture of the future specialist. It means that, despite the various interpretations of the component composition of the studied phenomena, such basic elements as language, speech and socio cultural competence most fully reflect the content and goals teaching a foreign language at a non-language university. Theoretical aspect communication culture is based on the most important concepts

terminological apparatus describing the communication process, including concepts of communication strategy, communicative behavior as conventions for the selection of linguistic material and the organization of communication in a set of socio-psychological and linguistic proper factors, receptive behavior as an adequate understanding of verbal actions of the interlocutor.

Applied description of foreign language communicative competence focused on the search for new methods of educational work, appropriate the goals of the formation of a competence specialist. Productive aspects learning a foreign language can be effectively explicated in such forms of methodical work as a multidimensional teaching of monologue (retelling by profile, abstracting, annotating, translation of texts in a foreign language) and dialogical speech as part of the implementation of the project methodology, gaming technologies, interactive and modular learning technologies. The listed ways of forming a foreign language communicative cultures as part of professional competence, having a practice-oriented nature, can help to form the ability trainees to action, solving professional problems.

## CONCLUSION

Use in professional training of interactive methods allows you to create an authentic virtual language environment, to include students in real situations of intercultural communication, gain individual experience of communication with another culture, which, in the end account, affects the effectiveness of the formation of a foreign language communicative culture of the future specialist.

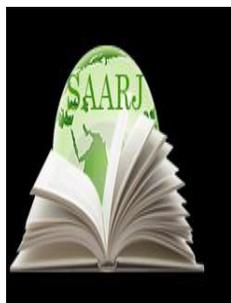
In the process of developing and improving the foreign language communicative culture in educational situations of a non-language institution of particular relevance acquires the study of social and professional context, combination collective, socially significant and personal variables. In this way, foreign language communicative culture despite the constant mobility and variability is perceived as the sum of knowledge, serving kind of guide to subsequent speech behavior and communication, necessary for students in their future professional activities.

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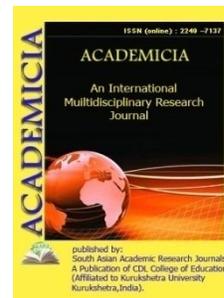
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## LINGUISTIC FEATURES OF THE PUBLICISTIC STYLE

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### ABSTRACT

*The article provides information about the linguistic features of the journalistic style, its importance in Uzbek linguistics. The types of journalistic methods and their uses are analyzed. In the study of the history of the feuilleton genre, its formation and development in the Uzbek press, it is evaluated under the terms "press genre", "satirical genre", "satirical-journalistic genre". In the existing literature on Uzbek linguistics and journalism, they are listed in general in varying amounts. The division of newspaper articles into genres is still neglected. The phenomenon is that they are undoubtedly convenient for the writer and the student class: it is easy to repeat ready-made speech formulas, automate the reproduction process and facilitate communication.*

**KEYWORDS:** *Linguistic Features, Journalistic Style, Journalistic Methods, Newspapers, Magazines, Radio, Television Materials.*

### INTRODUCTION

The journalistic method in Uzbek linguistics was specially studied by T. Kurbanov. This style is the style of media, especially newspapers, magazines, radio, television materials. In linguistics and journalism, the terms "journalistic genres" and "newspaper genres" are rarely used today. The use of the term "genres of journalism" has a strong place in literary criticism. However, in Uzbek linguistics, the term "newspaper genres" has not yet found its exact expression, its object, it is used in parallel with the term "journalistic genres". Another problem is that newspaper articles do not have a clear classification by genre. In the existing literature on Uzbek linguistics and journalism, they are listed in general in varying amounts. The division of newspaper articles into genres is still neglected. In Russian linguistics, newspaper materials have a clear classification by genre. Genres have also appeared in the Uzbek periodical press since the

beginning of the 20th century. With the development of the periodical press, the peculiarities of genres, their differences, new types appeared and developed. When thinking about genres, the lack of a clear classification of Uzbek linguistics, whether it is called a "journalistic genre" or a "newspaper genre", has complicated the work in this area. The program of special courses "Language of the newspaper", "Methodology of newspaper genres" and the program of the course "Theory and practice of journalistic creativity (genres)" contain newspaper genres and their classification. It should be noted that they define "newspaper genres" in Uzbek linguistics, and despite some differences in the classification of genres, some clarifications have been made in this area.

## LITERATURE REVIEW

T. Kurbanov's researches distinguish genres of journalistic style. He noted the following genres of journalistic style: news, reportage, correspondence, article, political article, political, economic and scientific article, essay, column, pamphlet, sheet, party and government directives and decisions, information, various comments, reviews, socio-political essay, open letter, international news, call.

S. Muhamedov as a network of newspaper journalism - a genre of newspaper journalism: report, report, interview, correspondence, article, commentary, review, review, press review, essay, column, pamphlet, sheet.

O. Togayev, who created a number of studies on the features of Uzbek art journalism, assessed letters, essays, and feuilletons as genres of art journalism. In its classification, it distinguishes between genres of fiction (letter, essay, column), as well as genres of socio-analytical or information-analytical (correlation-pondensia, article, reportage). It is especially noteworthy that the scientist divided the genres into groups according to their individual characteristics.

## Analysis

In the study of the history of the feuilleton genre, its formation and development in the Uzbek press, it is evaluated under the terms "press genre", "satirical genre", "satirical-journalistic genre". The term "genres of literary and artistic journalism" is also used. "Press genres" also include information genres, correspondence, simple critical articles, main articles, general political theoretical articles, and reports. Although the researcher used various terms in a mixed way, he described the features of the feuilleton genre, mainly as a press genre, on the basis of newspaper and magazine materials. This shows that it is possible to think about the genre of the press, in particular, the genre of the newspaper, in contrast to fiction.

A. Boboyeva, recognizing the existence of "newspaper genres", distinguishes the information genre. Also noteworthy are the terms used by the scholar in relation to feuilletons and essays ("socio-publicist", "artistic-publicist"). Recently, the concepts of "newspaper language", "newspaper style", "newspaper genres" are gaining ground in Uzbek linguistics.

I. Toshaliyev defines "classification and grouping of newspaper genres" as follows: "Information genres. Analytical genres. Descriptive (artistic-publicist) genres". It includes news, reports, interviews, reports, sheets (information genres), correspondence, articles, journalism, correspondence, international reviews, press reviews, reviews (analytical genres), essays, columns, pamphlets (fiction)-publicist genres) in his classification.

G. Gafurov notes the meaning of the terms "journalistic genres" and "journalistic genres" and classifies the genres as follows:

- 1) Information genres: news, conversation, interview, report.
- 2) Information-analytical genres: correspondence, article, review, commentary, observation, letter, press commentary.
- 3) Fiction-publicist genres: essay, column, satirical genres, and sheet.

Due to the nature of the press, including the newspaper, its main function is to provide information and figurative influence through artistic and journalistic means, and so on. Researchers have used the terms "informational" genres, "art-publicist genre", and "analytical genre" when talking about genres, based on the function and methods and forms of expression of the press.

In the researches of A. Abdusaidov the language of the newspaper is studied on the basis of the following classification:

### **INFORMATION GENRE**

1. Message: chronicle-message, news-message, critical or satirical message, short messages under special headings, extended messages.
2. Reportage: reportage on current events, thematic reportage, problematic reportage.
3. Report: simple report, analytical report, thematic report, problem report, scientific report, court report, report on official events. Interview: interview-monologue, interview-dialogue, interview-sheet, portrait-interview, round-conversation, press conference.

### **ANALYTICAL GENRE:**

1. Correspondence: information correspondence, analytical correspondence, problematic correspondence, positive correspondence, critical correspondence, portrait correspondence, feedback correspondence.
2. Article: main article, theoretical article, problem article, critical article, propaganda article, scientific-educational article.
3. Review.
4. Commentary: general review, thematic review, news review, press review.
5. Image: thematic review, general review, information review.
6. Letter: newspaper letter, open letter, appeal, congratulation, letter from the writer.
7. Observation: general observation, thematic observation.

### **ARTISTIC-PUBLICISTIC GENREES**

1. Sheet.
2. Essay: essay-portrait, travelogue (travel essay), problem-essay, essay-sheet.
3. Feuilleton: documentary feuilleton.

Among the sources of journalistic style, especially the press, i.e. newspapers and magazines, have a special place. A number of studies on the study of the language of newspapers in Uzbek linguistics have been created.

A.Abdusaidov's monograph "Journalist's language skills" provides a review of the literature on the study of newspaper language. It shows the newspaper vocabulary in Uzbek linguistics, the use of international words and terms in the periodicals, semantic and stylistic features of the lexicon and phraseology of the magazine "Mushtum", newspaper speech, newspaper headlines, lexical doublets based on newspaper materials, lexical and Syntactic variants, statistics of newspaper language, the role of newspaper language in journalistic style, genres, grammar of newspaper language, some syntactic features of "Turkistan region newspaper", ancient Turkic words on the basis of rich facts from periodicals of the first half of XX century, there is important research on lexical stratification, polysemy, newspaper language, and literary norms.

## DISCUSSION

The language of the newspaper has a special place and features in the journalistic style. K.Yusupov, A.Boboyeva, A.Abdusaidov indicated the following as characteristic features of the language of the newspaper:

1. The language of the newspaper is the written literary language. It has its own linguistic features.
2. The newspaper publishes materials on all functional methods. In some materials they come in a mixture. This is one of the peculiarities of the language of the newspaper. Materials on other functional methods (e.g., poems, stories, excerpts from works of art, decrees, decisions, etc.) should be studied within the framework of their own methods, if they are not embedded in the materials of the newspaper, i.e. it is related to the language of the newspaper.
3. Newspaper materials differ in style and expression. If the message, main article, correspondence, report, commentary, etc. are written in pure literary language, elements of artistic style are widely used, such as plates, essays, open letters, reports, critical articles, feuilletons. In these genres, elements of dialect are sometimes used in their place.
4. The language of the newspaper is close to the language of artistic, colloquial styles, differs from the language of scientific, formal styles.
5. It is typical for the language of the newspaper to use standards (templates) and stamps (templates).
6. The peculiarity of the language of the newspaper stems from its functions such as informativeness, organization, propaganda and effectiveness. These features of the language of the newspaper are taken into account when using language tools.
7. Expressiveness is expressed in the language of the newspaper. Publicity, imagery, emotionality and expressiveness, clarity and concreteness, conciseness, and debate are taken into account in ensuring effectiveness.
8. The situation with the use of language in newspaper genres is different. The use of expressive and methodological possibilities of lexical, phraseological, grammatical means in information,

analytical and artistic-publicist genres has similarities and differences. Different methods are used when using the methodological features of language tools.

9. The language of the newspaper strictly follows the spelling, lexical, grammatical, punctuation and methodological norms of the literary language. Deviations from the literary norm (for a specific methodological purpose) occur in the language of plates, essays, critical articles, feuilletons. If the general norm is followed in the artistic style, the work in the language of the newspaper is carried out within the literary norm.

10. The language of the newspaper contributes to the enrichment of the literary language, in particular its vocabulary. Changes in socio-political, economic, spiritual and domestic life are first reflected in the newspaper. As a result, new words or words from other languages are widely used in newspapers. The newspaper acts as a "creative laboratory" in the use of lexical units, especially terms.

11. The newspaper is a written source that keeps pace with the times, neologisms and occasionalisms are often used due to the skill of journalists. Newspaper language has more opportunities to reflect changes in the lexicon of our language than artistic style.

12. The language of the newspaper as a written literary language is also a source of high literacy due to the fact that it is based on certain rules, norms and existing spelling rules.

13. The language of the newspaper as a model language serves as a kind of mirror in the development of speech culture, the promotion of literary norms. Some of its shortcomings are identified and the state of the newspaper's language and changes in language development are assessed accordingly.

## CONCLUSION

In newspaper language, various speech stereotypes are as common as elsewhere. The phenomenon is that they are undoubtedly convenient for the writer and the student class: it is easy to repeat ready-made speech formulas, automate the reproduction process and facilitate communication. In particular, one of the laws of language development and one of the principles of speech, "speech effort" and "time saving" - is not only "material economy", but also the use of complex words, formal business style abbreviations, speech style elliptical sentences), but in "saving mental reserve". However, this only applies to the language of the newspaper. Many speak and write through ready - made formulas.

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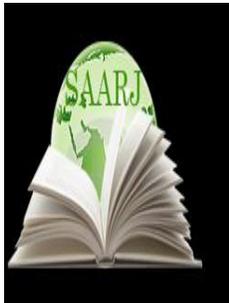
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## ANALYSIS OF THE INTERACTION OF POLAR AND ROTATE COORDINATE SYSTEMS IN ASYNCHRON MOTOR ELECTRICAL CONTROL

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### ABSTRACT

*This article focuses on the development and improvement of methods for measuring the speed of asynchronous electric motors without sensors, as well as the mathematical representation of this system model. Since it is accepted to write the magnitudes corresponding to the rotor with index 2, we define the angle between the real number axis  $d$  of the rotor coordinate system and the fixed axis in the stator coordinate system as  $th\theta_2$ .*

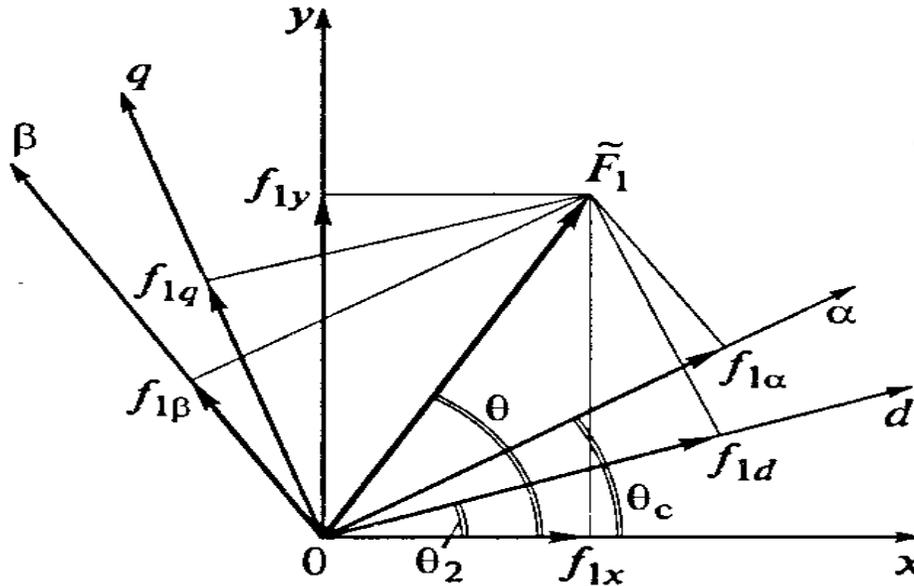
**KEYWORDS:** *Stator, Rotor, The Number Of Pairs Of Poles, Angular Frequency, Electric Drive, Angular Velocity.*

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### INTRODUCTION

In addition to the stator coordinate system, we can also use the  $d - q$  rotor coordinate system, which is connected to the motor rotor shaft and is stationary with respect to it. This system rotates with the rotor in electric space. In this coordinate system, we denote the spatial vectors considered by the index  $d - q$ , respectively, by such indices we also denote the projections of the spatial vectors  $d$  and the vertices. Since it is accepted to write the magnitudes corresponding to the rotor with index 2, we define the angle between the real number axis  $d$  of the rotor coordinate system and the fixed axis in the stator coordinate system as  $th\theta_2$ . The difference between the

rotation of the rotor in physical space and the rotation in electrical space should not be overlooked. The unit of measurement for all angles shown in Figure 1 is el.rad. The positions of the axes in the physical space depicted in the figure only correspond to the fact that the number of pairs of poles of the motor is  $r_p = 1$ .



**Figure 1. Location of a spatial vector in different coordinate systems**

The figure also shows another general a-b coordinate system that is arbitrarily oriented relative to the x - y and d - q coordinate systems. In our subsequent descriptions, we consider this coordinate system as a system that rotates at a synchronous angular velocity equal to the angular frequency of the supply source voltage in the electric space. With respect to the stator coordinate system, the instantaneous value of the angle of rotation of this system is defined as  $\theta_c$  [1].

Continuing to look at the MYUK vector in the example of a spatial vector, we can write the following expression for a rotating vector with respect to a fixed x - y coordinate system:

$$\tilde{F}_{1x-y} = F_{1max} e^{j\theta}$$

Or

$$\tilde{F}_{1x-y} = F_{1max} (\cos \theta + j \sin \theta = f_x + j f_y ,$$

where  $F_{1max}$  is the amplitude value of MYUK.

The angle is a function of time  $\theta$ , if the value of MYUK changes when the operating mode of the electric drive changes, the value of  $F_{1max}$  can also change.

Similarly, we can write a spatial vector expression for a rotor coordinate system. To do this, we must take into account that the d - q coordinate system itself shifts at an angle  $\theta_2$  with respect to the stator coordinate system:

$$\tilde{F}_{1d-q} = F_{1max} e^{j(\theta-\theta_2)}$$

Writing an expression in the d - q coordinate system using a spatial vector projection is as follows [2]

$$\tilde{F}_{1d-q} = F_{1\max} \{\cos(\theta - \theta_2) + j\sin(\theta - \theta_2)\} = f_d - jf_q$$

Comparing the expressions (1) and (2), we obtain the formulas for the transition from the stator system to the rotor system and vice versa from the rotor system to the stator system:

$$\begin{aligned}\tilde{F}_{1d-q} &= F_{1\max} e^{j\theta} e^{j-\theta_2} = \tilde{F}_{1x-y} e^{-j\theta_2} \\ \tilde{F}_{1x-y} &= F_{1d-q} e^{j\theta_2}\end{aligned}$$

In the general coordinate system, the spatial vector is written as follows

$$\tilde{F}_{1\alpha-\beta} = F_{1\max} e^{j(\theta-\theta_c)}$$

Or

$$\tilde{F}_{1\alpha-\beta} = F_{1\max} \{\cos(\theta - \theta_c) + j\sin(\theta - \theta_c)\} = f_\alpha - jf_\beta$$

The relationship between writing a space vector in a general coordinate system and writing in a stator or rotor system is defined as follows:

$$\begin{aligned}\tilde{F}_{1\alpha-\beta} &= F_{1\max} e^{j\theta} e^{-j\theta_c} = \tilde{F}_{1x-y} e^{-j\theta_c}; \\ \tilde{F}_{1x-y} &= \tilde{F}_{1\alpha-\beta} e^{j\theta_c}; \quad (6) \\ \tilde{F}_{1\alpha-\beta} &= F_{1\max} e^{j(\theta-\theta_c)} e^{j\theta_2} e^{-j\theta_2} = \tilde{F}_{1d-q} e^{-j(\theta_c-\theta_2)}; \\ \tilde{F}_{1d-q} &= \tilde{F}_{\alpha-\beta} e^{j(\theta_c-\theta_2)}\end{aligned}$$

From our subsequent statements, it is clear that in the mathematical representation of an asynchronous motor electric drive, there are both quantities in the stator coordinate system and quantities in the rotor coordinate system. All these sizes must be brought into some kind of common system. The above formulas allow you to do this.

In asynchronous motors, the angular frequency supply  $\omega_{0\beta 1}$  of the supply voltage and the rotor speed  $r_p \omega$  electric in the electric space vary in all modes except the ideal salt operating mode. The difference between the angular frequency of the voltage in the stator and the speed of the motor in the electric space  $\omega_{0\beta 1} - r_p \omega$  determines the angular frequency of the rotor EYUK, and this difference must be taken into account in the process of mathematical expression of the electric drive.

We can say the specificity of the spatial vector in conclusion: the projection of the spatial vector on the axis of the sphere at each moment of time is equal to the instantaneous values of these magnitudes [2].

The design of a synchronous motor stator is no different from the design of an asynchronous motor stator. It will have a three-phase coil, just like an asynchronous motor. When the coil is supplied from a three-phase voltage source, the current flowing through them creates a rotating magnetic field at a synchronous speed. The design of a synchronous motor rotor is drastically different from the design of an asynchronous motor rotor. The rotor of a synchronous motor will have a single-phase (exciter) coil supplied from an alternating current source. The presence of an

alternating excitation current causes the rotor to generate its own magnetic field. This field binds to the rotating magnetic field of the stator and forces the rotor to rotate synchronously along the speed of the stator field. Therefore, in steady state, the motor speed is always equal to the synchronous speed  $\omega_0$ , which value is determined by the supply voltage frequency and the number of pairs of poles of the stator coil  $\omega_{061}/r_p$ . An instantaneous deviation of the motor speed from synchronization can occur only in transient processes, for example as a result of a change in the load on the motor shaft. At the end of the transient process and if the loading torque does not exceed the maximum allowable value, the speed returns to  $\omega_0$ , again.

Synchronous motors are divided into open-pole and non-polar motors, regardless of their design. In the first case, the rotor poles are made separately from the rotor itself. In the core made of electro technical steel, the excitation coil windings are installed and the finished winding poles are fastened to the rotor. In the second case, there are special radial grooves in the electro technical plates on which the magnetic conductor of the rotor is assembled. After the rotor is assembled, the excitation coil windings are placed in the longitudinal grooves formed on its surface. In special grooves arranged along the length of the rotor, the cores of the damper (starting) coil are installed. These cores are connected to the rotor teeth by short-circuit segments, the segments of the individual poles are interconnected, resulting in a short-circuit coil reminiscent of an asynchronous motor. This coil serves to start the synchronous motor. During start-up, it receives the same acceleration as an asynchronous motor, but when switching to synchronous speed, the excitation voltage is applied to the rotor shaft and the motor moves in synchronization. In order to prevent the formation of large EYUK in the engine parts at start-up time, the drive coil is short-circuited or an additional resistor is connected. The damping coil also causes the rotor to vibrate, which is generated in the transient process. In stabilized synchronous mode, i.e. when the speed of the stator field and the speed of the rotor are equal to each other, there is no current in the damper coil.

The design difference between an open-pole rotor motor and a non-polar rotor motor is primarily due to the inductance of the stator coil directed along a straight axis, which is compatible with the rotor poles and is defined as a threat. It is assumed that the inductance of the stator coil directed along the quadratic axis denoted by  $q$  is not the same. Second, these inductances are equal to each other.

Typically synchronous motors are synchronous speeds of 100 to 3,000 rpm used in high-power non-adjustable electric drives. is a huge motor with a range of tens of kilowatts to several tens of thousands of kilowatts. However, adjusting the speed of the synchronous motor supplied from the adjustable source can be done by changing the frequency of the stator voltage.

Let us consider the electromagnetic processes that take place in a synchronous motor for the simplest case, i.e., when the damper coil is not in the rotor. To do this, we consider only a rotor motor with an open pole, but it should be borne in mind that in the transition from an open pole to a non-polar motor, only the mathematical expression of the motor assumes that the inductance of the stator coil is equal on both axes.

As done in the process of mathematical representation of an induction motor, we introduce a  $d - q$  coordinate system connected to the rotor and rotating with it for the case under consideration. However, there is a significant difference between the  $d - q$  coordinate system in asynchronous and synchronous motors, which differs from the synchronous speed in all modes except the ideal

slip operating mode, where in the first case this coordinate system converts to rotor speed in electric space  $r_p \omega = \omega_{0bl} - \omega_r$ . In the second case, its velocity in the electric space is always equal to the synchronous velocity  $r_p \omega_0 = \omega_{0bl}$ . Thus, in the mathematical representation of a synchronous motor, the d-q coordinate system plays the same role as the  $\alpha - \beta$  coordinate system, which rotates at the same synchronous speed, used in the mathematical representation of an induction motor.

Since the stator winding of a synchronous motor is almost indistinguishable from the stator winding of an asynchronous motor, the equilibrium equation of the stator voltage can be applied directly to the mathematical expression of the synchronous motor. To do this, it is necessary to describe the spatial vectors belonging to it through their projections on the coordinate axes: [3]

$$\tilde{U}_1 = u_{1d} + ju_{1q}; \tilde{I}_1 = i_d + ji_{1q}; \tilde{\Psi}_1 = \psi_{1d} + j\psi_{1q}$$

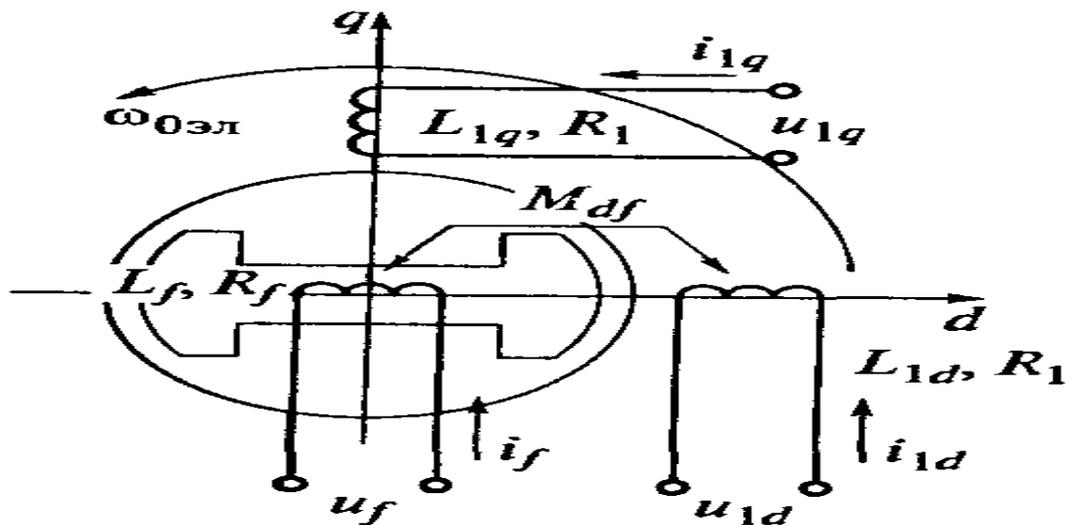
Unlike an induction motor in which the rotor coil is affected by a three-phase alternating current with an angular frequency equal to  $\omega_r$ , an alternating current flows through the synchronous motor drive coil. The voltage  $U_f$ , the current  $i_f$  and the rotor current junction  $\psi_f$  in the excitation coil are stationary with respect to the rotor and can be represented by rotating spatial vectors along it and respectively with the d - q coordinate system. In this assumption, they do not differ from the spatial vectors formed as a result of considering the stator voltage, current, and current junctions in a three-phase system. Therefore, the actual axes of the d - q coordinate system are directed in the direction d along the axis of the excitation coil axis, i.e., the vector of the coupling of the rotor current and by directing it along the corresponding excitation voltage and current vectors, the magnitudes of the rotor connected by the equation  $u_f = R_f i_f + p\psi_f$  can be considered as the projection of the spatial vectors on the d-coordinate axis .

It is more convenient to use the motor model described in Figure 2 to analyze the connections between currents and current junctions. In the model, the three-phase winding of the stator is replaced by two phases, which are stationary with respect to the rotating coordinate system d - q and are characterized by active inductors  $R_1$  and  $L_{1d}$  and  $L_{1q}$ . These axis axes are oriented along the d and q coordinate axes. They are subjected to a constant voltage along the  $u_{1d}$  and  $u_{1q}$  axes, and as a result currents  $i_{1d}$  and  $i_{1q}$  flow through the coils. The excitation voltage  $u_f$  watt current  $i_f$  is applied to the rotor coil with resistance  $R_f$  and inductance  $L_f$ . As can be seen from Figure 2, the stator current junction on the selected coordinate axes is determined by the currents  $i_{1d}$  and  $i_f$  at the junction, and only by the current  $i_{1q}$  at the junction [3].

Taking into account the above, the mathematical model of electromagnetic processes in a synchronous motor without a damper can be described in the form of a system of equations written for the projection of generalized vectors on the axis of the rotating coordinate system:

$$u_{1d} = R_1 i_{1d} + p\psi_{1d} - \omega_{0bl} \psi_{1q};$$

$$u_{1q} = R_1 i_{1q} + p\psi_{1q} + \omega_{0bl} \psi_{1d};$$



**Figure 2. Model of a synchronous motor in a rotating coordinate system**

$$u_f = R_f i_f + p\psi_f;$$

$$\psi_{1d} = L_{1d} i_{1d} + M_{df} i_f ;$$

$$\psi_{1q} = L_{1q} i_{1q};$$

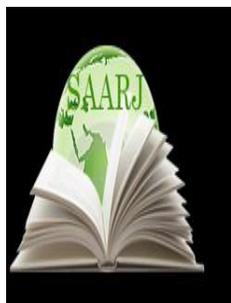
$$\psi_f = L_f i_f + M_{fd} i_{1d}.$$

where  $R_1$ ,  $R_f$  are the resistances of the stator coil and excitation coil phases, respectively;  $L_{1d}$ ,  $L_{1q}$  and  $L_f$  are the total inductance of the stator coil and the total inductance of the excitation coil along the d and q coordinate axes, respectively;  $M_{df}$ -d is the mutual induction coefficient between the excitation coil and the stator coil along the coordinate axis,  $M_{df} = M_{fd}$ .

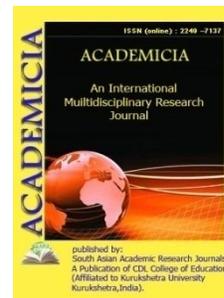
Usually in references the parameters of synchronous motors are given in relative units. Therefore, when considering the problem of mathematical representation of electromagnetic processes in a synchronous motor, it would be expedient to move to relative units, that is, to normalize the equations that are part of its mathematical expression. The base values required for normalization should be selected in such a way as to allow the maximum reduction of the primary equations representing the physical processes in the engine from yesterday. [3]

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## THE ART OF THE STORY “BIBI SALIMA”

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### ABSTRACT

*Today's Uzbek literature follows the path of depicting the human psyche in all its complexity. Our writers use new ways and methods to describe real events in the plot of the work, to reveal the character of the heroes, their psychology. This article discusses the art of Isajon Sultan's story "Bibi Salima". The protagonists of the story "Manzil" Muslim, Muhammad and Abdullah also set out in search of the treasure of their lives. On the way to the destination, they come across mountains, oases and deserts. The dense oak leaves rustle along the stream. In front of some, the brooms stretched out like a green storm. In fact, it is a type of flea, which people use as a broom. When you enter Bibi Salima's house, you will see a dark building with a porch on the left.*

**KEYWORDS:** *Isajon Sultan, The Story Of "Bibi Salima", Folklore, Ethno-Folklore, The Art, Literature, Character Of Heroes.*

### INTRODUCTION

Image modes that are new to yesterday are considered a common occurrence for today. Today's Uzbek literature follows the path of depicting the human psyche in all its complexity. Our writers use new ways and methods to describe real events in the plot of the work, to reveal the character of the heroes, their psychology. It is widely observed that, in order to increase the reality of the events described in the work, the author uses the events of people's lives to increase its artistic value, the use of folklore traditions in the process of reflecting customs and traditions, national features, myths, legends and fairy tales.

As we read the stories of the talented writer Isajon Sultan, we can often come across such features. His works are led by devotion to the motherland, courage, holiness of the family, love for the mother and relatives. As we look at the writer's work in recent times, we see that a subtle aspect of it has centrifuged the past, history, and the future through mythological methods. This method, embedded in the writer's stories, ensured that the stories were educated and popular.

Our acquaintance with dozens of his stories, such as "Garden of Era", "Windy Night", "Fate", "The Hut in the Forest", "The Secret of the Blackbird Star", "Me, My Mother and the Mediterranean" led us to this conclusion. The language of the writer's stories is also very close to the vernacular, as it is simple and fluent.

One such story of Isajon Sultan is the story of Bibi Salima. The protagonist of the story is a kind-hearted Uzbek woman, full of pure sincere feelings.

The story begins: "Bibi Salima lives in a green village. The village is not large, but the scenery in each yard is similar. The streets are dirt, the water in the ditch in front of the houses. The dense oak leaves rustle along the stream. In front of some, the brooms stretched out like a green storm. In fact, it is a type of flea, which people use as a broom. When you enter Bibi Salima's house, you will see a dark building with a porch on the left. It is a newly built tandoor (oven). " Although the writer begins the story with a landscape, he focuses on the tandoor detail in conveying the course of events and unites all his thoughts around that detail.

The story begins with Bibi Salima's oven-building process. The tandoor is actually represented in the play as a symbol of sustenance. This populism in the work, a reference to our traditions and customs, begins with the tandoor builder finishing his work and asking Bibi Salima to bless.

"Do I pray when a man is standing?" said Bibi Salima, uneasily.

'You will bake the bread,' said the baker. 'I will bless the clay I have made and the work I have done. Ask for blessings.' [1, 26]. The play focuses on prayer, one of the ancient traditions of our people. In fact, Bibi Salima believes that women do not pray where there are men. "No, do I pray when a man is standing? On the one hand, it refers to the beginning of the domination of the patriarchy, and on the other hand, it is based on our international views on the supremacy of the man in the family, his greatness.

Bibi Salima in the story also says that the prayer should be started by a man in a way that is typical for Uzbek women. Quoted from Bibi Salima. In the author's work, Bibi Salima depicts not only a simple, sincere Uzbek woman, but also a beautiful Muslim woman.

The author said to the tandoor, "We have made you so that we may find food for our children." Your liver burns, but for us they bake red bread" [1, 26]. But the tandoor, which is the main detail in the story, is a reference to their religious beliefs as a symbol of sustenance, food, life, which is considered sacred among the people. The beliefs of our ancient ancestors regarding bread and wheat are embedded in the speech and actions of Salima mother. The motive for addressing the tandoor in order to glorify it is originally derived from the life of the people and is a product of mythological views associated with the glorification of bread. This motif used by the author should be regarded as ethnofolklorism. This motif used by the author should be regarded as ethnofolklorism. In order to brighten up the character of the protagonist in the story, he used ethno-folklore appropriately: "May God provide us with abundant food, serve us for many years" [1, 26]. Interestingly, Isajon Sultan broke the tradition formed on the basis of an ancient religious view in the essence of the applause in the speech of the protagonist. This is a testament to the writer's artistic skill.

Bibi Salima's husband becomes ill, and a helpless woman relies on Allah alone at such a time. "O God, heal my husband and bless my livelihood. It's all up to you, isn't it?" [1, 29]

More applause is addressed to God. The story mentions another tradition that is common among our people. Our ancestors get up early in the morning and open the doors and windows of the house because in their eyes angels enter the house in the morning. They teach their children and grandchildren that an angelic home will be blessed and prosperous. The writer infuses this tradition into the actions and thoughts of the protagonist in order to show the spirit of the people in the story. Bibi Salima also gets up in the morning and opens the doors as if an angel enters the house. He thinks that if the doors are closed, he should be reluctant to enter. The folk tradition used in this story of the writer is the character of the protagonist of the work, which serves to reveal the psyche and to show the vitality of the traditions used in our people. The skill of the writer lies in the use of folklorisms in the plot of the work with towels and covers. Bibi Salima's opening of the doors in the morning and the entrance of blessings into the house is a secretly expressed ethno-folklore, which is embedded in the actions of the protagonist. The use of curses in the speech of the characters, the place of applause is the use of towels.

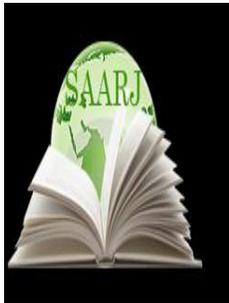
The second story, "Manzil (Address)", which we want to analyze, is also based on ideas that discuss human life and its essence. In most of his works, the spirit of self-discovery and understanding of the meaning of life leads. The protagonists of the story "Manzil" Muslim, Muhammad and Abdullah also set out in search of the treasure of their lives. On the way to the destination, they come across mountains, oases and deserts. These scenes involuntarily remind us of the birds that set out in search of Semurg in A. Navoi's epic "Lison ut-tayr" and the valleys they passed through, or Santiago, the protagonist of "The Alchemist". All of these heroes set out in search of the treasure and meaning they needed. However, not all the heroes of the work were able to reach this address. Except for the protagonists of our story, Muslim, Muhammad and Abdullah, their companions were not fortunate enough to reach this address. This is also a matter of fate. Their friends became victims of the promised wealth, pleasure along the way. In a word, they forgot the purpose for which they set out by indulging in the lusts of the world. In the language of mysticism, they could not rise from the Shari'ah to the sect, from the sect to the enlightenment. The main protagonists of the story, due to the strong faith, patience and faith in their hearts, reached their goals and destinations. In this way, they overcame lust, which was their greatest enemy.

Look, they did what they were looking for, but they came across an unexpected, unthinkable situation. They went and saw that there were a number of talisman gates. But there is not a single gate in them that mentions the names of their partners left on the road. There is no name for them among the gates of Mount Tilsim in the Tilsim Valley, which have been sought for almost a lifetime. There is wisdom here too, that is, their destiny has come here. It is no coincidence that the name of this lifelong mountain and valley is Tilsim. The spell will have a solution to a puzzle that is unknown to everyone. They were eager to know the meaning and solution of their lives, and this magic was found. It read: "This treasure is enchanted in the name of one of the servants of God. I swear by the attributes of the Creator that I, the possessor of this magic, will deliver my demon-possessed Palbos horse owner to his husband in the blink of an eye. I will pour out the riches of the world under my feet. I will make you king over whomever you want. I teach the language of worms, birds and animals. I am weak only in the presence of my Lord and in the face of the judgment which he has decreed" [2, 44]. As they read these words, they will see their reflections on the outside of the ring. They realize that what they have been searching for all their

lives is only in themselves, and at the end of their lives, they have achieved the truth they are looking for.

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## MANAGEMENT OF THE TEACHING STAFF AND IMPROVING THE QUALITY OF EDUCATION

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### ABSTRACT

*The idea of quality and quality management of education is one of the most relevant at the present stage of development for the Uzbek school. Improving the quality of education in secondary schools is, first of all, the correct formation of the teaching staff of the school, the definition of specific goals and objectives for the teaching staff and monitoring their implementation. The positive component of this approach is that during its implementation, both the continuity of the Uzbek traditions of education is preserved, and the set of positions that best meet the modern needs of society and standards is expanded. The quality of education is understood as its compliance with the existing requirements, norms and standards, the needs of society and production. In the course of the study, a complex of theoretical and empirical methods was used: analysis of scientific literature, generalization, systematization, modeling, observation, study of pedagogical experience, pedagogical expertise.*

**KEYWORDS:** *Teaching Staff, Quality, Quality Management Of Education, General Quality, Total Quality Management, Quality Of Education, Education Quality Management System, Consumer, Team, Monitoring.*

### INTRODUCTION

Quality management in a general education institution affects all its constituent structures: target, functional, technological, organizational, informational, normative and criteria. In a school environment, education quality management can follow two sides: quality management of the educational process and management of its development. The overall goal of quality management at school is to achieve a higher quality of teaching staff, curricula and programs, the quality of teaching, teaching methods, pedagogical control. To do this, it is necessary to have reliable and informative quality indicators, peer review mechanisms, a quality monitoring system, rating scales and standards.

The effectiveness of management activities is largely determined by how the school leaders master the method of pedagogical analysis, how deeply they can investigate the established facts, and identify the most characteristic dependencies. An untimely or unprofessional analysis in the activities of the school administration leads, at the stage of developing goals and forming tasks, to ambiguity, vagueness, and sometimes to groundlessness of decisions [1]. Ignorance of the true state of affairs in the pedagogical or student collective creates difficulties in establishing the correct system of relationships in the process of regulating and adjusting the pedagogical process. The main purpose of pedagogical analysis as a management function is to study the state and development trends of the pedagogical process, in an objective assessment of its results, with the subsequent development on this basis of recommendations for streamlining the controlled system. This function is one of the most labor-intensive in the structure of the management cycle, since the analysis involves the allocation of parts in the studied object into a single whole, the establishment of links between system-forming factors.

The management process of any pedagogical system involves goal-setting and planning (decision making). The improvement of goal-setting and planning of management work is dictated by the need for constant development, movement of the pedagogical system. The goal of management activity is the beginning, which determines the general direction, content, forms and methods of work. When determining the "tree" of management goals, it is necessary to present a general, or, as they say, "general" goal to be presented in the form of a number of specific private goals, that is, to decompose the general goal. Thus, the achievement of a general, general goal is carried out through the fulfillment of its constituent goals. Implementation of the planning function in a single management cycle increases the efficiency of the school [2].

A special document can be developed at the school in accordance with the existing development priorities and the readiness of the administration and the teaching staff to strive to meet the needs of consumers of educational services as a priority area of their work. The objectives of this document are formulated based on the desire:

- To increase consumer satisfaction with the educational services provided,
- To give the implemented educational programs a greater social orientation,
- To increase the competitiveness of the school in the educational services market of the region.

Effective work of staff is the most important condition for the success of educational institutions, which is determined by the specifics of pedagogical work and the state of the organization [3]. Human resources are the main potential of an educational institution and activities for its development are one of the leading tasks of management, since:

- Teachers create a microclimate that directly and indirectly contributes to the full development of the child,
- The unity of efforts of the teaching staff, combined with the activity of children, ultimately lead to the achievement of the key goals of education.

The school must formulate the basic principles of personnel policy and ensure that they are strictly followed.

The activities of the heads of educational institutions related to the management of the teaching staff are today becoming the subject of numerous discussions. The study of this topic from the

standpoint of psychological support has been carried out relatively recently. In modern domestic educational psychology and management psychology, there is an objective need to study this definition in the context of the transition to market relations of the mentality of both the younger generation and many pedagogical workers, especially young ones, have a changed approach to the system of school teaching and upbringing [1].

It is not enough just to build the organizational structure of an educational organization; it is necessary to ensure the effectiveness of joint activities of people. To do this, it is necessary, firstly, that the performers understand well what results and when are expected of them, secondly, that they are interested in receiving them, thirdly, that they feel satisfaction from their work, fourthly, that socially- the psychological climate in the team was favorable for productive work. The totality of actions taken by the subject of management to ensure all these conditions is called leadership [4].

Tasks in implementing the leadership function:

- 1) Selection, placement and evaluation of personnel, setting tasks for performers;
- 2) Analysis and regulation of the socio-psychological climate in the team;
- 3) Stimulation of the productive activity of subordinates and their self-development;
- 4) Creating conditions for the professional growth of subordinates.

The peculiarity of intraschool control is its evaluative function of focusing on the teacher's personality. If the teacher is young, then this affects his professional development; if it is a teacher with experience - on strengthening or weakening his professional position and authority in school. Therefore, in the implementation of control, the professionalism and competence of the inspector is so important. The person performing the controlling function must be a person. Its task is not to "catch" and whip up fear, but to objectively assess the state of affairs, provide methodological assistance, support, and stimulate pedagogical activity. The existing practice of intra-school control is not without some drawbacks. Firstly, this is the absence of a control system, when there is no distribution of objects of control among the director and his deputies, when control is organized in the name of reporting and recruiting the number of lessons or classes attended. Secondly, this is the formalism in the organization of control, when there is no clearly defined purpose of the control, there are no objective evaluation criteria or are not used. Third, the one-sidedness of intraschool control, understood as the control of one side, one direction of the pedagogical process. For example, only the educational process is controlled, or only the lessons of the Russian language and mathematics, etc. Fourth, only officials participate in the control, without the involvement of experienced teachers, methodologists, or, conversely, a small participation of representatives of the administration.

Management of the teaching staff ensures the achievement of the goals of improving the quality of education and includes:

- setting clear goals for educational purposes
- creation of conditions conducive to self-realization of teachers and their satisfaction with their work;
- effective use of professional skills and capabilities of teachers;

- creating and maintaining a favorable moral and psychological climate;
- meeting the professional needs of teaching staff;
- Evaluation of results.

Each teacher is a unique and inimitable person, in this regard a manager can hardly expect that the application of the same approach, the same management actions and techniques to different employees will be equally effective. At the same time, it should be taken into account that, from the point of view of psychologists, the behavior of an employee manifests itself not only rational, but also intuitive-emotional qualities of his character. Thus, his decisions and behavior are determined not only by rational (conscious), but also by emotional factors, most often acting together [5]. A person acts, on the one hand, according to his inner inclinations and decisions, and on the other, according to the external environment. The decisions and actions of any person are influenced by:

- personal professional skills
- material and spiritual stimulus
- family circumstances
- features of his personality;
- opportunities given to him by nature or developed in the course of training;
- existing or prevailing views and tastes;
- Motivation of activity inherent in him from birth or developed.

An experienced leader recognizes that human nature is a critical business variable and is essential to the effective operation of an organization.

If we consider organizational behavior, first of all, as a managerial process, then in this case it is necessary to find out the role that belongs to the leaders in it, in essence and who are its organizers.

Distinctive features of modern management in education:

A systematic approach, implemented through a unified system of pedagogical requirements, a unified system of value orientations.

A situational approach based on the fact that management decisions are made taking into account the current situation.

Continuous improvement of organizational culture, implemented by attracting specialists of a high professional and general cultural level to the educational institution, by inviting managers, scientists to improve their qualifications, conducting lectures, consultations and seminars with management and teaching staff.

Personality-oriented and individual approach, which consists in maximizing the identification and use of the abilities of each member of the team, observing freedom of choice for all participants in the educational process, creating a favorable moral and psychological climate, conducting research by the psychological service of the educational institution, individual

conversations between the head and employees on issues personal participation in improving the activities of the educational organization.

A democratic approach, which consists in delegating authority and responsibility to heads of departments and teaching staff, providing opportunities for discussing important issues, taking into account the opinions of employees when making decisions.

It should be noted that the level of sociability is the most important quality that determines the professional competence of teachers.

Thus, on the basis of the above, it can be stated that the psychological support of the work of the leadership of an educational organization is one of the most important tasks of organizing the management of pedagogical collectives.

The most effective ways of psychological support for the work of the head of an educational organization in managing the teaching staff, in our opinion, are as follows: the interaction of the psychologist and the school management should be aimed at improving the style and methods of managing the teaching staff, corresponding to the characteristics of the stage of development of the teaching staff, the formation of the atmosphere in the team benevolence, respect and trust in employees, the use of collegial decision-making methods, democratization of management [6].

Thus, the head of the educational organization needs to create psychological and pedagogical conditions under which each member of the teaching staff could feel like an organizer at their workplace, which is achieved through the implementation of productive management models and leadership styles in the process of business communication with employees and students:

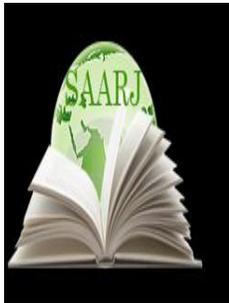
- Formation of optimal conditions for the activities of teaching staff;
- Improving the structure of relationships, personal contacts, etc.;
- Provision of a recruiting procedure for primary school collectives, taking into account the psychological compatibility of people;
- The use of active socio-psychological methods to develop skills of effective interaction among team members.

Management functions of the teaching staff include a set of tasks: personnel policy, selection of employees; assessment and certification; training; placement of management personnel. Creation of a team of like-minded people capable of setting strategic goals and solving complex problems, motivating employees to the changing conditions of activity due to the modernization of education, the merger of educational organizations, etc. subject only to leaders who have mastered the art of combination.

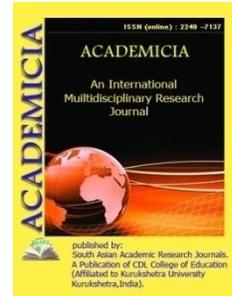
Management of the pedagogical team is a complex process, on the basis of which ensuring the quality of education is a key issue. Therefore, in the formation of the pedagogical team, it is necessary to set clear goals in the management of the educational process, taking into account various factors.

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## THE INFLUENCE OF ALIEN IDEAS AND IDEOLOGIES ON HUMAN THINKING AND CONSCIOUSNESS

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### ABSTRACT

*The article focuses on the role of religion in the life of society, the threat of destructive, alien ideas to human life and various manifestations of ideological threats, their danger to the development of society and the impact of various destructive actions on the human mind and psyche.*

**KEYWORDS:** *Society, Man, Consciousness, Foreign Idea, Ideology, Threat, Religion, Nation, Spirituality, History, Cosmopolitanism, Homeland, Popular Culture, Freedom, Democracy, World, Psyche.*

### INTRODUCTION

It is well known that religion performs important functions in society. Therefore, the influence on religious beliefs has become one of the main directions of spiritual and ideological threats. At the same time, the most harmful manifestation of the destructive idea, the threat of the idea of cosmopolitanism, aimed at extinguishing the love of young people for their homeland, is also manifested in the context of globalization. Undoubtedly, this ideological current that promotes statelessness is one of the most serious threats to our national spirituality.

In turn, cosmopolitanism (Greek word "cosmopolites" - "citizen of the world") is a movement that pollinates the whole earth as a single homeland, a person's love and devotion to his homeland, people and state. Harmful ideas such as statelessness, indifference to the present and future of the homeland, disrespect for independence rely on and feed on cosmopolitanism.

Cosmopolitanism, which emerged as a reflection and denial of patriotism, has historically manifested itself in various forms. Where life is easy and where the stomach is full, to keep the homeland, to love the homeland if it is rich, to leave it when disaster strikes, to stay in one's homeland and to look at other places, these are manifestations of statelessness.

The idea of statelessness is considered one of the most dangerous weapons in the arsenal of ideological struggle. Categories and individuals who are dissatisfied with life in their own country are found in every society. A little propaganda, the advertisement of a "prosperous life" abroad, could instill in such people, who were not brought up in the spirit of the national idea, at first indifference to the motherland, and gradually hatred.

If a person consciously, intentionally condemns his country and throws a stone of blame, such a person is considered a traitor in the eyes of the people. But there is another group of people who condemn and do not appreciate their country, the work being done in their country.

At the same time, Islam Karimov has sharply criticized those who are afraid to tell the truth in the conditions of independence, who are afraid to reveal shortcomings, and who say that the ongoing reforms do not concern me. In his speech "Man, his rights and freedoms and interests - the highest value", the head of state said that the remnants and complications of the former regime, the old approaches and views are still in the minds of many. "If we acknowledge our achievements, critically evaluate our shortcomings and mistakes, and tell ourselves the bitter truth in the first place, we will never be short, but we will be able to prevent such shortcomings in our lives in a timely manner" [1] says the first President of Uzbekistan I.A.Karimov.

Indeed, the spectrum of attitude to the Motherland is very wide: on the one hand, there is boundless love and unconditional devotion to it, while people of pure conscience and faith love the Motherland. As it is said in the hadiths, "Loving one's country is a matter of faith." [2]

The second pole of the attitude to the Motherland, the opposite side - is patriotism, betrayal of the Motherland. Terrorist groups and their leaders who shed the blood of innocent people in Uzbekistan fall into the category of such patriots.

It is known that there are great forces behind the subversive activities in Uzbekistan. Undoubtedly, their goal is to disturb the peace of our people, to intimidate them, to frighten them, to undermine their confidence in our policies, to strike at the great deeds they are carrying out.

From this point of view, the impact of ideas and ideologies alien to our nation on the minds and psyche of people is characterized by "theoretical" and "pragmatic". This is because the natural difficulties of the transition period, the alternative "theoretical foundations" and "methodological means" of trying to take over the human mind and heart from the outside in situations where ideological immunity is unstable, are natural. These different theories are trying to influence people's minds and spirits through their own means.

In general, along with love for the motherland, national pride and national pride are among the highest feelings. The national pride of our people is based, first of all, on our rich cultural heritage, our centuries-old traditions and values. We have another wealth to be proud of, which is our culture and unique mentality. After all, "the main task of all our parents and educators is to bring up our children in accordance with the traditions, beautiful values and modern methods of upbringing, to acquaint them with the wonders of the world before their eyes" [3]. Due to this, the concepts of family, lineage, dynasty, neighborhood, nation have become a source of pride for us. It is the sacred duty of each of us to regularly propagate the ideas of statelessness in order to prevent them.

Another ideological threat, called the "promotion of democracy", which is currently developing in a specific ideological direction and aimed at increasing its influence in the socio-political, spiritual and cultural spheres, is one of the key elements of the system of destructive ideas.

It is also no secret to an honest and conscientious person that the slogan of the spread of democracy is, in fact, what goals and interests are hidden under the plan to export it in opposition to democracy. In other words, our ideological opponents are trying to spread obscenity by promoting "immorality" under the guise of democracy. As the first President of the Republic of Uzbekistan I.A. Karimov noted, it is important to timely understand the essence and goals of the long-term policy pursued under the guise of "promoting freedom and democracy."

Naturally, under the guise of "popular culture", the spread of ideas of moral depravity and violence, individualism, egocentrism, and, if necessary, enrichment, disregard for thousands of years of traditions and values of other peoples, the spiritual foundations of life, dangerous threats to destroy them not to worry.

Today, the perception of immorality as a culture and, conversely, a disregard for original spiritual values, poses a serious threat to today's progress, human life, family sanctity and the upbringing of young people, and how to combat such attacks understands the importance of" [4].

In general, the conveniences created by globalization are emerging as an effective tool for self-serving forces. They use such tools extensively in the field of economic potential, engineering and technology, as well as in the field of spirituality, and artificially raise their philosophy, norms and criteria of social development to the level of "world standard".

It should be noted that today there is a great opportunity to use the advanced achievements of information technology, the significant results of integration processes for noble purposes, to penetrate into the spirituality of a people or a social stratum, to use truly noble, humane ideas, to promote high values. .

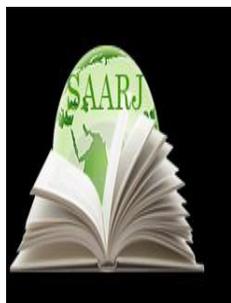
Of course, some forces that aspire to hegemony in the ideological and political spheres are not interested in such behavior. Therefore, they seek to reduce spirituality, to use methods that lead to spiritual decline. Today, our ideological rivals promote immorality as "individual freedom" and obscenity as a "celebration of democracy." The natural desire to preserve one's identity, spirituality and national pride is interpreted as a return to antiquity, a suppression of freedom, a lack of democracy.

In response to the growing spiritual attacks during the years of independence, the first President I.A. Karimov created the concept of "high spirituality" in the framework of the theory of "Uzbek model" of development. The content of this ancient concept has been further enriched, the role, place and significance of spirituality has been re-evaluated.

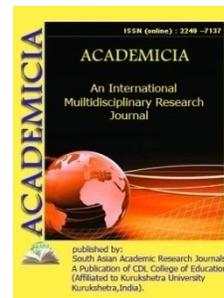
In particular, for a comprehensive scientific and practical analysis and evaluation of complex ideological processes, to identify their priorities, to study their impact on different segments of the population, to reveal the essence of harmful ideas that contradict our national interests and way of life, to strengthen national thinking the effective performance of tasks of special importance is an objective necessity.

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**KOKAND PAPER IS AN UNREAD PAGE OF OUR HISTORY  
 (20-30S OF THE XVII CENTURY)**

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**ABSTRACT**

*In this article, the author describes the historical aspect of the development of handicrafts in the Kokand Khanate and the special role of paper production. This aspect of the issue serves as additional material for the works published so far in the international arena. Thus, the production of paper in Samarkand workshops stopped, and gradually Kokand workshops began to have a supply of paper throughout Central Asia, ie in Turkestan - from the Aral Sea to the Chinese border.*

**KEYWORDS:** *Paper, Handicrafts, Kokand Paper, Objuvoz, Paper Making, Paper Varieties, Paper, Cover.*

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**INTRODUCTION**

The largest center of paper production in Central Asia after Samarkand was the city of Kokand, where the emergence of production had its own historical conditions.

It is well known that in the eighteenth century, due to the political crisis in the Central Asian states, cultural life throughout Central Asia and the production of paper, which is a part of it, faced a crisis. In particular, various wars, uprisings, conflicts between khanates led to the collapse of the Samarkand School of Paperwork. On the contrary, during this period, paperwork began to flourish in Kokand, which was becoming politically stable. Masters from Samarkand moved here. Thus, the production of paper in Samarkand workshops stopped, and gradually Kokand workshops began to have a supply of paper throughout Central Asia, ie in Turkestan - from the Aral Sea to the Chinese border. Even when studying the list of Oriental manuscripts at the Institute of Oriental Studies of the Academy of Sciences of the Republic of Uzbekistan, among the manuscripts of the XVIII and XIX centuries there are no sources written on

Samarkand paper. On the contrary, it turned out that most of the manuscripts and records of the second half of the XVIII century and the XIX century were written on Kokand paper. By the 19th century, the workshops in Kokand had become the largest paper production center in Central Asia. Because paper production is integrated into a single neighborhood. Persons responsible for the quality, quantity and price of the paper have been appointed. As a result, Samarkand and Khorasan papers soon began to be phased out in Central Asia.

Kokand has always been a major center of handicrafts and trade in the Fergana Valley. The city has developed a variety of handicrafts, including the paper industry, which is a rare branch of handicrafts in Central Asia. To date, the craft of making Kokand paper is one of the most widely studied scientific topics, and the study of this issue can provide new information about the history of the city, the history of handicrafts.

Indeed, the paper craft in Kokand has a long history. Researcher Ahmadali Madaminov, based on local historical sources, says that in the XVIII century in Kokand there was a craft of paper production. This means that when the Kokand khanate became independent from the Bukhara khanate, many new crafts, especially paper-making, appeared in Kokand. V.K.Razvodovsky, who studied Turkestan handicrafts in the 19th century, said that the Chorsu paper handicraft workshop in Kokand had a 200-year history.

The first information about the production of paper in Kokand can be found in the works of Russian tourists who traveled to Turkestan in the second half of the XIX century. In particular, P.I.Pashchenko in his work "Turkestanskiy Kray 1866" tells about the local production of paper in Kokand [1].

A.P. Fedchenko, who traveled to the valley in 1871, wrote that the paper in Kokand was mainly in two workshops, one near the city's Moi Mubarak Gate and the other in Chorcu near the city. (A.P.Fedchenko "In Kokand Khanate") [2].

He also gives information about masters Saib Nazar, Master Muhammad Musa Fozilov, Muhammad Sodiq Muhammadimov, who made paper in their personal shops [3].

In particular, the well-known Russian scientist V.Grigorev came to Kokand in 1931 and visited the Paper Village and witnessed the method of production of this product, which has been polished for centuries, confirms our opinion.

Thus, it can be said that the paper handicraft in Kokand as a rare handicraft based on its several hundred years of experience has long satisfied the khanate's need for paper. As a result of subsequent historical processes, the industry fell into disrepair, and artisans dispersed. But the industry has not completely stopped in the country. The once famous Muy Mubarak paper shop has been preserved as a toponym (place name) today.

**Kokand paper was able to compete with Chinese paper.** Kokand paper can easily compete with Chinese paper in terms of quality, durability and elegance. Because paper as transparent and elegant as Kokand paper is considered to be non-existent in the world. Many countries around the world have long had the technology of making paper. Papyrus papers were made in Egypt, Chinese and Japanese papers in the east, and silk papers in Samarkand. In particular, the ancient Kokand paper has a special place in Central Asia due to its smoothness, the fact that it can be written on both sides and does not soak in water. Even Afghanistan, Khorasan and Badakhshan used this paper. By the 20-30s of the XVII century, paper production was developed in

Samarkand, Bukhara and Kokand. What else! The highest grade, a paper money that makes a rattling sound. Later, Kokand became the largest center for the production of paper. Kokand paper, it could easily blend with Chinese paper in terms of quality, durability, and elegance. The rapid development of paperwork in our city is associated with the ruler of Kokand Tangriyor. At the beginning of the seventeenth century, he invited his brothers, masters Nurmuhammad and Ahmad Akhun, from the city of Khotan in East Turkestan, to improve this important profession. They set up a paper-making workshop in the village of Muyimuborak, on the banks of a wet river, on the outskirts of Kokand. The local youth, on the other hand, are hired as apprentices and later rise to the level of skilled paperworkers. At that time, the paperwork workshop was no different from the objuvoz, which justifies rice in terms of the appearance and work process. That is why his name was called "Objuvoz" among the people [4].

What was the technology of making paper? Initially, the paper was mainly made of old rags. These were supplied by the old-timers. The color of the raw material is divided into varieties depending on what the fabric is made of. The homogeneous is soaked in large pools, placed in an iron-clad keel on the inside, and crushed with a hammer. After this process was repeated six to seven times, the semi-finished product in the dough state was thoroughly mixed in the pits. The mixture was then taken by means of raw or woven netting and the water was soaked. The finished product is spread evenly on a special board. On top of it is laid a chna board, and heavy stones are pressed. The next day the mixture was glued to the ganj wormwood wall. The dried paper is slowly poured from the ganchi soil and, when dropped, is sorted. The next task was to polish, polish, and flatten the paper. They applied wheat flour or lilac glue to both sides of the paper, dried it in the shade, and polished it with an agate or kiudung sharpener. That is why polishing and polishing paper is called 'kudungkash', and the owners of this profession are called 'kudungkash'. Thus, 300 to 500 sheets of paper are produced per day. For this, a batman, i.e. 17 kilograms of rags, was used.

From the second half of the 19th century, Egyptian and American cotton were used as paper raw materials. To this end, paperworkers set up cotton stalks around the city. However, in the 1870s, all the masters were relocated to the Sokh Valley, 70-80 kilometers from the city. While some attribute this to the controversial situation at the time, others say that the paperworkers were angered by Khudoyorkhan, the last khan of Kokand. It is known that in the early 70s of the last century Khudoyorkhan built a luxurious palace Horde. When it was finished, the chief architect - master Abdullah from Rishtan was invited to the residence. According to one of the popular legends, during the construction of the new Horde of Khudoyorkhan, the city's paperworkers were moved far from Kokand. The reason for this was due to the conclusion of the artisans that the strong underground blows given by the paper-making shops during the paper-making process had a negative effect on the longevity of the palace [5].

We built this building by the will of Allah Almighty. But how many centuries will he be a master on earth as a symbol of our kingdom? Asked the khan. Master Abdullah silently led Khudoyorkhan to the roof of the building and placed a bowl full of millet in the upper part of the mezzanine. However, the air was clear and there was no strong wind. After a while, the container becomes empty. When the khan asks the secret of this, he points to the master Abdullah Muyimuborak. The sound of the objuvos could be heard in the Horde. Then the khan felt that the ground was trembling uncontrollably from the blow of the rags.

If the paper towers are moved three to four miles from the city, the building could last up to a thousand years, the master said.

For Khudoyorkhan, the preservation of the Horde, the symbol of the arch state, the kingdom, was paramount.

Khudoyorkhan will take the last but fair measure to protect the city buildings, a unique monument of our architecture - the Horde. According to his decree, the Kokand paperworkers will move the paperworkers with their tools and equipment to the villages of Qalacha and Tul in the Sokh region, which is 70-80 km away from the city. According to Ehsionali Tursunov, an elderly teacher living in the village of Mui Muborak, Mamadali built a paper factory on the riverbank, first in Qalacha and then in the village of Faznov, and taught his children. His company has been producing since the turbulent political times in Turkestan.

Master Yodgorboy and his son Kadyrali went to Shafirkan district of Bukhara oasis at the invitation of the Emir of Bukhara and started paperwork. The paper he produced pleased the emir. There is even information that Amir Yodgorboy married one of his concubines to his son Kadyrali. After the dissolution of the Bukhara Emirate in 1920, the master Yodgorboy returned to Kokand with his son Kadyrali and spent his life as a farmer.

The memoirs of local elders about the life and work of the paperworkers in the village of Qalacha also provide some information. In particular, the stories of Mirzali, Sharifjon, Bobojon ota, grandchildren of Qalacha paper masters, are of great importance. According to Bobojon ota Latipov, in the 1930s, when he was still young, objuvoz worked day and night on the banks of the Sokh River. Well-known poets Charkhi and Chusti, who came to the village, also wrote about this in their impressions.

Bobojon told his father that Salihboyvachcha, Karimchaboy, Madaliboy had seen these objuvoz from the masters from Kokand. Despite his young age, Bobojon has a good memory of these masters who condemned the 80-90s. They were mainly engaged in paperwork. Running objuvoz, washing raw materials required a large amount of clean running water. This is probably the reason why Qalacha, which is located in the wetlands along the river, was chosen. Paper production in the village continued until the early 1930s. Paperwork has been replaced by cotton fields. Many of the workshop owners were sent into exile as earwigs, some were repressed, objuvos were demolished, and pools were filled with stone. Russian papers, which were much cheaper for the need, began to be used [6].

According to the villagers, Qalacha paper was sold on camels to towns and villages in Afghanistan, Badakhshan, Khorasan and Turkestan. In conclusion, the art of paper making in Kokand has a long history. According to some sources, this network was formed in Kokand in the XVII century and developed in the XIX century. Paper centers such as Mui Mubarak and Chorku were established. Kokand papermakers, who are famous for their paper in Central Asia, have also started making various types of paper. Kokand paper is known for its high quality and is known to have been exported to Kashgar, northern Afghanistan and Egypt. According to some sources, a good scientific article was published in the Afghan magazine "Farhangi Mardum" about the use of this paper by the Emirate of Bukhara in money circulation.

But in our opinion, the main reason why papermakers moved to a new place during this period was the influx of cheap paper products from Russia into the country, which squeezed out the

products of local papermakers. It is also possible that artisans have moved to areas where there is always an abundant supply of water and less access to factory products.

Victim of years of repression. Running the objuvos, washing the raw materials required a large amount of running water. This is probably the reason why Qalacha, which is located on the river, in the wetland, was chosen. Later, when the kolkhozes were formed, the cotton fields of the paperworkers were confiscated. Most of the owners were sent into exile as listeners, some were repressed. The objuvs were demolished, the pools filled with stone, and in life a much cheaper Russian paper was used. Thus, the Kokand paper, which became famous all over Central Asia, also fell victim to the years of repression. Until the 1940s, paper was sometimes made for the needs of the kolkhoz.

Have you looked at the pages of old books?

Kokand paper can easily compete with Chinese paper in terms of quality, durability and elegance. Because transparent and elegant paper like Kokand paper is considered to have never existed in the world. The elegance is that if a text was written on it, it could be easily read from the back of the paper as well. The parchment paper does not soak quickly in water, stretching instead of tearing when pulled. When it was made into a rope, it could carry a lot of weight. It was also used for dope ornaments. Experts say there were about a dozen types of Kokand paper. In particular, there were high-grade paper types such as abribahor, abrishem, haftrang, which were separate shops of different khans, and abribahor was the most expensive type of paper in their store. Calligrapher Roji Khokandi was an incomparable master in the colorful processing of abri paper types. Mirzo Khairullo Mirzo Hoqandi Mirzo Nosir oglu (poet, master of Askarali Charkhi in poetry), a skilled calligrapher from Kokand, was also very good at making such magnificent writing papers.

The production of khafrang paper required special skills from the master. The pages of the manuscripts were made of brown paper, and each sheet was shiny in a different color. As a result, this quality did not tire the reader, but added to his enjoyment. For example, one of the calligraphers, Muhammad Tohir Hoqandi, copied a 48-page bayaz of Mirzo Bedil's selected ghazals, poems by Furkat, Almai, Zavqi and others. This bayoz is currently kept in the Fergana Regional Museum of Literature and Art in Kokand. In general, in the research work devoted to the production of paper from silk in Kokand, there is no mention of whether paperworkers worked with paper or not, but a scientist familiar with local paper production methods, A.A. Semyonov writes: "Kokand masters knew how to make silk paper, they went to Bukhara and showed it to local masters." Master Yodgor confirmed that he used to buy silk paper from Kokand long ago. This opinion is confirmed by the orientalist Ibrokhim Adilov.

In Kokand, abrishem paper is also made from waste silk and silk fabrics. Sacred books copied by Kokand calligraphers, textbooks on Arabic grammar, and works by famous poets are mostly written on this paper. In particular, in 1873 in Kokand, a common textbook on Arabic morphology "At-tarif al Izzi" was copied in black ink on such silk paper. This idea is also confirmed by the fact that in 1875 in Kokand one of the most popular textbooks on Arabic grammar called "Al-kofiya" was copied on silk paper in black ink. From this it is clear that in the past, bibliography and paperwork were considered not only a profession, but also an art.

Silk paper made by Kokand craftsmen was expensive and in demand due to the weight of life. Often this type of paper is made to order by a wealthy man. High-grade papers were also used for khanate correspondence, decrees, documents and letters.

Among the young specialists, the miniature artist Shomahmud Muhammadjanov and the painter Maruf Salimov to some extent revived the method of making Kokand cloud paper (about 1980). In the manufacture of paper, mulberry bark served as a raw material.

It should be noted that each manuscript is a work of art by different masters - sahhof (cover), artist (decorator), tablecloth (master who decorates the text of the work in different lines), lavvax (master who frames the text), paper (paper) cutting master), abroz (abri paper making master) is the result of joint creative work. The word abru means cloud in Persian and means spring rain water. This work of art, adorned with marble flowers, served to decorate works of high artistic value, letters and some miniatures.

Each of them is a different color, weekly, that is, seven shades of paper are made in the same Kokand. We only have books printed on white paper. Our ancestors, on the other hand, ensured that its leaves shone with color. When this is done, the reader does not get tired, but adds to the pleasure. From this it is clear that bibliography is not only a profession, but also an art.

During the years of repression, when people were exiled to Siberia and buried in graves, those books, made of Kokand's original paper, were lying on the ground for 30-40 years, rotting under the ground, as if they had just come out of the rubble. I read compliments.

According to experts .....

According to experts, there are about ten types of Kokand paper: abrebahor, abrishem, haftrang. These are considered to be of high quality. In particular, the abrebahor was made of Egyptian cotton and was mainly used for covers. They are decorated with egg yolk to make them beautiful. In the city there were sahhofs, i.e. separate shops of binders, and Abrishem was made from scraps of silk and silk fabrics. The production of haftrang paper, on the other hand, required special skill from the master. In general, in the research work devoted to the production of silk paper in Kokand, there is no mention of whether the paperworkers worked on paper or not, but a scientist familiar with local paper production methods, A.A. Semyonov writes: "Kokand masters knew how to make silk paper, they went to Bukhara and showed it to local masters." Master Yodgor confirmed that he used to buy silk paper from Kokand long ago. This opinion is confirmed by the orientalist Ibrokhim Adilov [6].

In Kokand, abrishem paper is also made from waste silk and silk fabrics. Sacred books copied by Kokand calligraphers, textbooks on Arabic grammar, and works by famous poets are mostly written on this paper. In particular, in 1873 in Kokand, a popular textbook on Arabic morphology "At-tasrif al Izzi" was copied in black ink on such silk paper. This idea is also confirmed by the fact that in 1875 in Kokand one of the most popular textbooks on Arabic grammar called "Al-kofiya" was copied on silk paper in black ink. From this it is clear that in the past, bibliography and paperwork were considered not only a profession, but also an art.

Silk paper made by Kokand craftsmen was expensive and in low demand due to the weight of life. Often this type of paper is made to order by a wealthy man. High-grade papers were also used for khanate correspondence, decrees, documents and letters.

Among the young specialists, the miniature artist Shomahmud Muhammadjanov and the painter Maruf Salimov to some extent revived the method of making Kokand cloud paper (about 1980s). In the manufacture of paper, mulberry bark served as a raw material.

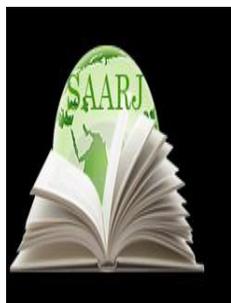
It should be noted that each manuscript is a work of art by different masters - sahhof (cover), artist (decorator), tablecloth (master who decorates the text of the work in different lines), lavvax (master who frames the text), paper (paper) is the result of the joint creative work of abroz (master of abri paper). The word abru means Persian cloud and means spring rain water. This work of art, comparable to marble flowers, served to decorate works of high artistic value, letters and some miniatures.

Each of them is a different color, weekly, that is, seven shades of paper are made in the same Kokand. We only have books printed on white paper. Our ancestors, on the other hand, ensured that its leaves shone with color. When this is done, the reader does not get tired, but adds to the pleasure. From this it is clear that bibliography is not only a profession, but also an art.

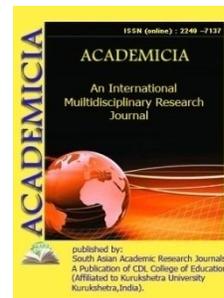
During the years of repression, when people were buried in graves for fear of being exiled to Siberia, those books, made of Koka's original paper, lay in the ground for 30-40 years, rotting under the ground, as if they had just come out of a stone, remembering that our ancestors praises can be read.

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## ON THE USE OF METAFORA IN MUKIMIY'S WORKS

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### ABSTRACT

*The article is devoted to the study of metaphors used in the works of Muhammad Aminkhoja Mirzakhoja oglu Mukimiy, a representative of Kokand literary environment. It is analyzed that the use of metaphors in the poet's lyricism and humor served to a full understanding of the author's artistic intention.*

**KEYWORDS:** *Kokand Literary Environment, Mukimiy, Metaphor, Constant Metaphor, Horse-Metaphor, Adjective-Metaphor.*

### INTRODUCTION

The study of the works of Muhammad Aminkhoja Mirzakhoja oglu Mukimi, a great representative of Kokand literary environment, began in the poet's lifetime. The popularity of the lexicon of the poet's works, the richness of artistic means has a special place in the literary environment of Kokand. Doctor of Philology A.Pardaev comments on the study of Mukimi's work: "Considerable work has been done to study the literary heritage of enlightened artists who lived and worked in the Kokand literary environment, but it is true that there are many topics in the literature of this period. Through it, "... First of all, a comprehensive study of the unique heritage of our people, created by the creative genius, a comprehensive understanding of the life and scientific and creative activities of great scientists and thinkers, educating the younger generation in the spirit of humanistic ideas, national pride. noble goals are envisaged "[1]. One of such artists, Muhammad Aminkhoja Mirzakhoja oglu Mukimi's life and creative legacy have not been studied objectively and completely in the conditions of communist ideology, nor have they been re-studied in a monograph during the period of independence "[2]. Therefore, the study of the linguistic features of the lexicon of the poet's works is one of the important tasks before us.

Mukimi's lyrics, humorous works, language are a worthy contribution to the development of Uzbek literature and lexicon of the literary language of that time, and its linguistic study can be a valuable and worthy material in determining the sources of development and enrichment of the Uzbek literary language in the late XIX and early XX centuries.

The most widely used metaphor in Mukimi's work is the metaphor, which the poet skillfully used in both lyrical poems and humorous works. "Metaphors differ from other means of artistic expression in that they require the most creativity. Creating a metaphor requires the creator to have a broad outlook, to think deeply about the universe and man, and to have a good knowledge of spirit and nature. The metaphor opens the way not only to the appearance of the image, but also to the depiction or expression of events in its spiritual world on the basis of an extraordinary artistic judgment that the listener or reader does not expect" [3]. Mukimi uses metaphors to describe the qualities of a lover in his lyrical works, and to exaggerate humor in his satirical works. In particular, in the poet's lyrics the word "arrow" is widely used in a metaphorical way. The word means "a long, slender stick with a spearhead, which is thrown into a bow" in the "Explanatory Dictionary of the Uzbek language". The poet uses the lexical-semantic semantics of the word "arrow" to create metaphors such as "arrow of grief", "arrows of flirtation", "arrow of pilgrimage".

My body is always the target of flirting

Turn my love affair around until the exam [4]

In the ghazal "Khayriyat" metaphors serve to convey the feelings of the lyrical hero to the reader:

I would say that the bud of dreams will never open

The chill of hijran (exile) has finished, the spring has come, goodness [5]

In the verse, the arrival of the mistress is likened to the opening of a "bud of dreams." The bud was the state before the opening of the flower, and the semaphore of "the beginning of an event," [6] also referred to the lover's emerging love. The word "hijran" (exile) in the second verse is associated with "chilla" and serves to express the suffering of winter as the coldest days.

I drowned in the mountains and did not fall

The blue building has two fountains of tears, charity [7]

In this verse, metaphor is skillfully used in the art of rhetoric.

The flood of the lover's tears ("the flood of tears") spilled so much that it drowned the mountains. Now the lyrical protagonist worries that these tears will drown the sky (the "blue building") as well. The metaphors "flood" and "blue building" were a means to enhance the exaggeration.

You hit the bottle of hope mercilessly

You hastened, O oppressor, to send an army of grief

You exaggerated the title stranger without giving an acquaintance

Well, you hid your fast in the mirror

Blessed is the glory of the moon.

The metaphorical combination of "glass of hope" in the band is formed by activating the semantics of the word "glass" "break", "crack". The desperate hero's situation is explained in the next verse by the metaphor of "army of grief." Here the semantic "oppression" of the word "army" is activated.

I'm sick tonight

I'm dying for you now  
 I wonder if I can reach the beach  
 I cross the river of tears [9]

This metaphor used the metaphorical combinations "coastal goal", "river of tears". That is, his illness without a bodhichitta (meaning the love of Allah) emphasizes that he wants to die with the thought of his lips. He says that water is flowing in the river of tears to reach his goal ("coastal goal"). The inner state of the lyrical protagonist is exaggerated through metaphors.

Mukimi's comedies are full of irony, sarcasm and jokes. Metaphors further enhanced the artistic value of satirical works.

Lof raxshin pushes the field of size,  
 Manually turn the clouds higher every time [10]

Giving a speech (reception) was a tradition in Kokand. In the above verses, the poet mocks those who did not make the "debt soup", and at the banquet they ride the "lof rakhshi", that is, the false horse, in the "square of greatness", and emphasizes that it is ruined by his wife when he comes. The poet used metaphors such as "lof raxshi", "field of greatness", which allows to clearly imagine the character of the people being ridiculed.

The burden of old age falls on me, my subject is twisted,  
 My beard is a messenger of death, my memory sinks again,  
 My nickname is bad, I can get away with it,  
 Until I die alive, all my hair will fall out,  
 Like the ankles of the Tajik people, my liver was choked.

In this verse of the satire, written in the language of a man who was no longer needed when he was fifty years old, metaphors such as "ambassador of death" and "liver shock" were used. In this case, the whitening of the beard, the curvature of the waist, the loss of memory are likened to the "ambassador of death." The fact that the official could not get rid of the nickname "dog" was likened to a "liver shock".

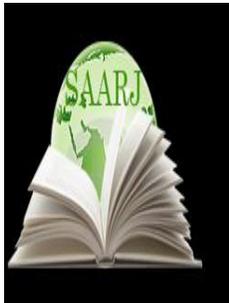
Laziness is great in the field of ignorance,  
 At the beginning of the indictment is a correct child.

In this verse, taken from the ghazal (poem) "Bachchagar", the poet mocks false, hypocritical people with the metaphors "lazy, the field of ignorance", "the book of accusations".

In conclusion, it can be said that in Mukimi's work mainly constant metaphors were used. The use of horse and quality metaphors allows the reader to fully understand the author's artistic intent.

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## ANALYSIS OF THE EXPERIENCE OF GLOBAL DEVELOPMENT OF THE "GREEN" ECONOMY

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### ABSTRACT

*This article is devoted to the actual problem of ensuring environmental safety by introducing a "green" economy on the example of the experience of leading foreign countries and the CIS countries in this aspect. The analysis of the development of "green" technologies, the results achieved to improve the environmental situation in countries where this area is a priority, has been done. It also describes the development policy of the "green" economy in Uzbekistan, based on the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021.*

**KEYWORDS:** *Environmental Safety, "Green" Economy, "Green" Business, "Green" Technologies, "Green" Sector, Transformational Impact On The Environment, Natural Resources, Energy Efficiency, Environmental Friendliness.*

### INTRODUCTION

Today's society, taking care of the improvement of its life, shifted the issue of nature protection and ensuring its protection to the second, or even to the last plan. Among the acute problems of our time, the issues of ensuring environmental safety are in the first place.

In this article, we will try to describe a small experience in the implementation and development of a "green" economy, its specifics and some of the results that have been achieved by the countries under consideration.

The concept of environmental safety as a whole is the state of protection of the biosphere and human society, and at the state level - the state from threats arising from anthropogenic and natural impacts on the environment.

Environmental safety is implemented at the global, regional and local levels.

The global level implies prognostication and tracking the processes in the state of the biosphere as a whole and its constituent spheres.

In the second half of the twentieth century these processes are reflected in global climate changes, the emergence of the "greenhouse effect", demolition of the ozone screen, desertification of the planet and pollution of the World Ocean. The essence of global control and management is in preserving and restoring the natural mechanism of reproduction of the environment by the biosphere, which is guided by the totality of living organisms that make up the biosphere. [1]

Global environmental security management is the prerogative of interstate relations at the level of the United Nations, UNESCO, UNEP and other international organizations.

The concept of environmental safety includes a regulation and management system that allows predicting, preventing, and, if it occurs, eliminating the development of emergencies, which in turn explains the increased interest in the problem of creating a "green" economy among specialists in different fields of knowledge.

Many modern sources provide a number of definitions of the concepts of "green jobs", "green sector of the economy", "green business", "green" technologies, "green" goods.

The idea of a green economy as the United Nations Environment Program (UnEp) was adopted in 2008. [2]

A green economy, in accordance with the definition of the United Nations Environment Program (UnEp), is an economy that enhances human well-being and provides social justice, while significantly reducing environmental risks. It is a circular economy with no waste, low greenhouse gas emissions, resource efficient and responsive.

Green growth is characterized by the growing use of green technologies in all sectors of the economy, the increase in green jobs, and the production and use of environmental-friendly products and services. It aims to support economic development while ensuring the sustainable use of natural capital, minimizing environmental pollution and other forms of negative environmental impacts.

The "green sector" of the economy includes areas in which activities are aimed at transforming resources without causing damage, as much as possible, to the environment and climate - "green energy", transport, recycling and disposal of waste, etc.

The concept of a "green" economy is a relatively new concept that has entered our lives due to the negative consequences of the irrational use of natural resources and an irresponsible attitude towards environmental protection.

During the transition to a "green" economy, special attention is paid to the formation of modern infrastructure, which is of key importance for ensuring sustainable development and the modernization of which is an essential element of the analyzed structural reforms.

Let's consider some of the ways to form a "green" economy in countries that consider this area a priority.

One of the world leaders is South Korea. This country has 3% of GDP or \$ 60 billion. The United States was directed to the development of "green" sectors, due to which 1.8 million jobs were created.

South Korea, which has adopted green growth as a national strategy, focuses its attention on industry, energy and investment, green modes of transport, alternative sources of fresh water, waste recycling technologies, park development, and urban river development.

The various projects that the ministries carried out independently were combined into a single package to avoid budgetary expenditures for secondary purposes.

Since 2011, South Korea has launched a "green payment card" system to stimulate green consumption of goods produced with sustainable innovation. These maps take into account the consumption of "green" goods and services, the use of public transport, the use of public transport instead of personal, and the use of energy efficient goods.

In the USA, the development of alternative energy has been chosen as the main directions for the development of the "green" economy. By 2030, usingsolar installations will be generated 65% of the country's energy consumption, 35% heat.

Almost all EU countries have developed "green" measures in the field of energy, development of public transport, infrastructure, construction of eco-settlements, as well as recycling systems.

The EU has adopted standards in the field of energy, development of public transport, construction of eco-settlements, as well as recycling systems. To prevent the degree of air pollution from exhaust gases, multi-million dollar subsidies are allocated to buyers for the purchase of electric vehicles.

The UK has adopted a green tech economy as its national development strategy and has unveiled its "green", which aims to create 100,000 new workplaces.

China's economic growth has already amazed the world with its meteoric speed. This is not the first time China has received the UN's highest environmental honor for its outstanding contribution in terms of positive transformational environmental impact. This country has also distinguished itself by the accelerated introduction of "green" technologies.

Today, China accounts for 40% of world exports of solar panels and 20% of wind turbines. Here I would like to emphasize China's aspiration to become a world leader in the field of "green" technologies, based on the work done, in particular, the open Global Innovation Center for nanofibers Global Innovation GICNA.

Among the countries of the near abroad, the leading positions in the development of the "green" economy are occupied by Russia, Kazakhstan, Belarus.

And here, of course, I would like to note the regional specifics, where special attention is paid to the geographical location, climatic conditions, natural resource potential, which are directly related to the approach in adopting the strategy of each country, because environmental problems to one degree or another exacerbate the vulnerability of the economies of countries.

According to experts, the demand for a green economy came to Russia together with Western companies that have long integrated sustainable development into business strategies, where the environmental aspect is the most important criterion in assessing efficiency. First of all, green

technologies are relevant in the manufacturing sector, and Russian business strives to apply the best world practices.

Among the priority areas are the reduction of the company's carbon footprint and the development of closed-cycle technologies, when waste is viewed as a valuable resource and is reused in production.

In some industries, Russia is one of the world leaders in the implementation of green, more environmentally friendly technologies, experts say, - for example, in hydro and nuclear energy, district heating, urban public and rail transport.

In Russia, there are enough problem areas in the field of accumulated pollution, negative impact in large industrial agglomerations, river pollution, handling hazardous and municipal waste. The investments of enterprises and regions in solving these problems are significant - only direct investments, accounted for in national statistics, amounted to 158 billion rubles in 2018. [3]

Water scarcity is a global threat. Water resources in Kazakhstan are considered as a living, unique and vulnerable system, which is subject to high external risks associated with the geographic, ecological and hydrological characteristics of the country, the transboundary nature of most rivers and the impact of global climate change.

In the future, Kazakhstan is expected to increase consumption and, as a result, reduce the availability of water resources, which threatens six of the eight water basins in Kazakhstan in 2020. Given that 45% of the water resources in the Republic of Kazakhstan are replenished from external sources, transboundary cooperation is vital for water security, which requires a comprehensive, integrated and strategic approach.

The concept of transition to a green economy, adopted by Kazakhstan in 2013, laid the foundation for an entirely new development paradigm. Over the past decade, a reform of the national water legislation and water management system in Kazakhstan has been carried out. The reform continues and to reduce the risk of water scarcity formation, steps have been taken in Kazakhstan to improve water resources management by moving to the basin management principle in accordance with the best international practices. Funding has been increased for water resources management, support for irrigation and drainage infrastructure, thereby reducing water losses and improving infrastructure security. In 2012, with the support of the EU, OECD and UNECE, a National Water Policy Dialogue (NPD) was launched in Kazakhstan. [4]

In the Republic of Belarus, more and more attention is paid to environmental issues: state programs are being implemented, legislation is being improved, fundamental documents in the field of environmental protection and rational nature management are being developed.

The National Strategy for Sustainable Socio-Economic Development of Belarus until 2030, approved by the Government in February 2015, developed with the participation of the Ministry of Economy, is aimed at implementing the principles of the "green economy" in practice.

Currently, a number of such projects are already being implemented in the country, among which are:

“Development of the forestry sector in the Republic of Belarus” - implemented with a loan from the World Bank (US \$ 40.7 million) and a related grant from the Global Environment Facility (US \$ 2.7 million).

“Facilitating the Transition of the Republic of Belarus to a Green Economy” - funded by the European Union and implemented by the United Nations Development Program. The total project budget is 5 million euros. The project started in 2015.

The development of electric transport promotes the principles of a green economy. The first Belarusian electric car, created by employees of the National Academy of Sciences of Belarus on the basis of Geely, was presented in August 2017, now the sample is being finalized. The Belarusian-British enterprise Unison and the Chinese company Zotye International Automobile Trading last year signed an agreement on the organization in Belarus of the assembly production of 30 thousand Zotye electric vehicles with a high degree of localization until 2022 for the subsequent exclusive supply of products to the markets of the CIS countries.

In addition, the number of electric charging stations is growing in Belarus. Green building, organic farming and ecotourism are also important for the development of a green economy. [5]

The transition of Uzbekistan to a "green" economy, as well as in other countries, is caused by environmental problems, which seriously forced us to think and take measures to reduce the degree of environmental problems, thereby increasing the provision of environmental protection and rational use of natural resources.

On October 4, 2019, the President of the Republic of Uzbekistan Sh. Mirziyoyev approved the Strategy for the transition of Uzbekistan to a "green" economy for 2019-2030.

Among the target indicators for the implementation of the strategy is to reduce the specific greenhouse gas emissions per unit of gross domestic product by 10% from the 2010 level, to bring the share of renewable energy sources to more than 25% of the total electricity generation, to ensure access to modern, inexpensive and reliable energy supply to 100% of the population and sectors of the economy, expanding the production and use of motor fuel and vehicles with improved energy efficiency and environmental friendliness, as well as the development of electric transport, the introduction of drip irrigation technologies on an area of up to 1 million hectares and an increase in yields up to 20-40% of cultivated on them cultures.

“The implementation of the strategy will contribute to improving governance in the field of increasing energy efficiency of the economy, rational consumption and conservation of natural resources, reducing greenhouse gas emissions, ensuring access to green energy, creating green jobs and ensuring climate resilience,” – noted in document.

At present, a high rate of transformation in the field of public policy has already been set. Action strategy for five priority areas of development of the Republic of Uzbekistan in 2017-2021 adopted.

Sustainable Development Goals (SDGs) and other strategic program documents set objectives:

-by 2030, significantly increase the share of renewable energy in the energy mix. To bring their share in the structure of generating capacity to 19.7% by 2025;

-double the rate of improvement in energy efficiency by 2030 and halve the carbon intensity of GDP;

-by 2030, ensure universal access to affordable, reliable and modern energy supply;

- modernize infrastructure and re-equip industrial plants to make them sustainable through improved resource efficiency and increased use of clean and environmentally friendly technologies and industrial processes;
  - by 2030, substantially improve the efficiency of water use in all sectors of the economy and ensure universal access to safe drinking water;
  - achieve land degradation neutrality by 2030;
  - increase by 2030 average productivity of agricultural food production and income of producers.
- [6]

And finally, in conclusion, I would like to separately note the fact that we are all responsible for the future generation, who will breathe air, use the natural resources that will remain after us, use water that we must use carefully. If we want to keep progress in living standards, we need to find new ways of producing and consuming and even rethinking our understanding of progress and how to measure it.

The growth of the world economy with the existing model of production and consumption can inevitably lead to the moment when the damage from pollution and destruction of the natural environment around us begins to exceed the benefits obtained through economic development. It is possible to overcome this situation only through the introduction of innovations for the reproduction of natural resources.

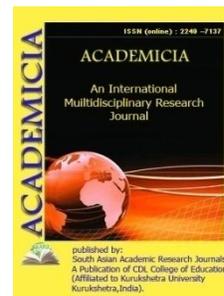
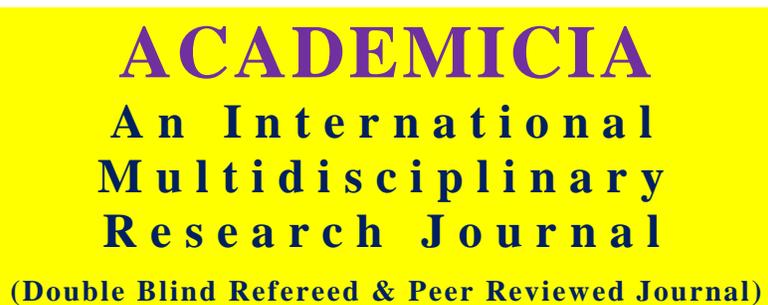
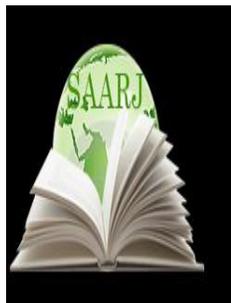
Appropriate changes in tax, competition and trade policies, financial incentives for “green” innovations, and control over the use of natural resources can serve to stimulate innovation activity in this direction. It is necessary to achieve a situation so that production associated with environmental pollution or excessive consumption of energy, water and other resources become unprofitable. Then companies that invest heavily in green technologies will be able to receive real dividends from this due to the advantage over competitors in the cost of the final product.

Without a doubt, the transition of the global economy to a green growth model will require significant efforts to expand international cooperation.

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## THEORETICAL STUDY OF HEAT RESISTANCE OF SHIELDED EXTERNAL WALLS WITH AN AIR GAP

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### ABSTRACT

*Increasing the thermal resistance of the enclosing structures is one of the main reserves of energy saving during the operation of the building. However, with a limited thickness (300 mm), single-layer panels made of lightweight concrete  $\rho = 1100-1200 \text{ kg / m}^3$  have low heat transfer resistance and, as a result, insufficient heat-shielding qualities. An increase in the heat-shielding qualities of the panels under consideration is possible either by reducing the volumetric mass of lightweight concrete, or by improving the design solution, for example, by using wall shielding.*

**KEYWORDS:** *Resistance, Fluctuations, Amplitude, Temperature.*

### INTRODUCTION

The effectiveness of the air gap of the walls under study is evidenced, for example, by a comparison of specific heat gains for walls of different types under identical external influences.

We make theoretical studies, calculations of heat resistance of expanded clay concrete shielded wall with a ventilated air gap (example) for Bukhara city.

The thermal resistance of the building envelope must comply with the requirements of SNiP II-3-79 \*\*: to do this, define: the required amplitude of fluctuations in the temperature of the inner surface of the enclosing structure  $AT_{wtr}$ , ° C, the amount of attenuation, the calculated amplitude of fluctuations in the outside air temperature  $v$  in the enclosing structure; the estimated amplitude of fluctuations in the outside air temperature  $At_{nresch}$ , ° C; amplitude of temperature fluctuations of the inner surface of the enclosing structure  $AT_{TB}$ .

If  $A_{TB} \leq A_{TB}^{TP}$ , then the enclosing structure meets the requirements of heat resistance standards.

**Example.** Determine whether a shielded wall with a ventilated air gap in Bukhara city meets the heat resistance requirement.

### A. Baseline data

1. The panel consists of the following layers, counting from its inner surface: a textured layer of cement-sand mortar with a density of 1800 kg / m<sup>3</sup>, 20 mm thick, expanded clay concrete on quartz sand with porosity with a density of 1100 kg / m<sup>3</sup>, 250 mm thick, the wall has a on the outside there is an air gap of 70 mm, limited by a concrete screen of 80 mm, Fig. 1.

2. Average monthly temperature of the hottest month (July)  $t_H = 28.2$  ° C.

3. The maximum amplitude of daily fluctuations in the outside air temperature  $A_{\Delta t} = 25,9$  ° C.

4. Maximum and average values of total (direct and scattered) solar radiation for vertical surfaces of western orientation  $I_{max} = 740$  W / m<sup>2</sup> and  $I_{av} = 169$  W / m<sup>2</sup>.

5. Estimated wind speed  $V = 3.04$  m / s. Parameter values p. 2-5 are determined according to SNiP 2.01.01-82.

6. Thermal characteristics of panel materials are selected according to operating conditions A from app. 3 \*: для фактурных слоев цементно-песчаного раствора

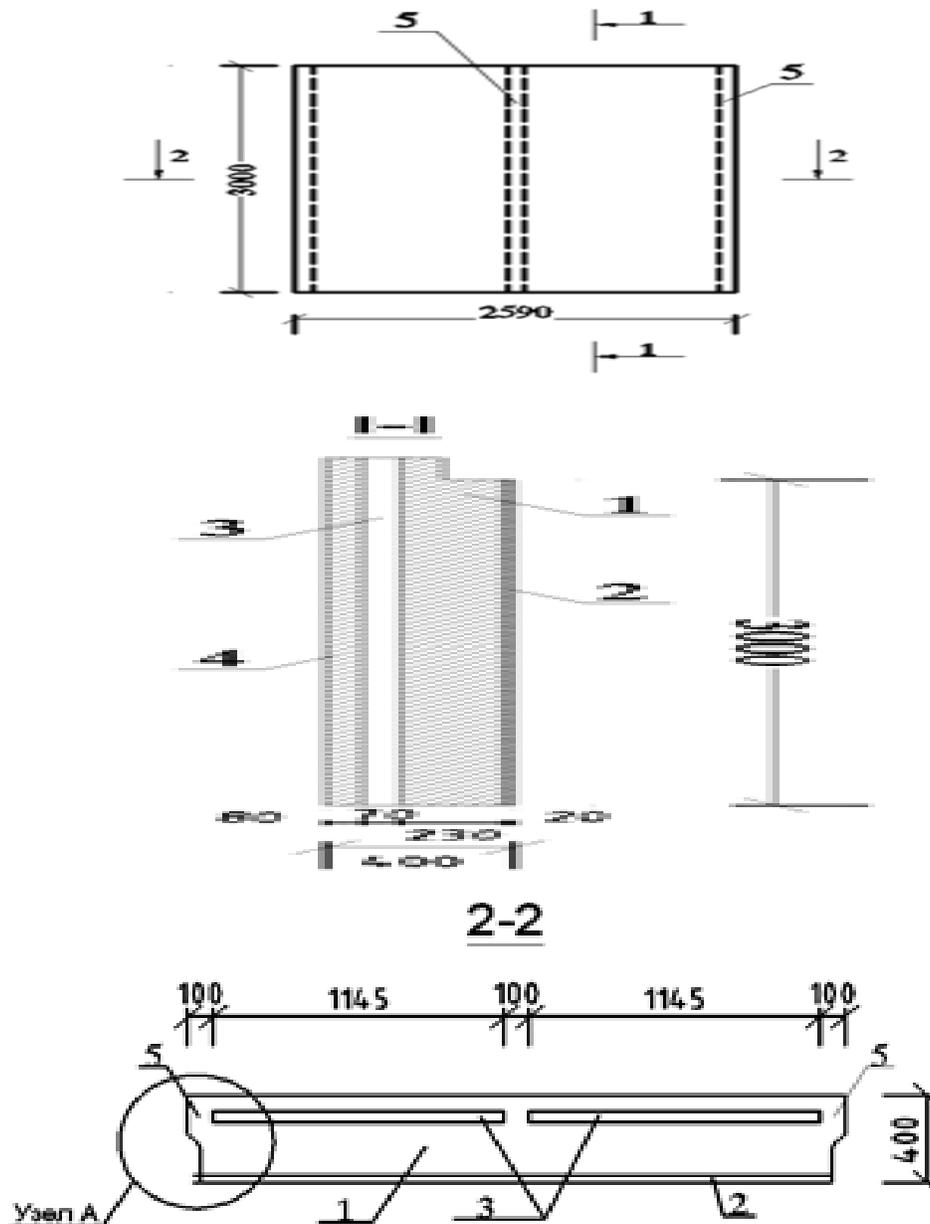
$$\alpha_1 = \alpha_3 = 0,76 \text{ Вт}/(\text{м} \cdot \text{°C}); s_1 = s_3 = 9,60 \text{ Вт}/(\text{м}^2 \cdot \text{°C});$$

for expanded clay concrete on quartz sand with porization

$$\alpha_2 = 0,41 \text{ Вт}/(\text{м} \cdot \text{°C}); s_2 = 5,49 \text{ Вт}/(\text{м}^2 \cdot \text{°C}).$$

7. Coefficient of absorption of solar radiation by the material of the outer surface of the enclosing structure for concrete = 0.7.

8. Thermal characteristics and climatic data for summer conditions are accepted as in the previous example. The coefficient of heat assimilation of the air layer  $s_4 = 0$ , of the concrete screen  $s_5 = 9,60 \text{ Вт}/(\text{м}^2 \cdot \text{°C})$ .



**Figure: 1 Design of the experimental panel: 1-main part of the wall; 2-inner finishing layer; 3-air gap; 4-screen; 5-connecting ribs.**

### B. Calculation procedure

1. Thermal resistance of wall layers: textured  $R_1=R_3=0,0263\text{m}^2 \cdot \square \text{C/BT}$ ; expanded clay concrete  $R_2=0,63 \text{m}^2 \cdot \square \text{C/BT}$ ; air gap  $R_4=0,14 \text{m}^2 \cdot \square \text{C/BT}$ ; concrete screen  $R_5=0,08/0,76=0,11 \text{m}^2 \cdot \square \text{C/BT}$ .

2. Thermal inertia of wall layers: textured  $D1 = D3 = 0.0263 \cdot 9.60 = 0.252 < 1$ ; expanded clay concrete  $D2 = 0.63 \cdot 5.49 = 3.46$  air gap  $D4 = 0$ ; concrete screen  $D5 = 1.06$ ; walls  $= \square D_i=0,252 \cdot 2+3.46+1.06=5.02 < 4$ , i.e. no heat test required.

3. The values of the required amplitude of fluctuations in the temperature of the inner surface of the wall  $A_{\tau_B}^{TP}$  and the calculated amplitude of fluctuations in the temperature of the outside air are the same as in the previous example,

$$A_{\tau_B}^{TP}=1,78, A_{\tau_H}^{pacq}=28,33 \square C$$

4. Coefficient of heat assimilation of the outer surfaces of the layers: inner textured layer, middle layer of expanded clay concrete and outer textured layer Y1, Y2 and Y3, as in example 1;

airgap ( $s_4 = 0$ )

$$Y_4 = \frac{(R_4 S_4^2 + Y_3)}{(1 + R_4 S_5)} = \frac{Y_3}{(1 + R_4 S_5)} = \frac{6,92}{(1 + 0,14 \cdot 9,60)} = \frac{6,92}{2,34} = 2,96 \text{ Bm}/(M^2 \cdot ^\circ C)$$

Re in forced concrete screen ( $S_5 = 9.60$ )

$$Y_5 = \frac{(R_5 \cdot S_5^2 + Y_4)}{(1 + R_5 \cdot S_4)} = \frac{(0,11 \cdot 9,60^2 + 2,96)}{1} = 13,09 \text{ Bm}/(M^2 \cdot ^\circ C)$$

5. The value of attenuation of the estimated amplitude of fluctuations in the temperature of the outside air for a ventilated enclosing structure is determined by the formula 21 [4]:

$$\begin{aligned} \nu &= 0,9e^{5,02/\sqrt{2}} \cdot \frac{(9,6 + 8,7)(5,49 + 9,05)(9,60 + 5,49) \cdot 6,92}{(9,6 + 9,05)(5,49 + 5,49)(9,60 + 6,92) \cdot 2,96} \\ &\times \frac{(9,60 + 2,96)(25,98 + 13,09)}{(9,60 + 13,09)25,98} = 0,9 \cdot 2,718^{3,56} \cdot \frac{27785,03}{10013,43} \cdot \frac{490,72}{589,49} \\ &= 0,9 \cdot 35,15 \cdot 2,77 \cdot 0,83 = 72,73 \end{aligned}$$

The amplitude of temperature fluctuations of the inner surface of the wall panel is determined by the formula 19 [4]:

$$A_{\tau_B} = \frac{A_{\tau_P}^{pacq}}{\nu} = \frac{28,33}{72,73} = 0,39 < A_{\tau_H}^{mp} = 1,78^\circ C$$

which meets the requirements of SNiP II-3-79 \*\*.

Thus, the results of theoretical and experimental studies allow us to draw the following conclusions with a sufficiently high heat resistance and heat-shielding efficiency of the outer walls:

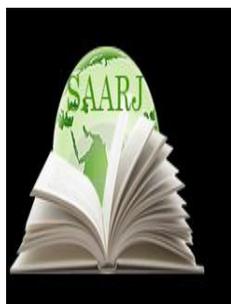
The use of screens with a ventilated layer allows:

- To reduce the thickness of the wall in comparison with a wall without a screen when the same temperature conditions in the premises are reached;
- To reduce the amplitude of temperature fluctuations on the inner surface of the wall, twice as compared to a wall without a screen;
- to reduce the daily specific heat input by 30-40%.
- the presence of an air gap in the structure of the fence increases the thermal stability of the structure.

-the thermal stability of the structure depends on the material of the structure and the order of the layers of materials;

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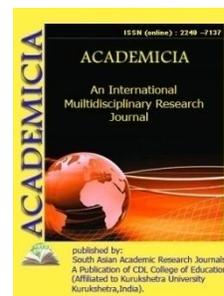
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# ACADEMICIA

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### SOIL AND CLAY MINERALS OF HAZARIBAGH: APPLICATIONS AND SCOPE IN INDUSTRIES

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#### ABSTRACT

*Owing to large potential of clayey soil in agriculture sector leading to better yield of crops, analysis for micro and macronutrients of soil has been done eg.phosphorous, nitrogen, potassium, zinc, boron, iron, manganese, copper ranges from 0.05 ppm to .09 ppm, iron from 8.5 to 9.7 ppm, manganese from 2.3 to 3.3 ppm and zinc from 0.32 to 0.49 ppm. All these elements are essential for plant growth and decide the particular crop for specific soil profile. Clayey minerals, useful in water treatment and other industrial purposes are in abundance in Rajmahal Hills and some part of Hazaribagh district also contain clays useful for industry. Organic clays have found extensive use in plants, inks, greases and decolouring of oils. Clays over the years*

*weather to the formation of soils rich in clay which impact colloidal character, plasticity and swelling character to the soil.*

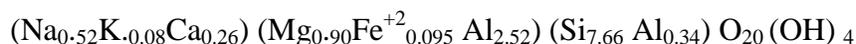
**KEYWORDS:** *Hazaribagh, Clay, Heavy Metals, Bentonite, Cation Exchange*

## INTRODUCTION

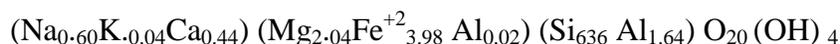
Soil acts like a sink for all type of contaminants and several chemical reactions take place in and around soil<sup>1</sup>. Hydrolysis causes weathering of the rocks leading to the formation of clayey soils. Hydrolysis of orthoclase feldspar produces clay mineral kaolinite. The weathering is important in humid tropics due to rainfall and high temperature and takes years in the formation of red soil and clayey soils. Weathering process also takes place by oxidation reduction. When primary minerals are exposed to the atmosphere, oxidation occurs and many clay minerals eg. Vermiculite, montmorillonite and illite are formed. The behavior of hydrous oxide is responsible for several types of changes in minerals. Intensive use of fertilizers and ground water resources for better crop yield makes the soil nutrient deficient. Plants need macro nutrient species like potassium, calcium and magnesium. The clayey soils have cation exchange capacity which prevent leaching and hold cations<sup>2</sup>. Cation exchange capacity may be expressed as

$BH + M^+ = BM + H^+$ , where  $M^+$  and  $H^+$  are the cations and  $M^+$  exchanges  $H^+$  cation. BH is an exchanger.<sup>3-4</sup>

Generally montmorillonites have cation exchange capacity of 70 to 110 meq/100 g of clay. Thus clayey composition of soils give it the properties of swelling power, plasticity, water holding capacity and bleaching. These properties make clay suitable for industrial applications. Bentonite-water mixtures find its use in bonding, suspending and binder for asbestos fiber. Thus suspension of Bentonite in water has got wide application in industry. The presence of ferrous and ferric oxide imparts brownish appearance of the clay. It has been known from experimental finding that collected samples of Bentonite clay from Hazaribagh have acidic nature. Thus the montmorillonite mineral series occur as clay mineral constituent of acid clays. The montmorillonite minerals exhibit gray to black in daylight and finally turns brown within a few weeks due to the presence of 9.2% Fe in the collected samples.<sup>5-6</sup> upon chemical analysis the chemical formula of the primary state is obtained as



If the material is an iron bearing montmorillonite, the chemical formula is as follows due to the presence of iron<sup>7-8</sup>.



Small spots of native copper occur in the pale green colored clay<sup>9</sup>. Thus the chemical constituents  $SiO_2, Al_2O_3, Fe_2O_3, FeO, MnO, CaO, MgO, Na_2O, K_2O$  and  $CuO$ <sup>10</sup>.

The clay mineral deposits of Hazaribagh especially montmorillonite need to be exploited for local use as well as industrial applications. It has been established that pure montmorillonite finds application in pesticide and fertilizer applications, softening of hard water due to cation exchange, decolorisation of oil and grease and adsorption of toxic elements from aqueous medium.<sup>11-13</sup>

**Overview of place of field study:**

Our study area was Hazaribagh which is a city and municipality in Hazaribagh district of Jharkhand. It is the divisional headquarter of North Chatanagpur division. It has a longitude and latitude of  $23.9933^{\circ}\text{N}$

,  $85.3620^{\circ}\text{E}$ .

**Sample Collection:** Nine soil samples were collected from different mouzas of Hazaribagh districts mainly located at lat.  $23.99^{\circ}\text{N}$  and long.  $85.37^{\circ}\text{E}$ . the places are Barhi(Kundba), Barkagaon(Debgarh),Chauparan(Chandpur),Chalkusha(Sudan),Barkatha(Shiladhi),Keredari(Masuria),Churchu(Sandi),Karbekla(Kesu) and Oriya(Rolagaon). Soil and clay for N, P, and K are done at the office of the agricultural chemists soil testing laboratory, Malda, West Bengal where soil samples were coded as U-186,U-187,U-188,U-189,U-190,U-191,U-192,U-193,U-194.All the soil samples were collected during 7<sup>th</sup> to 25<sup>th</sup> August,2017.

**Experimental:** Nitrogen, Phosphorus and potassium are the main components of any soil sample. When chemically isolated from soil, nutrients has been detected by using chemical reagents which are used to color each sample with an increasing colour intensity indicating increase in concentration. Nitrogen and phosphorus are typically found in the form of nitrates and phosphates. In the high and medium range, nitrate tests, cadmium metal is used to reduce nitrates to nitrites which then react with sulfanilic acid to form intermediate diazonium salt. Then it is coupled with gentisic acid to form an amber color solution. The color intensity is directly proportional to the nitrate concentration (in mg/l). For phosphorus, sodium molybdate and potassium pyrosulphate in the PhosVer 3 reagent powder reacts with the soluble reactive phosphate to form a phosphate molybdate complex. Then the complex is reduced by ascorbic acid to form molybdenum blue color. Colour comparison is made using phosphate colour comparator (colour intensity b/w 0-150 mg/l). For potassium tests,  $\text{K}^{+1}$  ion combine with sodium tetraphenylborate contained in Potassium 3 reagent to form white ppt of potassium tetra phenyl borate which will remain in suspension. Potassium measuring dip stick is used to measure the quantity of potassium concentration. The concentration of iron /zinc/manganese/copper in the soil and clay samples has been detected by U.V.Visible spectrophotometer Paro300 available in the laboratory. The percentage of carbon has been detected by using carbon analyzer. The electrical conductivity of the soil and clay samples under investigation has been done by conductivity meter (model no 304). The PH measurement is done by PH electrode available in the laboratory of P.G.Chemistry, T.M.B.U.

**RESULT AND DISCUSSION**

Elemental analysis of C and N shows that the collected samples have very low concentration of carbon varying from (0.45 to 0.75) %. The results indicate that the soil is not humus. The elemental analysis carried out by U.V.Double beam spectrophotometer show a considerable percentage iron up to 9.7% which clearly reflects that the clayey soil is rich in ferrous and ferric oxide imparting brown color to the sample. Manganese is also present in the samples up to 3.3% showing the presence of oxide of Mn in the sample. The presence of copper up to 0.33 mg/Kg is very less in comparison to the concentration of Fe and Mn and thus a faint tint on the surface of the clay minerals appear due to copper. Zinc oxide is also present in small proportions which indicate that zinc oxide is also a chemical constituent of the clay mineral. The presence of sulphur, small amount of boron has come into the composition during course of weathering and

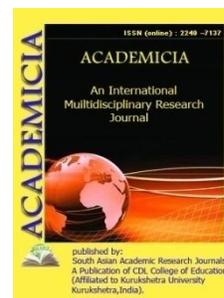
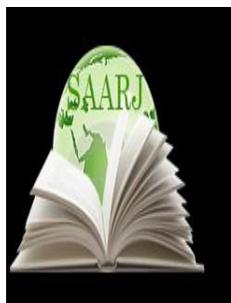
local factors along with climatic conditions. Some of the physical properties show that these samples have good swelling power, plasticity and expansion. Studies show that the expansion of the lattice has taken place along X axis in 2:1 structure of montmorillonite.

**CONCLUSION AND ACKNOWLEDGEMENT:** The authors do hereby acknowledge the agricultural chemist Dr.P.C.Das of soil testing laboratory, Malda for analyzing the soil sample at free of cost for the research work.

Through this short paper the author aims to have exact idea of the soil constituent of different mouzas of Hazaribagh districts which helps to set up a platform of his research based on the studies on characterization and chemical kinetics for the removal of arsenic, cancer causing hexavalent chromium, Manganese, fluorine by Bentonite mineral and its derivatives.

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## PECULIARITIES OF INTERCULTURAL UNDERSTANDING IN UZBEK AND JAPANESE VERBAL COMMUNICATION

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### ABSTRACT

*The article is devoted to a contrasting description of the features of intercultural understanding in Uzbek and Japanese verbal communication. The linguoculturo logical approach to the problem of understanding in intercultural communication, based on the provisions of social philosophy and using the achievements of other sciences of the humanitarian cycle seems to be the most complex. In the research of this problem, the process and the result of understanding are considered to establish a dialogue of cultures. The verbal communication of the Japanese has a number of striking features that distinguish it from the Uzbek verbal communicative behavior. The analysis allows us to talk about the difference and similarities of understanding in the intercultural aspect. The “dialogue of cultures” is achieved by knowing another culture through one’s own and one through another’s cultural interpretation and adaptation of cultures to each other under conditions of semantic discrepancy. The discrepancies between the Japanese and Uzbek language pictures of the world are one of the forms of contradiction that allows the space of two cultures to develop. The result of this development is mutual understanding between*

*cultures and representatives of Japanese and Uzbek verbal communication. Therefore, the contrasting description shows that the Japanese and Uzbek languages are not only a means of communication or the transfer of information, but the most important mechanism of cultural communication. In this research, the task is to consider the phenomenon of understanding in the modern convergence of Japanese and Uzbek cultures. The phenomenon of understanding was analyzed by the established criteria of the semantic range and the range of knowledge, that is, the space of meaning and knowledge arising from the development of Japanese and Uzbek verbal communication, which is very extensive, reveals the tendency of multisense unity. In such conditions, the study of understanding as a phenomenon of intercultural communication seems to be very relevant. The following leading factors were identified as characterizing special features of understanding during intercultural communication between Japanese and Uzbeks: mismatch of national and cultural-specific pictures of the world, varying degrees of verbalization of the underlying content, inconsistency of the lexical-semantic system, as well as the cultural situations used, characteristic of Japanese and Uzbek languages .*

**KEYWORDS:** *Understanding Phenomenon, Intercultural Communication, Semantic Range, Knowledge Space, Japanese, Uzbeks, Dialogue Of Cultures*

## INTRODUCTION

Culture - creates special forms of behavior, it modifies the activity of human mental functions. Ignoring them makes communication difficult and breeds big stereotypes.

Modern research in the field of interpersonal and intercultural communication, psychology, social philosophy considers understanding as the key to successful communication. Lack of mutual understanding in the process of communication leads to complication or destruction of relationships between people, to conflicts, and in intercultural communication - to rejection of foreign culture, ethnophobia and cultural shock.

This study aims to examine the phenomenon of understanding in the modern convergence of culture. The space of meanings and knowledge, great in the development of culture, is vast, there is a tendency for polysemantic unity. All social and individual life of a person takes place in a linguistic environment. Language and speech, as its practical embodiment, is the environment in which it is found. Language reflects the universal conditions of human life, which allow him to constantly orient himself and act intelligently in the constantly changing world of interpersonal communication. The quality of intercultural communication, like communication within one culture, depends on the quality of the understanding achieved.

Linguoculturology is associated with the work of the famous American linguist B. Whorf, who, together with E. Sapir, formulated the hypothesis of linguistic relativity. Linguistic relativity as a scientific concept originates from the worker of ethno linguistics, the American anthropologist F.Boas. The most important stage in the study of language as a systematization of cultural experience is associated with the works of E. Sapir. Understanding the linguistic relativity, how impossible it is to establish component wise correspondences between the systems of different languages, Sapir introduced the term “incommensurability” of languages. The linguistic systems of individual languages not only record the content of cultural experience in different ways, but

also provide their speakers with the same ways of understanding reality and the ways of its perception. The most radical views on the "speaker's worldview" as a result of the action of linguistic mechanisms of conceptualization were expressed by B. Whorf. The tool of conceptualization, according to Whorf, is not only the formal units highlighted in the text, but also the selectivity of linguistic rules and compatibility in each specific language.

M.M. Bakhtin devoted his works to the study of the phenomenon of understanding. He put forward the linguoculturological concept of the dialogue of cultures, considering dialogue as the basis of dialectics, and understanding as a space of meanings and knowledge arising in the development of culture.

At present, the idea of the existence of a certain meta-cultural meaning, a certain common conceptual background, differently represented in different cultures, but guaranteeing the general significance of the content that representatives of different cultures understand, grasping the meaning, is being actively developed. In such conditions, the study of understanding as a phenomenon of intercultural communication seems to be very relevant.

“Dialogue of cultures” is the cognition of another culture through one's own, and one's own through another through cultural interpretation and adaptation of cultures to each other in conditions of semantic discrepancy and even conflict. But conflict is one of the forms of contradiction that allows the system (in this case, the space of two cultures) to develop. The result of this development is mutual understanding between cultures (and their individual representatives). Therefore, language is not just a means of communication or the transfer of information, but the most important mechanism of cultural communication. Dialogue of cultures is not a homogeneous superposition of meanings on top of each other, but a kind of pulsating symbiosis of meanings that get used to each other, sometimes passing directly into one another at the linguistic level.

Thus, if we semiotically interpret the dialogue of cultures, then it is realized, according to the apt designation of Yu.M. Lotman, within the semiosphere as a special semiotic space, which includes not only the sum of individual languages, but also the sociocultural field of their functioning. “Any single language turns out to be immersed in some semiotic space, and only because of its interaction with this space it is able to function. The semiosphere is both a result and a condition for the development of culture. ” As a result, culture appears before us in the form of a text, and the dialogue between cultures - in the form of a collision of two texts. Moreover, part of the text is a relatively simple coincidence, if not direct, then associated with an elementary translation of words from one language to another. But the mismatching part is the one that is most interesting to the representatives of cultures, which requires not direct translation, but semantic adaptation. As noted by M.M. Bakhtin, one can easily translate individual words of one language into another (which is reflected in dictionaries), but it is impossible to translate even one sentence. A sentence is not just a mechanical set of words, but a system of meanings rooted in the entire culture. The overlapping part is the intercultural primary vocabulary, the beginning of communication. And the non-coinciding part of cultures is the system of sentences, i.e. systems of meanings rooted in their own culture and not directly translatable, but associated with semantic interpretation and adaptation.

**Methods:** Consequently, the dialogue of cultures is their semantic adaptation to each other. The communicative culture of Uzbekistan is a kind of fusion of the most diverse traditions of many

peoples, which are reflected in folk music, dances, painting, applied arts, national cuisine and clothing. The Uzbek folk culture has been forming for centuries and is distinguished by an extraordinary, original and vibrant character among other cultures of the East. The ancient Iranian peoples, later the nomadic Turkic tribes, then the Arabs, Chinese and Russians made their contribution to it. Many residents of the republic, especially in rural areas, still adhere to many traditions that have their roots in the distant past. Ethical principles of Uzbeks, according to which a wise person should live according to rituals and rules, live with dignity, be balanced, restrain the expression of emotions, know his place, not violate the established order, not show off his dignity and be hospitable. These ethical principles still play a significant role in the life of Uzbeks.

1. For example, in everyday life, Uzbeks often point out treats in a hospitality situation if the following expression is used in Uzbek:

**【例文】** -*Marhamat, qani olinglar*

**【直訳】** どうぞ、どことってください。

**【意味】** *Қани олинглар.*- expression in Uzbek is used in the sense- どうぞ、召し上がってください。 which is translated into Uzbek. “*Marhamattannavul qilinglar* “after which it can be perceived by the Japanese.

Then you can see that you can easily translate words, but the meaning rooted in Uzbek culture is impossible. The matching part is どうぞ -*Marhamat* is an intercultural word and the beginning of communication. And the non-coinciding part of the cultures is *Qani olinglar*- 召し上がってください part of the meanings rooted in Uzbek and Japanese culture. This expression is not directly translated; semantic interpretation and adaptation are needed to establish an understanding of the dialogue of cultures.

2. For example, also in a situation of hospitality, Uzbeks often use the following expression in the Uzbek language:

**【例文】** -*Osh keldi*

**【直訳】** -ピラフが来た。

**【意味】** -*Osh keldi* - an expression in Uzbek language is used in the sense - ピラフを持ってきた。 which is translated into Uzbek. “*Osh olib kelindi*” is perceived by the Japanese.

**【解説】** Then you can see that you can easily translate words, but the meaning rooted in Uzbek culture is impossible. Since pilaf by itself cannot carry out an action. It is necessary to understand what this truly means here and it means that the pilaf was brought and put on the table. Consequently, semantic interpretation and adaptation is necessary to establish for the establishment of intercultural communication.

3. For example, also in a situation of hospitality, The Uzbek often use the following expression in Uzbek language:

**【例文】** -*Oshga qaranglar*

**【直訳】** -ピラフを見てください。

【意味】 The expression “*Oshga qaranglar*” is conveyed through the expression どおぞ、ピラフを召し上がってください -*Marhamat oshni tannavul qilinglar*。

【解説】 Then you can see that you can easily translate words, but the meaning rooted in Uzbek culture is impossible. A foreigner who does not know Uzbek culture can sit and watch, thinking that he should look at pilaf. But the Uzbek mean and want to say help yourself please. To convey the meaning of this expression and intercultural understanding by the Japanese, semantic interpretation and adaptation are necessary.

4. The following types of phraseology are distinguished: a) phraseological suppression - the meaning of a phraseme does not depend on the meaning of the words contained in it, the phraseme in the transitional sense is not explained by the meaning of the words it contains:

For example, Uzbeks use the following expression in Uzbek:

【例文】 -*Oyog'ini qo'liga olib chopdi*

【直訳】 -足を手で持って走った。

【解説】 То можно увидеть, что можно легко перевести слова, а смысл фраземы в переходном смысле не объясняется значением слов. Незнающий узбекскую культуру иностранец может понять данное выражение думая что надо бежать ногу держа руками.

【意味】 Но узбеки имеют ввиду и употребляют в значении поспешно уходит, убежать, спастись бегством, удирать от ответственности. Необходимо понимать это выражение японцами うまく逃げる、尻に帆かけて逃げ出す。

Следовательно, необходимо смысловая интерпретация и адаптация для установления понимания диалога культур.

5. In Uzbek language, the following phraseological expression is used; the meaning of a phraseme does not depend on the meaning of the words contained in it. For example:

【例文】 - *Qo'li pishib qoldi*

【直訳】 - 手を炒める

【意味】 The Uzbek mean and use in the meaning of prioritize experience, skill in any business. You must understand this expression in Japanese 腕を上げる、熟練する

【解説】 Then you can see that you can easily translate words, and the meaning of the phraseme in the transitional sense is not explained by the meaning of the words. A Japanese person who does not know Uzbek culture may think the meaning of this expression is how to fry a hand. To convey the meaning of this expression and intercultural understanding by the Japanese, semantic interpretation and adaptation are necessary.

6. For example, if we consider the expression:

【例文】 - *To'nini teskari kiyib oldi*

【直訳】 - トン<sup>1</sup>を裏面にして着た

**意味】** Uzbeks mean and use in the meaning will change in relation to someone in a bad way. You must understand this expression in Japanese 気が変わった

**【解説】** Then you can see that you can easily translate words, and the meaning of a phrase in the transitional sense cannot be explained by the meaning of words. A foreigner who does not know Uzbek culture may think that it is necessary to put on the national robe inside out. To convey the meaning of this expression and intercultural understanding by the Japanese, semantic interpretation and adaptation are necessary.

7. When learning about Japanese culture and the Japanese language, we often come across the expression いただきます. This expression is rooted in history, and pronouncing it before meals is a relatively new custom in Japan. Saying the phrase いただきます before a meal is an important part of Japanese etiquette.

**【例文】** - いただきます

**【直訳】** - *Men qabul qilaman*

**【意味】** Literally it translates as “*Men qabul qilaman*”, but when it is pronounced at the table, it rather means “*Kelinglar ovqat yeylik!*” or “*Yoqimli ishtaha!*” However, some, translating this phrase literally, liken it to a prayer before meals, an expression of gratitude to God for the food sent.

**【解説】** There are many nuances in using the verb いただく, it is used not only at the table, it has many more areas of application.

The verb いただく is most often translated in dictionaries as “qabul qilmoq”, “olmoq”. But these words do not fully reveal its meaning and can, on the contrary, confuse if you do not know Japanese culture. The verb いただきます (and its vocabulary form 頂く (いただく *itadaku*) are rooted in Buddhism, which teaches respect for all living things. Similar thinking extends to food, in the form of gratitude to plants, animals, farmers, hunters, cooks, etc. This is a manifestation of one of the basic principles of the cultural behavior of the Japanese.<sup>2</sup>

There is a saying in Japan: お米一粒一粒には、七人の神様が住んでいる。(おこめひとつぶひとつぶには、しちにんのかみさまがすんでいる, *okome hitotsubu hitotsubu niwa shichinin no kamisama ga sundeiru*)

- *Bitta guruch donasida ettita xudo yashaydi* (Seven gods live in one grain of rice.)

Intercultural understanding requires the transmission of meaning that gratitude and reflection are at the heart of the custom of pronouncing the phrase いただきます before food, through semantic interpretation and adaptation. There is also a sense of gratitude in Uzbek culture

God for providing food to us. In this case, intercultural communication can start with similar feelings of gratitude.

8. Intercultural understanding requires the transmission of meaning that gratitude and reflection are at the heart of the custom of pronouncing the phrase いただきます before food, through semantic interpretation and adaptation. There is also a sense of gratitude in Uzbek culture

God for providing food to us. In this case, intercultural communication can start with similar feelings of gratitude.

For example, if we consider the expression:

【例文】－ お客様をおもてなしの心でお迎えしましょう。

【直訳】－ *Mehmonlarni chin qo 'ngildan kutib olaylik!*

【意味】 Literally it translates as “‘*Mehmonlarni chin qo 'ngildan kutib olaylik!*’”, but in this case, you can easily translate the words, and the meaning of the expression “omotenashi” as it is used in a broad sense cannot be explained by the meaning of words.

【解説】 *Mezbonlikis* a neutral-polite word. It is used to express courtesy and attention to guests, customers, etc. A foreigner who does not know Japanese culture may perceive this expression simply as hospitality. To convey the full meaning of this expression and intercultural understanding by Uzbeks, semantic interpretation and adaptation are necessary, since the word “omotenashi” can express not only hospitality, but includes the meaning of kind treatment and special attention. Respect for someone else is a characteristic feature of Uzbek culture. If for Europeans old age is something that you can hardly be proud of, then in the East, old age is associated with ideas of experience and wisdom. Old age is revered in the same way as kinship. A high degree of politeness, attention to the interlocutor, lack of pressure and categoricalness are becoming effective means of communicative influence for Uzbeks. Just as Uzbeks are famous for their hospitality, through this expression Uzbeks can understand the warm heart of the Japanese and feel the unique spirit of Japan and establish a dialogue of cultures.

9. In Japanese culture, sayings are often used in everyday life. For example one of them:

【例文】－ お客様は神様です。

【直訳】－ *Mehmon xudodir*

【意味】 - If you look at the dictionary, the expression in Japanese お客様 is used in the sense of guest, client, which is translated into Uzbek. “*Mehmon, haridor, mizoz*” according to the context, Uzbeks can easily choose the meaning of “*меҳмон, харидор*”.

【解説】 *In this case, it might seem like the saying was easily translated. However, the adage has a transitional meaning, the meaning associated with roots in Japanese culture is impossible. The matching part is “神様です-Xaridor xudodir” is an intercultural word and the beginning of communication. And the non-matching part of the cultures is the お客様は mehmon. part of the expression that has different meanings, rooted in Japanese culture. This proverb in Japanese is used in a transitional meaning and in order to establish an understanding of the dialogue of cultures in the Uzbek language, it must be adapted and interpreted. In this case, the proverb お客様は神様です must be conveyed by making a semantic interpretation as follows “Hamma narsa haridorlar uchun” yoki “Xaridor har doim haq”.*

This expression “Fans and listeners are god” spoken by Haruo Minami was first used as an address by a performer on stage. Nowadays, this expression has fallen out of use in relation to the audience of the concert hall.

The current situation お客様は神様です – “Tomoshabinlar xudodir “ the saying is used only by employees as an expression for the training from the company:

"Mijoz xudo, shuning uchun siz har qanday narsani tinglashingiz kerak!" - The customer is God, so you have to listen to anything."

Thus, it spread as a meaning, far from the idea that Haruo Minami originally thought.

**Conclusion:** Thus, the following conclusions can be drawn regarding the intercultural understanding of the Japanese and Uzbeks. In general, the Japanese and Uzbeks demonstrate a fairly high speech culture. Their culture differs from European culture and is based on a centuries-old tradition. Similar characteristics of the intercultural understanding of the Japanese and Uzbeks are a high degree of politeness, kind treatment, special attention, lack of categoricity, hospitality. Their desire to establish a dialogue of cultures is subordinated to the task of providing maximum attention to the interlocutor, showing courtesy to him, creating a good mood in him. They are also characterized by moderation in everything, including in speech behavior.

When analyzing the semantic range and space of knowledge, the national peculiarity of intercultural understanding was determined. A distinctive national feature of the intercultural understanding of Uzbeks is the need to take into account their mentality and not demand from them, for example, a dispute on an equal footing with an elder in age or social status, not only demand a story about work problems. But it is necessary to be able to listen to their personal problems and feelings, not to seek a direct answer where Uzbeks prefer indirect answers.

A distinctive national feature of the intercultural understanding of the Japanese is respect for the individual culture, language, faith and even the culture of foreigners.

We believe that intercultural understanding is a very important value, both for the Japanese and the Uzbeks. The analysis of intercultural communication between the Japanese and Uzbeks from the point of view of cultural linguistics made it possible to substantiate understanding as a phenomenon that arises and functions simultaneously at two levels: linguistic (the result of adequate perception in the space of knowledge and semantic space) and cultural (the result of adequate perception of other cultural ideas). The phenomenon of understanding the Japanese and Uzbeks is specific due to the difference in nationally-specific pictures of the world, the degree of verbalization of the deep content of speech and text, which is characteristic of the Japanese and Uzbek languages.

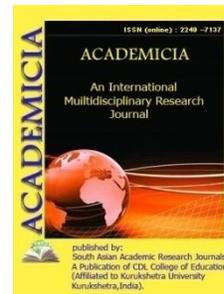
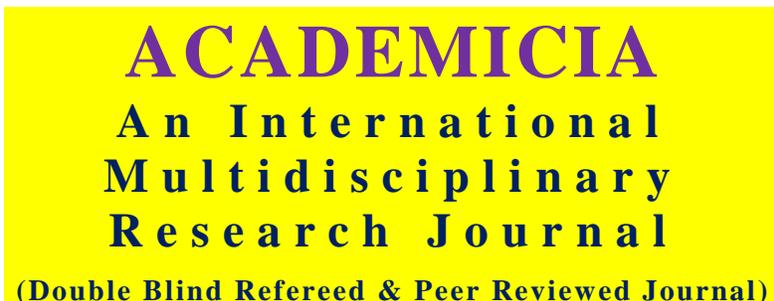
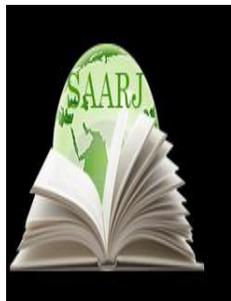
In the intercultural verbal communication of the Japanese and Uzbeks, a distinctive feature is the lexico-semantic structure, cultural situations used by communicants, the space of knowledge and perception, as well as the semantic range of expressions and sayings they use.

In the course of the analysis, it was found that the Japanese and Uzbek dialogue of cultures is not a homogeneous superposition of meanings on each other, but a kind of pulsating symbiosis of meanings that get used through adaptation and interpretation at the linguistic level.

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**ON PATIENCE ETIQUETTE OF KHWARESMIAN SCHOLAR  
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**ABSTRACT**

*The article analyzes separated views wisdoms and edifications of Mahmud Zamakhshariy from his didactic works of “Navobighu-l-kalim” (Delicate expressions) and “Atvoqu-z-zahab” (“Golden necklet”) on the etiquette of conversation, limits of a language, patience and satisfaction that are humane features.*

**KEYWORDS:** Mahmud Zamakhshariy, “Navobighu-L-Kalim” (“Delicate Expressions”), “Atvoqu-Z-Zahab” (“Golden Necklet”), Ethical Views, Wisdom And Edification, Quote, Language, Language Restriction, The Etiquette Of Conversation, Patience And Satisfaction.

**INTRODUCTION**

Indeed, the main indication of a nation, which puts it among other nations, is its language. Uzbek literary language has been recognized as one of the wealthiest languages in the world in this regard. The colorfulness in Uzbek dialects guarantee a unique appeal and beauty to the language. Sir Alisher Navoi proved the prestige of the literary Uzbek language among other Turkic languages and “at the global stage” through his works written in this language. However, there is also a metaphoric use of a language where a part of an object is regarded as a part of a human body which has also been used to imply for the etiquette of conversation among people.

In the history of our national literary language, there are rare sources for expressing speech in a meaningful and beautiful way, for patience and satisfaction in general. Khwarezmian scholar Mahmud Zamakhshariy also expressed a number of exemplary ideas in his works in this regard. In particular, he noted on speaking when necessary and on time response as “*Whosoever cannot restrain the muscle between his two teeth lives his whole life in regret. He lives through sleepless nights for not restraining his tongue when necessary. If his tongue had been sad (silent), his heart would not have been sad. It is difficult to keep a person alive when he cannot keep his tongue still*” [3,72]. When considered from the perspective of modern society, it is important to know how and what to say to whom and when. Because as the networks of speech expand (media, Internet, mobile, other channels of the virtual world), firstly, adherence to the rules of language, and secondly, the etiquette of speech, the attention to culture should increase day by day. However, we cannot confidently acknowledge that these requirements are being met. On the contrary, we can see that a gross violation of language norms leads to a violation of our national literary language, resulting in incomprehensible speech practices as a result of the interference of dialects. Therefore, it is recommended to pay serious attention to this factor in the education of a harmoniously developed person, especially in the education of students' speech etiquette and culture, the appropriate use of our historical values, including the teachings of Mahmud Zamakhshariy on language.

Speaking about restraining the tongue, Mahmud Zamakhshariy interprets the consequences of not being able to control it as follows: “*If you cannot control your tongue, then you have given the reins to the devil*” [1, 52]. That is why our people have an exemplary saying in which it is said that “a person should little and only necessary words”. Furthermore, in the words of Zamakhshariy, “*Too much talk hurts the listener*” [1; 70]. The Chinese philosopher Lao Tzu interprets Zamakhshariy's view as “*one who speaks too much fails too much.*”

In Zamakhshariy's teachings on language, an understanding of the meaning and essence of each word acknowledges the need to pay attention to how similar its meaning is to the subject of speech before speaking. Because some words in the Uzbek language have several meanings, their meaning and essence can be interpreted differently depending on the context of the speech (conversation). In this sense, Zamakhshariy's words “*There are many sayings that, although they may seem eloquent to people, they are unacceptable in the sight of Allah, and these words make both the speaker and the hearer upset*” [1, 58]. Indeed, it is possible to hurt others because of a word that is used improperly. This pain, the complication of a spiritual injury, can persist for years, and in some cases may stay forgotten for a lifetime. In this regard, Zamakhshariy says: “*Often a wound inflicted on the tongue is more severe than a wound inflicted by a sword*” [1, 58].

These thoughts of Mahmud Zamakhshariy are also exemplary in Uzbek folk proverbs, that is, it says, “*Even if the poison of the sword goes away, the poison of the word does not go away.*” That is why there are calls in our people to refrain from language, not to hurt the hearts of others with bad words, to bite the core of words. This situation did not escape Zamakhshariy's attention. In other words, the scholar warns people to be careful with their language, saying, “*There are many words that will make you fight and destroy you, or even if you turn them away, they will turn your shoulder pads red like a flower (that is, after many hardships)*” [1, 58] which urges to be careful.

Language is such a powerful weapon that people "carry it on their shoulders" throughout their lives. How to use it depends on the manners, culture and spirituality of the owner. Zamakhshariy says, "*How many weapons are there in the world which requires to be taken down (if you can't use me, what are you going to do with me?) There are also so many words that says to those who say them leave me alone (what are you going to do with me if you cannot use properly)*" (3; 109).

There is a norm, a measure in everything. Accordingly, Zamakhshariy figuratively describes the etiquette of speech as being patient: "***The good tongue is the one which is restricted from use of improper words, the good saying is the one which is weighed on a scale***" [3:102]. Although it is not actually a word to be weighed, Zamakhshariy put forward such an idea by pointing out how weighty it is. There are also exhortations in Zamakhshariy's works, such as "***Think first, then speak***" "***O my son, protect your tongue from evil words***" which call to restrain the tongue [1; 79]. In his works, the scholar strongly condemns the practice of lying. As a sign of this, Zamakhshariy's statement, "***Do not utter a word until you have taken action on what and why you are talking about***" [3, 109], can be seen as a "recipe" for refraining from lying or misrepresenting.

Zamakhshariy's ideas on the use of language in its place, in accordance with the established order, have served as a program for the most advanced strata of the Uzbek people, scholars, writers and poets for centuries. Abdullah Qadiri, the founder of Uzbek novelism, developed Zamakhshariy's ideas by giving a jeweler's description of the proper use of language (words). Abdullah Qadiri says, "*It is not a virtue to weave sentences from every word that comes to mind improperly. Let the word be the mold and the thought be the brick in it.*" It can be said that these ideas have doubled in importance to this day. Because today, when the type and network of media is growing rapidly, we cannot say that all our work on the use of language instead of adherence to the norms of language, as noted by Abdullah Qadiri, is as perfect as it should have been.

At different times, our scholars have pointed out in their works that it is not polite to talk too much. Speaking in circles, in particular, requires a certain norm and etiquette. In this sense, the following thoughts of Mahmud Zamakhshariy are exemplary: "***Speak if your speech is better than silence***" [3, 102]. Otherwise, silence is preferable to that statement. Continuing this idea, Zamakhshariy logically continued the instructive words of Aristotle. In other words, Zamakhshariy paraphrases Aristotle's saying, "*A short-sighted person usually has a very long tongue.*" as "***The sign of light weight word usage is the sign of a person with only little knowledge***" [3, 102]

Zamakhshariy considers those who speak patiently and calmly to be intelligent and knowledgeable, and "***nothing can adorn a speaker like calmness and patience***" [3, 102], that is, the scholar values calmness as the adornment of a person.

Analysis of historical sources shows that Zamakhshariy's views on language and its rational use are also recorded in other sources. In particular, it is repeated in many of the hadiths (the instructions of Muhammad PBUH) that the quality of "speaking kindly or keeping silent" is the most important of the deeds. In fact, the more a person talks, the more mistakes he makes. A person who talks too much can turn to gossip, lies, and even slander. Therefore, the idea expressed in the hadith can be understood as that a person should think of every word and find it good, then put it into his mouth, and vice versa, and remain silent.

The following narration can be cited as a continuation of the scholar Zamakhshariy's views on keeping silence. When Luqman Hakim entered the presence of David the Prophet, he was sewing armor. Luqman Hakim had never seen an armor before. He was amazed at what he saw. He wanted to ask about it, but his wisdom prevented him from doing so, and he refrained from asking what it was. When David had finished his work, he put on his armor and said to Luqman Hakim, "The armor is for war." Then Hakim said to himself, "Silence is wisdom."

The wise Mawliq Ajli said: "There is a work, I have been in demand for it for twenty years. But I cannot. But I will not give up this demand." "What is it?" They asked. "To be silent about something that doesn't matter to me," he replied.

Zamakhshari's opinion on the proper use of language is also exemplary: "***It is better for a wise person to remain silent, than the apology of an ignorant and careless person***" [1, 55]. There is also a very beautiful description by Zamakhshariy of meaningful and pleasant words coming out of the tongue: "***Almsgiving that comes from your tongue (i.e., your advice and sermon and service) is sometimes better than the alms that comes from your hands (wealth)***" [1, 57].

As we have seen, patience and contentment have always been revered as the most precious of human qualities. This quality, first of all, requires a person to use the language beautifully and appropriately, with a certain amount of patience. That is why many scholars have created works of classical status about this quality that is nurtured in human beings. Mahmud Zamakhshariy's views on patience and contentment have not lost their spiritual and enlightenment significance even today. After all, in his words, "***the higher the rank, the better.***"

Indeed, Uzbek folk proverbs such as "The root of patience is pure gold", "If you are patient, honey will grow out of a fruit" have been formed over the centuries as the historical value of patience and contentment not only for one person or another but for the whole humanity. That is why Mahmud Zamakhshariy in his didactic work "Atvoqu-z-zahab" ("Golden necklet") states that "***Satisfaction is the reason for ascending to the highest peak***" [3, 104].

Regardless of a person's financial situation, Mahmud Zamakhshariy says, "***The contentment of the poor, even if his (the poor's) face is covered with dust and in a torn garment, shows it to your eyes in a royal robe. And the greed of the rich man, even though he is standing in front of you in a golden robe, shows it to you in the form of a poor, worn-out man***" [3, 104]. With these thoughts, Zamakhshariy, first of all, put forward the idea of valuing labor, the working man, and secondly, urging people to be patient, pointing out that the "gold clothes" of the rich man seem to be "torn" due to impure actions towards wealth.

In his didactic views, Zamakhshariy argues that the defects that exist in the human psyche and "control" his activities, directing him to various behaviors, can occur only in those who have a weak patience. One of such vices is his statement to those who live a simple life that "***he who enjoys entertainment will never be like one who endures hardships***" [3, 91].

Commenting on patience, Mahmud Zamakhshariy pays special attention to the content, essence and quality of this quality. For patience alone does not make a person's life prosperous, and patience alone does not make him perfect. Mahmud Zamakhshariy rightly states that "***a prudent, sensible, patient person will never stop working for the benefit of this world and the hereafter***" [3, 91].

Mahmud Zamakhshariy's views on patience and contentment are exemplary, especially for those who are stupid and impatient. The scholar says, "*A wise man who is pure and upright in nature, high in value and gentle, endures calamity in any situation, and a fool seeks to justify his intolerance of calamity under various pretexts*" [3, 76]. In other words, he acknowledges that the exemplary behavior of high-minded people in terms of patience and contentment is an example to the impatient.

Some people think that patience and contentment are needed only in times of poverty, helplessness and anxiety. On the surface, it seems so. But patience and contentment are qualities that are necessary for all strata of humanity. There are many real-life examples of this. For example, not all children raised in a wealthy family are wise. This is due, first of all, to the ingenuity of parents, their low pedagogical competence, in general, lack of perseverance and patience in trying to increase their knowledge in this area, and they children grow to be the individuals who lack important qualities, such as content and satisfaction, of a good man. As a result they lack patience and gratitude which lead them to the path of greed and jealousy in which cases they mistakenly cross the road of evil. So, "*patience is always needed. Whether a person is in good or in bad situation, whether s/he is surrounded with loss and disadvantage or surrounded with profit and advantage. It is easy to endure poverty. But not everyone can tolerate to be wealthy. In fact, the human being should be patient in difficult times, and when s/he is blessed, s/he should be patient with gratitude and kindness*" [4, 284].

Analyzing Mahmud Zamakhshariy's views on patience and contentment, we see that the scholar put forward such a content in his ideas. In this sense, it is appropriate to recognize the scientific heritage of Mahmud Zamakhshariy as one of the components of the conceptual basis of the system that leads to perfection. In addition, this framework is a credible approach that should be followed in this direction.

It is known from history that Mahmud Zamakhshari was one of the three commentators who perfectly interpreted the Qur'an and left a rich scientific and spiritual heritage in this area. Therefore, his views are in line with the ideas put forward in Islamic teaching. "The call to patience is repeated many times in the Qur'an. For Allah needs patience in obedience, in avoiding sin, in overcoming obstacles, in the face of weakness, and in controlling lust" [4, 286]. Islamic teaching is not obsolete, it is important as a value that has not lost its educational value at all times, including today, in the existence of humanity and society.

In addition to the calls in the Qur'an, the hadiths also set out exemplary ideas about patience and contentment, saying, "*Patience is the greatest and most generous gift bestowed on a servant by Allah. The patient endures both the scarcity of food and poverty, and does not despise himself, but keeps his head upright. A slave who is deprived of the blessing of patience, even if he has half of the world, will be humiliated and greedy. If a Muslim perseveres and is content with the sufficient sustenance given to him by Allah, he will become one of the few who have achieved the greatest salvation in the world. The real wealth is not in the abundance of the world, but in the satiety of the self*" [14, 286].

Based on the analysis of the above points, the following conclusions can be made.

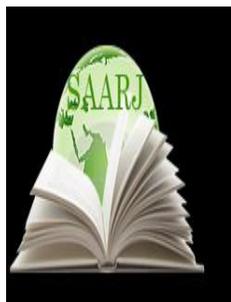
One of the important norms of etiquette is that patience and contentment are respected in all periods of human society and are unique to real people.

Since patience and contentment are a unique quality that characterizes the personality of people with high spirituality and introduces them as beautiful people, our historical ancestors, including the great scholar Mahmud Zamakhshariy, encouraged people to be patient and content in their works. His observation in this regard, based on his life experience, has left an immortal scientific and spiritual legacy of teachings that have not lost their didactic significance even today. Their rational use serves to strengthen the historical and national basis of the upbringing of a harmoniously developed generation.

The concepts of patience and contentment should be seen as a source of nurturing important human qualities based on both religious and secular sciences. Indeed, following the ideas that encourage people to be patient and content in the Qur'an, the hadiths, and the works of Mahmud Zamakhshariy, along with other historical sources, is a historically proven way to bring people to perfection.

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## TYPES OF HOMONYMS IN THE KARAKALPAK LANGUAGE

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### ABSTRACT

*The article discusses the types of homonyms in the Karakalpak language and their characteristics. Lexical homonyms, lexical-grammatical homonyms and mixed homonyms are briefly explained with the help of examples. Our language has the same sound structure and pronunciation, but also completely different types in terms of meaning and form. Such a group of words serves only a certain norm of homonymy, but in the second form it does not have a homonymous function. Finally, in our language we call such homonymous phenomena grammatical homonyms.*

**KEYWORDS:** *Karakalpak Language, Homonyms, Lexical Homonyms, Lexical-Grammatical Homonyms, Mixed Homonyms.*

### INTRODUCTION

Homonyms in the Karakalpak language are divided into several types, similar to homonyms in other Turkic languages. Homonymous words are made up of one word and several words, and are semantically unrelated and indistinguishable from each other.

### Main part

Professor E.Berdimuratov in his works called word-related homonyms lexical homonyms, homonymous phenomena among grammatical terms as grammatical homonyms. “Words that

have a common form in all cases are called lexical homonyms, as the structure of the sound is the same as the pronunciation, but the meaning is completely different [1, p. 146].

In his work, the scientist recognized lexicological homonymy as one of the most important phenomena of lexicology and divided them such that: homoforms, homographs, homophones.

Scientist A. Bekbergenov in his work divides homonyms into homoforms, homographs, homophones, depending on how they are made of any word [2, p. 23].

But, as E. Berdimuratov points out in his last work: "We see that in the growing lexical homonymy there are two groups of words called homonyms and homoforms" [3, p. 38].

Lexical, lexical-grammatical homonyms and mixed homonyms are divided into three parts depending on the forms of meanings of homonyms in the Kazakh language [4].

As you can see, we call a group of words homonyms, which are the same in terms of pronunciation and consonant, but differ in meaning, and always have the same grammatical forms.

There are also controversial views on the classification of homonyms. We see this in the examples above. Based on the above comments of scientists, we consider it appropriate to consider the homonyms in the Karakalpak language as follows:

1. Lexical homonyms or complete homonyms;
2. Lexical-grammatical homonyms are incomplete homonyms;
3. Mixed homonyms.

This is because the properties of homophones, homographs, and homoforms are also evident in the work of the three types of homonyms mentioned above.

**Complete homonyms.** Complete homonyms are formed from a single word and are considered to be words that have the same affixes and the same form in all cases. For example:

1. *Hámel* degen ózi dım qızıq,

Bir jeri basqalardan dım parıq qıladı (I.Yusupov)

2. Bazar talapları bolsa da qattı,

Bas awırtıp oğan *hámel* qılmaymız (I.Yusupov)

1. Shayırman dep shirengennen ne *qayır*,

Házir sonı sonı oylap túrman Kegeyli. (I.Yusupov)

2. Keshe tolqıp jatqan *qayırdı* qara,

Qanlı urıs bolǵanday qıp-qızıl sora (I.Yusupov)

1. *Hámel* (atlıq) *basqarıwshı jumıs, lawazım, dáreje, ataq.*

2. *Hámel* (atlıq) *tásil, ádis,*

3. *Qayır* (atlıq) *payda, saqawat, úmit.*

4. *Qayır* (atlıq) *suw qayıw nátiyjesinde ashılǵan jer.*

There are many such examples:

1. Shejirege altınqabaq baylap at,  
Bilgishlerge jiberme óz haqıńdı (I.Yusupov)

2. Qabaq shıtıp júrme hasla,  
Úyge miyman kelgen waqta (I.Yusupov)

1. Basqa is túskende sır berme hasla,  
Joqarı tut beglik inabatıńdı. (I.Yusupov)

2. Sını ketpes deydi sirli tabaqtıń,  
Qızlarǵa bergisiz badamqabaqlım. (I.Yusupov)

In these examples: “qabaq” – the desired product from the palm plant used in everyday life, “qabaq” – human body, “sır” – secret, unknowable sense, “sır” – paint.

True dialectal lexical homonymous trains are a group of dialectal words that, in any case, are related to a single word, differ in lexical terms, and are not so different in grammatical order.

We are looking for the following words that appeared in the Karakalpak language in the Moynak dialect.

**KergiI**a certain part of a fishing boat (n);

**KergiII**a bowl for putting dishes. (n);

**ArqalıqI**fishing net (n);

**Arqalıq II**whollen thing in cart (n);

**Incomplete homonyms.** Words that are included in lexical-grammatical homonyms are related to each part of speech and are homonymous only in the root form, and in the rest of the time each word is transformed into its own form. For example: **Qorǵan I** n. a fence, a wall, a high wall that turns something upside down. Hár úydiń úzin-úzin **qorǵanı** bar (S.Baqbergenov). **Qorǵan II** v. Búl - biziń sırtqı jawlarımızdan **qorǵanatuǵın** jalǵız gana qúralımız (Á.Sh).

Our language has the same sound structure and pronunciation, but also completely different types in terms of meaning and form. Such a group of words serves only a certain norm of homonymy, but in the second form it does not have a homonymous function. Finally, in our language we call such homonymous phenomena grammatical homonyms. Such homonymous words can be from any part of speech and they can be homonymous only in the form of a root word, otherwise each of them has the property of changing with its own affixes. For example:

1. Qulama say shıqqanday keń jazıqqa,  
Bir ańqaw pil únilgendey qazıqqa. (I.Yusupov)

2. Say kelmestey aqılına adamnıń,  
Bir ájayıp gilem toqıp taslayıq. (I. Yusupov)

In the first example, the word “say” refers to a noun, which means “valley”, and in the second example, the word “say” refers to a noun, which means “appropriate”.

A group of words that retain only one center and have different grammatical features in other situations, the meanings of which are separated from each other, are called homofoms, and they are made up of all kinds of words. For example:

1. *Qaqtıń* suwın ańsap kelgen kiyiktey,  
Biz kelgenbiz bilim izlep aw'ldan. (I.Yusupov)
2. Sóytip ol óziniń xan sarayına,  
Patshalıq taqtınıń*qaq* mańlayına,  
Qazıqqa qıstrip qoydı ol búgin,  
Shopan waqta kiygen jaman sharıǵın (I.Yusupov)
3. Titretpey *qaq* tarińdı janım "Tánawar" gózzal,  
Bunshelli titretip meni jazıǵ'm bar ma deymen. (I.Yusupov)

The word "qaq" in the examples is used as noun-adjective-verb and has different meanings.

Although it is pronounced the same in the Karakalpak language, there are some words that differ in the way they are pronounced, even if they are spelled the same way. For example: *azshılıq-ashshılıq, duzshılıq-dushshılıq, jaza aladı-jazaladı.Sosúrme* (n), *súrme* (v), *shıǵarma* (n), *shıǵarma* (v), *tuwrama* (n), *tuwrama* (v) and etc. Words that have the same pronunciation and spelling are called homophones. Omographs are words that are spelled differently instead of the same spelling[5, p. 256]. Now let's give them examples from the poet's works:

1. Bir túkten *shash* bolmas, bir gúrishten as,  
Bir túp baǵ bolmas, taw bolmas bir tas. (I.Yusupov)
2. Sol topıraqtı *shash* ústime kómerde,  
Hám anańniń tumarı bar sol jerde. (I.Yusupov)

Here, words that are homonymous with each other come in the service of homofoms.

1. Ata-baba bir jaylawda mal baqtı,  
Muwsa, Súyew bir duwtarda *tar* qaqtı.
2. Toparlasıp júrgen sıymas *tar* jerge,  
Hár kim shópler napaqasın hár jerde. (I.Yusupov)

In the first example, "tar" (n) means the string of a musical instrument, while in the second example, tar (adj) is used in the sense of a small, dimensionless space. These words have nothing in common with each other, and in the end they are homonymous words. We can include such words in the list of lexical homonyms.

1. Awır miynetine kónip,  
Islep qarater bolǵanbiz. (I.Yusupov)
2. Jas jigittey ashıq qılıp ómirge,  
Sóz marjanınter dep ilham bereseń. (I.Yusupov)

1. Qızıl qumǵaqoy jayıp, qozı tergen,  
Men súemen elimniń shopan xalqın. (I.Yusupov)
2. Qoy, endi sen maǵan úlpet bolǵandı,  
Atańniń qarızı bolmasa mende. (I.Yusupov)

The words "ter" (n), "ter" (v), "qoy" (n), and "qoy" (v) in these examples are made up of different part of speech and have different meanings. It is difficult to distinguish these words from one another unless they are uttered with a special intonation. These words are written in the same way in writing, but they are spoken in different ways. Such words were called homographs [6].

Dialectal lexical-grammatical homonyms were also found in our language. This type of dialectal homonyms is mainly related to each part of speech, and in the former form corresponds to each other, and in the rest of the time to some extent differs from each other. Their specificity is as follows:

If lexical homonyms consist of a single root word, and the dialectal lexical-grammatical homonymy series adds affixes to the word root with the affixes of the verb, homonymous series will appear. For example:

**Mata I** **Motocikl**, actively uses in the lexical structure of the Southern dialect of the Karakalpak language.

**Mata II** in the Kegeyli dialect of the Northern dialect it is pronounced in the sense of commodity.

**Mata III** in the Moynak dialect of the Northern dialect, a special type of fabric (plate) is woven from reeds to suppress the roof and place it on the walls.

**Mata IV** tie something up (v). This word is characteristic of most regions of the Northern dialects.

The difference of this type of homonymous series can be considered as its separation from other groups on lexical and grammatical features. Such properties are taken into account not in all forms, but in one form, and they are also called semi-homonyms [5, pp. 29-31].

**Mixed homonyms.** Words that are included in mixed homonyms have many part of speech, and the above two types (lexical and lexical-grammatical) are used. For example: **Quw I** n. Iyilgen uzın moyınlı suw qusı, aqquw. Jırshı qúslar hawada qosıq aytıp, qıyqıw salar kóldegi ǵaz benen quwlar (A.). **Quw II** adv. Qurǵap ketken, quwraǵan, qurǵaq. Quw shópten basqa nárese joq dalada bir. (Q.B.). **Quw III** adj. Hiyleker. Ámel tapqısh, epshil. Aysulıw da bir qubılıp shıqtı, keliwimenen-aq Qasimbek quw onı jawlap aldı (Z.A.)- **Quw IV** v. Qashqan náresege jetiw ushın sońına túsıw, juwırıw. Atlan! Usła, alıp ketti! Quw! Jet! (J.R.)

Аралас омонимдерде лексикалық және лексикалық-грамматикалық омонимдер бар. Бұл сөздер бір немесе екі емес, бірнеше бөліктерге арналған. Мысалға:

- Shappat penen *júz* qızartıp *júr*genler,  
Bul bazarǵa kire almas jigitler. (I.Yusupov).  
“Tuwılasań” dese maǵan *júz* ret,  
Tek te usı jerde tuwılar edim.

Jáhángir shah, qayt iraydan,  
 Arǵı júzge sıymaysañba? (I.Yusupov).  
 Házir nelerjúz bermeydi dúnyada,  
 Bir jaqlardıń suwı sıymas dáryaǵa.  
 Bul mısallarda “júz” sózi:  
 1.Júz (n) –the face of man.  
 2.Júz (num) - numeral.  
 3.Arǵı júz - on the other side of the river (adv).  
 4.Júz beriw - (v) appearance.

Homophones and homographs were also used in our language to differentiate the types of homonyms.

Many words in our language are pronounced in the same way, keeping the spelling norm, but there are many words that are spelled differently according to the spelling norm.

For example, the words "asshy" (the person who cooks) and "ashshy" (antonym of the word unleavened); The words "qara ala" (appearance) and "qarala" (verb) are pronounced in the same way, the spelling is marked differently. Homographs have the same pronunciation, but different spellings.

Although many words in our language are written together, they are pronounced differently depending on the meaning of the word patty, and there are also words that have meaning in front of them. For example, the words "alma" (v), "alma" (golden apple) belong to omographs.

### **Dialectical-literary homonyms**

It can be seen that this group of homonyms consists of both literary and dialectal words. Example: "maydan" 1. In literary language, 1) maydan, 2) field 3) battlefield. “Maydan“II is pronounced in the Northern dialect in the sense of time, epoch, epoch.

Mat I. The word in literary language is 1) a defeat in a chess game; 2) defeat in the aitys;

Matt II. means to press underfoot (In Northern and Southern dialects).

### **CONCLUSION**

The above examples show that homonyms in a literary language can be used alongside dialectal homonyms, and that there is a certain range of meanings between them.

Depending on the changes in the system of change of words included in dialectal homonyms:

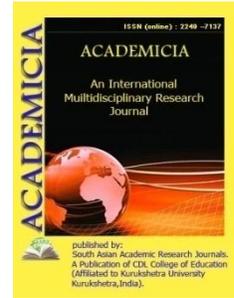
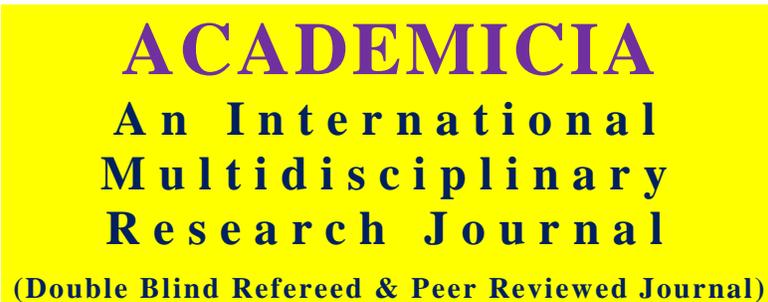
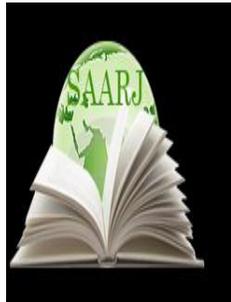
- a) true dialectal-lexical homonyms;
- b) dialectal lexical-grammatical (patch half) homonyms;
- c) can be considered as dialectal homonyms.

Homonyms in our language are used in the form of roots and derivatives. In the Karakalpak language, root homonyms are used more often than derivative homonyms, and in the lexicon of

the Russian language, according to academician V. Vinogradov[7], derivative homonyms are more common than root homonyms.

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## SHARAF RASHIDOV: OUTSTANDING STATE AND PUBLIC FIGURE

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### ABSTRACT

*In this article, the difficult situation that arose in the Republic of Uzbekistan during the former Soviet period, a prominent state and public figure, a well-known writer Sh.R.Rashidov was formed as a person and his leadership activity was shown, and his service in the development of agriculture, industry and culture of the Republic was covered.*

**KEYWORDS:** “Center”, Uzbekistan, Sh.R.Rashidov, Mirzachul, Jizzakh, Karshi, Gulistan, Boston, Marjanbulak, Istiqlol Palace, 1966 Earthquake, New Tashkent, Sh.Rashidov Diplomat, “Rashidovchilik”, “Cotton Business”, “Uzbeks Work”, Independence.

### INTRODUCTION

The name and activity of SharofRashidov, a well-known statesman and public figure, a well-known writer and a man of many talents, are inextricably linked with the life and history of the Uzbek people and cannot be imagined.

SharofRashidov has taken a worthy place in the hearts of our people with his great leadership skills, vast knowledge, rich memory, unique talent, wide-ranging culture, nobility and honesty, zeal, kindness, humility.

During his 66 years of short life, he worked in leading positions in Uzbekistan for 33 years, devoting his leadership skills, knowledge and full potential to the welfare of the people, the cure for their ailments, the development of our republic.

At the age of thirty-three, SharofRashidov was appointed Chairman of the Presidium of the Supreme Soviet of the Uzbek SSR.

It should be noted that in the history of the former USSR at this age no one had yet held the highest authority. In 1959, SharofRashidov was elected the first secretary of the Central Committee of the Communist Party of Uzbekistan, which was the highest position at that time. SharofRashidov served in this high position with perseverance and perseverance until the last day of his life and made a great contribution to the economic, political, social and spiritual development of Uzbekistan. Despite the persecution of the center, he took every opportunity along the way. He bravely overcame the difficulties of that difficult period and spared not even the dear life of the people, the path of development of the republic. Therefore, the honored son of the Uzbek people SharofRashidov with his great services will live forever in the hearts of our people, and his great name has taken a worthy place among the historical jewels of Uzbekistan.

SharofRashidov lived with great hope and confidence in the independence and bright future of Uzbekistan. As the First President of the Republic of Uzbekistan Islam Karimov said: "SharofRashidov was one of the figures who laid a worthy foundation for independence" [1, p. 89].

In this article, we will focus on the role of the famous statesman and public figure and well-known writer Sh.R. Rashidov in the history of Uzbekistan. We must not forget that Uzbekistan was one of the allied republics of the former USSR, and the socio-economic development of our country depends on the "Center", the Central Committee of the Communist Party of the Soviet Union.

### **THE MAIN FINDINGS AND RESULTS**

The formation, development and activity of Sh.R. Rashidov as a statesman and public figure took place at a difficult time during the former Soviet era. Sh. Rashidov led the republic for almost a quarter of a century. He served faithfully to the existing system. However, even in the most difficult conditions, SharofRashidov honestly fulfilled his duty to the Motherland as a child of the people. He tried to soften the orders from the center as much as possible, to raise money and resources for the welfare of our people and the development of our republic. He was forced to think of national interests on the one hand, and to implement the orders of the Center on the other.

It is known from history that if the state is not independent, it is natural for such insults and injustices to occur. As the President of the Republic of Uzbekistan Sh.M.Mirziyoev said: "If every nation, every state is not independent, others can insult not only the farmer, not only the worker, but also the poet, scientist and statesman" [2, p. 34].

Indeed, before the independence of Uzbekistan, the Center pursued such a policy towards Uzbekistan. Many selfless children of our people have been humiliated and their human dignity has been trampled.

SharofRashidov led the republic for almost a quarter of a century in very difficult and difficult years. During his presidency, he sacrificed his life to glorify the Uzbek name, to demonstrate its highest qualities, and, as the First President of the Republic of Uzbekistan Islam Karimov said, for "He planted his life, his whole being, for the people who brought him up" [1, p. 89] took a worthy place in the hearts of our people and won his love. As the President of the Republic of Uzbekistan Sh.M.Mirziyoev noted: "The name of SharofRashidov is inseparable from the history of the Uzbek people. SharofRashidov was a devoted son of his people and homeland" [2, p. 345].

SharofRashidov was an example to all, big and small, with his wonderful qualities - purity, sincerity, humanity, kindness, zeal, devotion and devotion to the Motherland. AskarAzimov from Jizzakh, who worked with the Central Committee for almost four years, recalls his leadership hours and skills as “his rich memory, art and skill, leadership ability and ingenuity were evident from the first conversation ... In every action, the lightness, kindness, and attention of the elders quickly captivated us” [5, p. 3].

As noted, SharafRashidov was an incredibly talented and talented person in all spheres. With deep thought and deep knowledge, he would surprise not only the public figures, but also politicians, diplomats, economic workers.

It is known that despite the difficult and difficult period in the history of our republic in nearly quarter century Sh. Rashidov headed Uzbekistan, the agricultural, industrial and scientific potential of the country developed due to the wise policy and natural wisdom of his father, and became one of the prominent republics of Central Asia. Indeed, during 1976-1981 years, industrial production grew by almost 30 percent, the plants of mineral fertilizers Almalik and Samarkand... and in general, about 100 industrial enterprises have been launched [4, p. 270].

During these years, Khiva carpet factory, Kuvasoy porcelain factory, Andijan, Bukhara, Margilan textile plants, Urgench, Gulistan oil plants were built and put into operation. Rashidov also made a significant contribution to the development of non-ferrous metallurgy in the country. At his direct initiative, the Almalyk copper concentrator was commissioned in 1962, and the Muruntau gold mine in 1967. This proved that Uzbekistan was a “white gold treasure”, but now it is a real gold mine.

“Muruntau processes 18 million tons of ore a year, initially 50 tons of gold a year, then this figure was 70 tons ... Uzbekistan is one of the largest gold producers in the world ... Then Almalyk plant, Angren, Chodak , Marjanbulak gold sorting factories have been built ” [4, p. 272]. Unfortunately, the gift of this great wealth of Uzbekistan was in the hands of the Center. And they were all taken to Moscow. This was a natural state of affairs in the Soviet system at that time.

The construction of many important facilities in the country is personally associated with the name of SharofRashidov. He was a skilled and wise statesman who cared not only for his time, but also for the future of the nation and the motherland.

As a result of the development of the Mirzachul, Karshi, Yazyovan, Surkhan-Sherabad and Jizzakh deserts, millions of hectares of protected lands have been opened, cotton fields, wheat fields, gardens and new cities have been built. Today, these regions serve the well-being of our people, the prosperity of our Motherland. During his leadership, dozens of cities such as Navoi, Zarafshan, Yangier, Gulistan, Boston, Shirin, Marjanbulak, Uchkuduk were built, which are of great importance for the development of our country and the life of our people. Rashidov has contributed to the creation of these cities, from the preparation of city projects to giving them a beautiful name.

Sh.Rashidov worked tirelessly to carry out construction and beautification works in all regions of the country, to develop the productive forces.

For the selfless leader of the Uzbek people, all the cities of Uzbekistan were dear and honorable. However, the center of the republic - Tashkent - was a city that deserved his special love.

Rashidov's contribution to the construction of a new Tashkent after the 1966 earthquake is invaluable. Academician AkilSalimov, an Uzbek scientist who worked side by side with him for many years, writes: "Housing, administrative buildings, and businesses destroyed by the 1966 earthquake were not the same as providing housing for people who were left homeless and relocated from distant lands. Today, everyone who uses the metro service in the capital, in theaters, museums, palaces of art or parks, pays homage to the bright memory of SharofRashidov ... Sh. Rashidov tried to make Tashkent one of the most beautiful cities in the East. It is no coincidence that our people call SharofRashidov the chief architect of the new post-earthquake Tashkent" [4, p. 8].

As a statesman and public figure, SharofRashidov has rendered invaluable services in introducing the Uzbek people to the world. The concept known in the world as the "Spirit of Tashkent" is directly related to the name of SharofRashidov. During his years as head of the republic, he said, "Uzbekistan has become a venue for various international forums. In particular, the International Film Festival of Asia, Africa and Latin America and the Conference of Asian and African Writers have been held in Tashkent. On October 7-13, 1958, Tashkent hosted the International Tashkent Conference of Asian and African Writers. The first film forum in Tashkent in 1968 was of a traditional nature, celebrated every two years, and from 1968 to 1988, 10 film festivals were held" [5].

As a result of such film festivals and forums, the status of the city of Tashkent has risen throughout the East, and the term Tashkent spirit has played an important role in the history of political relations.

Uzbekistan has hosted important international forums, socio-political summits, festivals and major sports competitions. Tashkent has become a city that regularly hosts regional summits and forums, attracting many heads of state and representatives of special international institutions. Creative evenings of Asian, African and Latin American scientists and cultural figures have started in Uzbekistan. "Tashkent has become a symbolic capital of Central Asia. It is no coincidence that the United Nations has awarded Tashkent the special status of "Ambassador of Peace" [5].

The skillful diplomatic activity of the well-known statesman and public figure, well-known writer Sh. Rashidov in foreign policy is also commendable. One of the most acute crises of the Cold War, the Caribbean Crisis of 1962, was an event in the relations between the USSR, Cuba and the United States that threatened the world with a new world war.

USSR President Nikita Khrushchev chose SharofRashidov as the head of the delegation to hold talks with Cuban leader Fidel Castro.

In fact, Khrushchev visited India in 1957 with Sh. Rashidov, was aware of his skillful diplomacy, and was confident in carrying out this complex diplomatic mission. Sh. Rashidov used all his diplomatic skills and successfully completed the task.

It is obvious that the honorable son of the Uzbek people Sh. Rashidov also made an important contribution to the development of Cuba, which has chosen its independent path in Central America. R. Gaziev, a veteran of the Uzbek aviation industry who now lives in the United States, writes in his memoirs: "Almost all publications on Cuba in Central America provide information about Rashidov, his role in bringing the two countries closer, his journalistic and writing

activities, and his contribution to the development of the deserts of Central Asia. Castro also devoted a few pages to Rashidov in his book "My Life", which was published in many countries around the world" [5, p. 390].

The first secretary of the Central Committee of the Communist Party of Uzbekistan Sh. Rashidov also played an important role in the cessation of hostilities between India and Pakistan and the signing of a peace agreement between the two countries.

On January 4-10, 1966, a peace treaty between India and Pakistan was signed in Tashkent. The first major major conflict between India and Pakistan over Kashmir in 1965 threatened to turn into a world war. The Prime Minister of India Lal Bahadur Shastri and the President of Pakistan General Muhammad Ayubkhan arrived in Tashkent for talks. After negotiations between the two, it was announced that an end to the war and a peace agreement would be established between them. This document went down in history as the Tashkent Declaration. The declaration called for "the return of the two sides' forces to their pre-conflict positions, the resumption of the full functioning of diplomatic missions, and the continuation of economic and trade ties between India and Pakistan" [6].

The signing of the Tashkent Declaration became a practical basis for resolving disputes between the two neighboring states. With this initiative, the leader of Uzbekistan has made a significant contribution to peace in the world by eliminating the threat of war and reconciling the two neighboring countries.

Almost a quarter of a century of history of our country has been associated with the name of Sh. Rashidov. Sh. Rashidov became famous as a statesman and public figure, a consistent promoter of peace and friendship between peoples. In particular, he was one of the most respected figures in the circle of Asian peoples.

The President of the Republic of Uzbekistan Sh.M.Mirziyoev in his speech on November 18, 2016 at a meeting with voters in Jizzakh region described it as "SharofRashidov is a humble and wise statesman, a well-known writer who ruled Uzbekistan in very difficult and difficult years, who did not tarnish the honor of our country and his name" [4, p. 343].

During the years of Rashidov's leadership, Uzbekistan has become a land of peace and friendship. His contribution to science, culture and art is significant in dozens of areas, such as the development of the national economy, the development of protected and gray lands, the construction of new cities, industrial enterprises, and large irrigation facilities.

Despite the opposition of the Center for the development of his homeland and the well-being of his people, he took full responsibility and served selflessly until the last day of his life, giving his whole being, even his dear soul.

After the death of the selfless leader of Uzbekistan SharofRashidov, a difficult situation arose in our country. Under the guise of "fighting crime", various investigative teams were sent to Uzbekistan from the former center. Personnel from different parts of the former Soviet Union began to flow into leadership positions in the country. As in the center, they took the lead in all provinces. In addition, a nationwide investigation into the so-called "Cotton Case" and the "Uzbek Case" has begun. Gdlyan's and Ivanov's groups have launched an illegal, brutal investigation into the Uzbeks. As a result of their violence, the courts issued unjust sentences.

So, “by 1989, more than 4,500 people had been convicted in these cases ... more than a thousand of those convicted had been sent to Siberian prisons to serve their sentences. The detainees could not withstand the methods of investigation and went so far as to commit suicide” [7, p. 323].

At that time, the whole republic was in danger, and our people were in fear.

It is known that R. Nishanov was elected the first secretary of the Central Committee of the Communist Party during such tragic events in Uzbekistan. Instead of rescuing the republic and the people from slander, he did not hesitate to beg for “It is impossible to work with personnel in Uzbekistan, so send more personnel from Russia to Uzbekistan” [8, p. 191] in order to look good to those in Moscow in order to maintain his position.

At that time, at a time when the whole republic was in a difficult situation, the pride of the Uzbek people was trampled, the confidence in the future was lost, and people lived in fear and danger, I.A.Karimov came to the leadership of the Republic of Uzbekistan.

Thankfully, the terrible and evil days, the end of unjust repressions, and the bright days that the Uzbek people and its selfless son Sh. Rashidov have been waiting for have begun. The Uzbek people, under the leadership of their leader I. Karimov, have gained state independence in Uzbekistan. The age-old dream of our great ancestors and people has come true. The pride of the Uzbek people has risen. A new era has begun in the history of Uzbekistan and in the life of the Uzbek people.

In the second year of independence, the First President of the Republic of Uzbekistan I.A.Karimov, recognizing the services rendered by Sh. Rashidov to Uzbekistan and our people for nearly 40 years, restored his honest and pure name and decided to celebrate the 75th anniversary of SharofRashidov. The 75th anniversary of the great statesman Sh. Rashidov was widely celebrated in the capital and all regions of the country.

The name of Sh. Rashidov was returned to farms, districts, branches, schools. A statue of this great statesman was erected in the center of Jizzakh, where SharofRashidov was born and raised. It was a symbol of respect, esteem and affection for the famous statesman and public figure and famous writer of today’s generation. This eliminated all “accusations” against the Uzbek people. With justice, the Uzbek people fulfilled their sacred duty to their great son and his troubled soul.

In 1994 (after his death) Sh. Rashidov was awarded the State Prize of Uzbekistan named after AlisherNavoi as the author of the idea of construction for the architectural complex of the Palace of Friendship of Peoples in Tashkent.

Continuing the prudent policy initiated by the First President, President Mirziyoyev adopted a resolution “On the celebration of the 100th anniversary of the famous statesman and writer SharofRashidov”.

In November 2017, the 100th anniversary of the birth of the famous statesman and public figure, well-known writer Sh. Rashidov was widely celebrated throughout the country. In this regard, Jizzakh region, Jizzakh district was named after SharofRashidov, and a memorial complex and a monument to him were erected in the center of the district. A grand meeting was held in the building of the Jizzakh regional theater, which was attended by President of the Republic of Uzbekistan Sh.M.Mirziyoev.

The SharofRashidov Museum operates in the center of Jizzakh and at the school where he studied.

In short, during the difficult period of Sh. Rashidov, Uzbekistan led for almost a quarter of a century. As a great statesman, he devoted his entire life to glorifying the Uzbek name. He was a great statesman of his time, a wise politician, an entrepreneurial leader. Sh. Rashidov skillfully raised the problems of Uzbekistan to the level of the common interest, and in this way managed to get a permanent addition to the republic. Former First Secretary of the Central Committee of the Communist Party of Kazakhstan D. Kunaev recalls: “Amir Temur had this greatness in this gentle Kyrgyz boy with a Kyrgyz pumpkin and a plane tree”. Both the cunning and the wisdom of this mighty man were sufficient. The center said "give cotton", and Sh. Rashidov promised to give the Siberian River”. Indeed, bringing the Siberian River to Uzbekistan was a great dream of Sh. Rashidov [9, p. 203].

SharofRashidov did not like to sit in his office and live with the people's worries and anxieties. He always wanted to be among the people, to know the life of the people closely.

No matter what region they go to, no matter how busy they are, President Mirziyoev visits homes and get acquainted with the life of the population. After all, no doubt, the head of state, the leader of the people, deserves his love only if he has such a quality.

## CONCLUSION

Almost a quarter of a century of the history of our republic is connected with the period of the leader of Uzbekistan Sh. Rashidov. One of the main tasks is to cover this period, which is far from the current generation, and to explain the place of the famous statesman Sh. Rashidov in our history.

As the President of the Republic of Uzbekistan Sh.M.Mirziyoev said: “We have a history worth envying. We have great ancestors worth envying. We have incomparable riches that are worth envying. And I believe that, God willing, we will surely have a great future worth it” [2, p. 482].

Indeed, the Uzbek people should be proud of their rich history and great ancestors. SharofRashidovichRashidov, a respected and devoted son of the Uzbek people, has a worthy place in this history. Our people will never forget the selfless services of the famous statesman and public figure and writer SharofRashidov to Uzbekistan and our people, as well as his honest and pure name.

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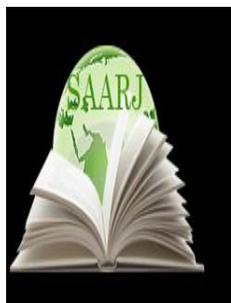
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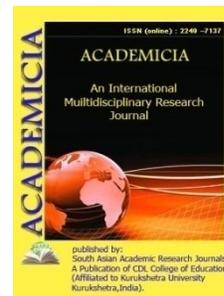
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## LANGUAGE AND STYLE PARAMETERS OF AUTHOR'S PROGRAMS IN THE GENRE OF DIALOGUE ON TELEVISION

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### ABSTRACT

**Objective:** the purpose of this course is to analyze the structure, content, variety of topics, the skills of the hosts, the language and style of the author's performances in the interview genre, broadcast by national TV channels in Uzbekistan. **Methods:** observation, induction, systematic analysis, comparison techniques were used in the research work. **The results:** achieved by analyzing the structure, composition, variety of topics, the level of their preparation, the skills of the hosts, the manner of interview of TV journalists, linguistic features of the show with the analysis of local TV shows. **Scientific novelty:** the expression of author's shows on modern television, the new trends observed in them, the mutual aspects of the characteristics of traditionalism and modernity have been studied. **Practical significance:** the practical significance of the achieved results is explained by the fact that it is possible to prepare textbooks and educational manuals on television in higher educational institutions.

**KEYWORDS:** Television, Dialog Genres, Author Shows, Language And Style Opportunity.

### INTRODUCTION

When viewing various public and private channels on television, you can find both a message and a report, essay or show. This period disappears in terms of time or as a result of industry progress, genres that went unnoticed on television are also increasing. This is especially true in analytical genres. Therefore, categorical division, division of journalistic materials into genres is observed mainly in theory, but in practice the phenomenon of integration of genres in their application continues. However, among all journalistic genres, in terms of their form, structure, interview, conversation genres, viewers will be able to distinguish faster than in other genres.

In this article, the author analyzed a number of interviews and conversations with the author's programs broadcast on TV channels of Uzbekistan, studying the elements of language, style and skill in their programs, the actions of the hosts in order to increase the effectiveness of the television work. Through this, the author tried to show the position of dialogical genres in the activity of interactive television.

Journalists who have a creative approach to the genre of the interview-conversation, quickly recognizable among the audience. Especially if the journalist can find a lot of interesting questions and ask them to the interlocutor, then there will also be more such interviews-those who watch the interview. As a result of the conversation, rare thoughts and comments reach the majority. Buda, of course, is of great importance due to factors such as the skill of the journalist, personal qualities, and the full use of genre opportunities.

There are general rules for all interviewers. First of all, the interviewer must be thoroughly prepared for the interview. From the actress who plays the main role in the series "What role do you play?" This question shows that the journalist is not prepared for an interview. One of the informational genres that are widely used in the media, is the interview. The purpose of the interview is to find out the essence of the question and bring it to the audience. This genre serves as a broad and deep coverage of all aspects of public life and serves to quickly and reliably convey reliable information to the audience.

### **Research result**

In the interview, first of all, the topic occupies a special place. In other words, the subject that is covered through it must be relevant to society, have social significance, and be able to arouse the interest of readers. And this requires intelligence, observation on the part of the journalist. One of the main requirements of the interview is to find the right people who can highlight the most important events and give information about them, as well as call them to communicate. "The interviewer's success depends primarily on how well prepared they are for the interview. And his preparation begins with choosing the person he wants to interview. This is one of the most important aspects of the interview. Because the success of the interview will largely depend on the respondent's personality, what knowledge they have, and how much information they can provide on the chosen topic. Particular attention should also be paid to the accuracy of interviews. To do this, you need to ask clarifying questions that will further clarify the issue. At the same time, these questions must be asked in time, as well as the necessary answers to them. During the interview process, a controversial method based on mutual distrust, an elite method based on a sense of social responsibility, and one of the methods of cooperation can be used.

In a contradictory way, there may be a competition of opinions between the interviewer and the Respondent. The intervals created in this way are most often seen in tabloid Newspapers. According to canadian John Savatsky, such competition is quite natural. But this method of collecting information prevents the journalist from getting a full interview. In fact, the conflict of thoughts is more typical of the conversation genre. Because questions are asked and answered at the interview.

On this issue, a journalist should not focus on demonstrating their knowledge to the Respondent or audience. This is an elite way of interviewing. In this case, the interview becomes a material that expresses the interests of a particular group. For this reason, this genre is not considered a

genre in which the mind teaches or the journalist looks at his knowledge. Because it should serve to deliver fast-paced and important information to the audience.

The best way to get an interview is based on collaboration. It is based on mutual trust and the truthfulness of the information provided. In fact, any interview should also be based on openness, transparency, tolerance, relevance, interest, and mutual respect. Another of the main requirements for an interview is brevity and thoroughness. Questions in materials prepared in the interview genre will have these two characteristics. Specific questions that are intended to be answered unambiguously ensure that the information is clear to everyone. According to E. Fichtelius, comprehensively perceived, short, concise and simple questions are the best questions.<sup>1</sup>

Unnecessary details are not a specific feature of the interview. X. Dustmukhammedov<sup>2</sup> commented that the task of journalists at the time of the interview is to get information – not to Express their opinion. The list of "fail-safe sins", which the canadian journalist and scientist divided into journalistic questions, is known and popular among journalists.

These are:

- **Questions that require answers in the form of "Yes" or "no".** They are also called closed questions. According to the study, 50 percent of the questions asked during the dialogue fall into this category. For this reason the interviewer should avoid such questions;
- **Use approved sentences instead of question sentences.** The audience, listening to such an interview, does not get a new idea for themselves. Only the journalist gets acquainted with his reviews and no more;
- **Ask two questions at the same time.** As a rule, when reading interviews with such questions, it is observed that the Respondent has only one answer to the question, or the last question asked is remembered, the more they strive to answer it. Therefore, in an interview, each question should be asked separately from the other.<sup>3</sup>

Although the interview is a small genre of information and volume, it is one of the most accessible genres for quickly searching, processing and transmitting the necessary information. Because "the interval between the interview taken and published should be as short as possible".<sup>4</sup>It is easier and more convenient for the audience to watch and understand the material prepared in the interview genre and the novelty put forward in it than in other genres. Any information can be transmitted either in a new message or in the reportage genre. But if it is prepared and broadcast as a question-and-answer with a source of information, the journalist will be able to hear among the questions a question that interests or torments him, and get an answer to these questions even without viewing the show in the entire interview genre.

The interview also consists of three components, like other genres: introduction (lid) - it is usually short; the main part-it consists of questions and answers; conclusion-today this part is often called by journalists sounds like this: "Tell us about your plans for the future", "What other projects are you planning to implement?»But among the TV shows, you can also see interviews that are prepared in an unusual style.

In particular, the host and author SaodatUrmonova tries to get an unusual interview from the characters of her show in the program "peace of Mind", which is broadcast on the TV channel

"Uzbekistan". Heroes can sometimes be seen in places where we see them among the tulips, sometimes associated with their sphere. In one of the shows on 19.02.2018<sup>5</sup>, a conversation was broadcast with ErkinSadikov, who worked as a mechanical assistant in many popular Uzbek films. The author does not introduce his character at the beginning of the program. In neutral words, she says that a person who shares spiritual kindness, introduces their hero and tells about their way of life. After that, a short interview will be given about what films the hero worked on. Then the name and surname of the hero appears on the screen with his pictures. In some broadcasts, the author himself delivers the opening words on "Stand-up". And in the main part of the show, the author tries not to be seen. But in order to show her participation and presence in the process, she herself addresses questions to her hero, remaining unnoticed. - Are you now someone who also went through acting face-to-face? You also have experience as an operator. Which one is more difficult? Be an actor or a cameraman? she asks her first question. When asking questions, you will notice that the author uses a more conversational style. Therefore, in the first question asked, you can observe the repeated use of the word "also". In the next question, we also see the use of dialects: "what countries have you been to?"

Entering into communication with the interlocutor in this conversational style, on the one hand, serves as a natural and easy course of communication, but when the prepared text, written in a dialect, is rich in artistic elements that correspond to the norms of the literary language, the questions posed in a conversational style, in our opinion, are not purposeful.

The journalist's questions take an important place in the manifestation of the features of any interview and conversation. Questions are the main factor in determining these aspects. "The question should be based on logic and contain accessible information and direct the movement of thoughts. As the main weapon of the journalist in obtaining information, the question may unexpectedly object to the Respondent. A correctly asked question from the interlocutor does not allow you to get away from the question forcing him to talk in a dump. The journalist's questions are formed in advance depending on the topic of conversation, the environment, the problem being discussed, or are born during the dialogue.<sup>6</sup>

- «*Do you find any flaws in the films that you made yourself?*» in subsequent inquiries, the author begins to succumb even to a certain awkwardness. After the interviewee has stated that he finds disadvantages, the next question is: "*For example, what disadvantages have you found?*» - based on his answer, the journalist again refers to this question to clarify the answer. In an interview with word is available to a larger number of respondents. This is why the skill of a journalist can be seen in the way she manages this process. In addition, it is especially important to be able to ask the necessary questions. "Whatever the question is, the answer will also be the same," they say. Good, complete answers come from a good question, not good, and incomplete answers from content come from weak and ill-considered questions.<sup>7</sup>

The author's show "Theme and essence", which is broadcast on the TV channel "Culture and education", is also prepared in the interview genre. It will be brought to the attention of viewers live. At the second demonstration,<sup>8</sup> an interview was given on the 1st initiative of five important initiatives put forward by the President of the Republic of Uzbekistan. 1-the initiative was aimed at broad involvement of young people in the activities of cultural and art institutions, 4 representatives of the Ministry of culture were represented as respondents to the show. The host and author of the program, MahmudaTojiboeva, addressed various questions to the respondents.

The President of our country paid special attention to attracting young people to music, art and culture, and asked why. In the process of raising this issue, the word sport also sent support. "I'm sorry, but sport is not the 1st initiative, but the 2nd initiative," the journalist stressed. When asked about the reason, it was obvious that the host was agitated. And arousal distracts dreams, it is much more important not to get aroused, especially when you ask questions, not to distract the imagination with other things. Since the subject is at the political level, this can be judged by the correctness of the gross mistake made. There were a lot of extra sentences, words, and comments in the questions. In particular, "Let's now talk about our shortcomings. We have enough shortcomings in the field of culture. What is being done to eliminate shortcomings, where are our pain points? In this sentence, 2 questions are asked in a row. This, first of all, distracts the interlocutor, as you would expect, the Respondent answered only one question, that is, how things are if there are shortcomings in the field of culture.

Researcher M. Lukin distinguishes between direct and indirect types of questions. Indirect questions are often used for the purpose of obtaining information relevant to the respondent's personal life, or directly using examples that should be applied in cases where imposing a specific question is somewhat inconvenient.<sup>9</sup> Direct and open questions serve to give the Respondent a clear and concise answer to them. It will be as if the viewers who watched this interval were introduced to the material in the genre of small news. Only here can you clarify the basic information as a result of questions and listen to it from the language of the relevant person to know its authenticity. It's easier to see an interview like this than a simple message, let's see. Because it provides accurate information in a simple language that everyone understands.

Host M. Tojiboeva also uses direct questions. But it adds an Addendum to almost every question. For example, *"This decision also pays attention to the support of representatives of the sphere. Please tell us how you feel about their support. From this decision, what other additions did you intend to make?"* Another aspect of the show should also be paid attention to the studio setting. In the old style, a Studio was used, without showing a live audience in cold colors. And in the middle, the staff displayed on the monitor did not look very good because the lamp was placed incorrectly. In cases where the monitor was not used in the Studio, it would be more appropriate to indicate the name of the show there in large print. Because the monitor was never used during the display.

In the program "Exclusive conversation"<sup>10</sup>, which is broadcast on the TV channel "Culture and education", GulmiraMusadzhonova addresses russian journalist Alexey Denisov with direct questions. – *"What is interesting and important to you about history, the past?", "Should television encourage the viewer to think or is its task just to please the audience sitting in front of the screen with infotainment shows?"*

The peculiarity of the show is that it is always filmed in different places. But the aspect that unites them is the simplicity of the conversation place and in a classic style. Over a cup of coffee, a journalist talks with his interlocutor about the field in which he works. The reason for using the word exclusive in the name of the show is the expression of interlocutors from among famous, foreign-speaking foreigners or compatriots. You don't always watch conversations with them through TV screens. This is also its exclusivity. Extra information about the interlocutor in the show, no attachments are given. This applies directly to questions. The more she listens, the fewer questions she asks. The image of the host is also specific. She does not use makeup, does

not make up, it often manifests itself in loose hair and wear dresses of classic style. In addition, the journalist does not make contact with the audience during the show, she literally gets to the place and the environment in which she interviews. She doesn't say hello to the audience or say goodbye to them. In the show, the main focus is on the interlocutor.

In addition, in many interviews and conversations, the journalist does not know the meaning of his word, using many words "wasted". This makes it difficult for the audience to perceive them. For example, a simple question starts with long sentences, but when it comes to the end of the question, the question arises whether the journalist needed such a long "introductory" part. For example, in the program "Traffic Light",<sup>11</sup> which is broadcast on the TV channel "Uzbekistan", the host and author Nazima Vohidova talks with the actress Nargiza Abdullayeva. The presenter begins the introductory part with a few longer sentences. When talking in the car, without getting a full answer to the question, looking at the words of the interlocutor, she translates it to a completely different topic. Looking in the mirror when the actress was small, feeling like a famous actress, imagining microphones from a pen and saying that she was training, the journalist addresses the question: *"Didn't it interfere with your studies?" Some of my teachers hurt my heart,* " the respondent says. – *"Maybe they want you to be better, to study well?"*, - the conversation is being conducted in a different direction. In the process of answering this question, the beginner is again distracted by the conversation, saying: *"Oh, a traffic light. Green light, Nargiza, you have always been lucky in the field of art, in which your path is open."* Starting a conversation on one topic during the conversation, the presenter leads the topic in a completely different direction and distracts the audience from the main topic and the first question asked. This interferes with the perception of the essence of the conversation. – *"Were there any artists in the family? How did your parents see it? We have the first red light, Nagisa,"* said the narrator during the interview. In one sentence, there are 2 questions and one information about the external situation. In this case, the imagination of the viewer and the interlocutor is distracted by a red light. In general, this situation is observed throughout the conversation.

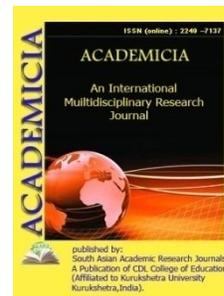
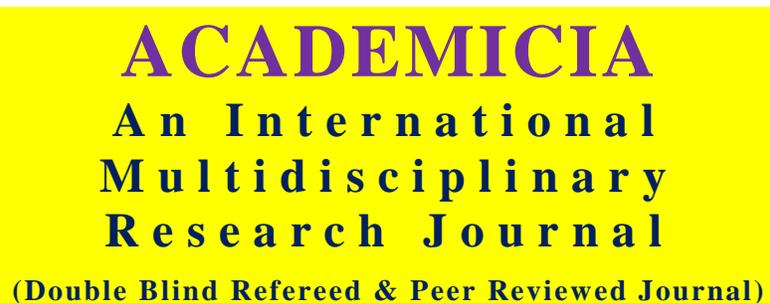
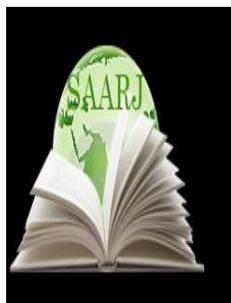
## CONCLUSIONS

In addition, when studying interviews broadcast on Uzbek television, a certain pattern of questions was observed in them. In this case, we are referring to words or sentences that are repeated in questions, but rather focuses on uniformity in the structure of questions. One of these techniques, which is most often used, is that the journalist, when asking a specific question, tries to clarify it more precisely because of the interrogative pause of the interlocutor. The host understands the other person's pause as a sign that they don't understand the question. Questions structured in this way are not always successful. These questions can serve to some extent as proof of the journalist's ignorance. But the purpose of any question, in our opinion, should be aimed at getting important, interesting information from the interlocutor.

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## THE STATE OF THE PROSTACYCLINE-THROMBOXANE SYSTEM IN PATIENTS AFTER AORTIC CORONARY BYPASSING

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### ABSTRACT

*In order to clarify the role of the prostacyclin-thromboxane system (PTS) in the development of acute circulatory disorders in the early postoperative period after coronary artery bypass grafting, its condition was studied in 56 patients with coronary artery disease. In patients with the development of vascular insufficiency and shock, a decrease in the level of thromboxane in the blood was revealed, while in patients with arterial hypertension, increased concentrations of thromboxane in the blood were determined in the absence of changes in the level of prostacyclin. There were no significant differences in the content of prostacyclin and thromboxane between the groups of patients with an uncomplicated course of the postoperative period and with the development of complications such as heart failure and hypovolemia. It was found that the factors influencing the state of PTS in patients after CABG surgery are: the duration of artificial circulation, blood loss during surgery, the number of platelets in the blood, hypocapnia. The factors influencing the platelet aggregation ability are: the duration of artificial circulation, the number of platelets, the degree of "emptying" of the alpha granules of platelets, the functional state of the PTS.*

**KEYWORDS:** Prostacyclin-Thromboxane System, Hemostasis, Platelet Aggregation, Heart Failure, Coronary Artery Bypass Grafting

## INTRODUCTION

### RELEVANCE OF THE STUDY

The intensity of the processes of coagulation-fibrinolysis in the early postoperative period, the risk of thromboembolic complications, on the one hand, and bleeding, on the other, and, finally, the possibility of developing varying degrees of circulatory disorders in operated patients dictates the need to study the systems that regulate these processes.

According to the literature, the prostacyclin - thromboxane system (PTS) is one of the leading systems of neurohumoral regulation, which determines both the state of central and peripheral hemodynamics and platelet-vascular hemostasis [2, 3, 4, 6, 9]. Prostacyclin has a powerful antiaggregatory and vasodilating effect [4, 5, 7, 9]. Thromboxane, on the other hand, is a platelet aggregation stimulator and vasoconstrictor [3, 6, 7, 9]. A finely balanced ratio between prostacyclin and thromboxane in normal conditions ensures optimal rheological properties of blood, volumetric parameters of blood flow, general and regional hemodynamics [3, 7, 8, 9, 11, 12].

It is relevant to study the state of PTS in patients with coronary artery disease (CHD) who underwent coronary artery bypass grafting (CABG) under artificial circulation (CI). Operations on the "open heart" among surgical interventions occupy a special place. As a result of the impact on the body of a complex of factors, such as extensive surgical trauma, hypothermia, hemodilution, the use of the IR method, "artificial hemophilia", multicomponent anesthesia, etc., patients after surgery develop complex disorders in the hemostasis and hemodynamic system, requiring maximum tension of regulatory mechanisms for maintaining homeostasis.

Purpose of the study: In order to elucidate the role of PTS in the development of acute circulatory disorders, we studied its condition in 56 patients with coronary artery disease after coronary artery bypass grafting (in the early postoperative period).

### MATERIAL AND RESEARCH METHODS

The work is based on the data of examination of 56 patients with ischemic heart disease, angina pectoris of exertion and rest, who were operated in the department of heart surgery of the Scientific Center of Surgery of the Russian Academy of Medical Sciences.

All examined patients were male. The patients' age is 30-65 years. The average age is  $50.64 \pm 0.94$  years. According to the severity of the disease, all patients were assigned to the III and IV functional class (FC) according to the New York classification of cardiologists.

All examined patients in the preoperative period received basic drug therapy with drugs of the nitroglycerin series, tranquilizers, antiarrhythmic drugs, cardiac glycosides, and potassium preparations were prescribed according to indications.

42 patients underwent coronary artery bypass grafting of 2-5 coronary arteries, 11 - coronary artery bypass grafting + mammary coronary artery bypass grafting, 3 patients - coronary artery bypass grafting in combination with resection of the left ventricular aneurysm. All operations were performed under cardiopulmonary bypass with non-pulsating blood flow using the standard technique of hypothermic perfusion with a decrease in the temperature in the esophagus to 27 degrees. and the creation of hemodilution with a decrease in hematocrit up to 25-30%. All patients underwent multicomponent general anesthesia using muscle relaxants.

A set of methods was used to examine the patients. It included: a study of the state of PTS, platelet hemostasis, central and peripheral hemodynamics, acid-base balance and blood gas composition.

The examination of patients was carried out on the eve of the operation - in the morning, on an empty stomach, at the end of the operation, 3 and 18 hours after the operation.

The state of PTS was assessed by the content in the venous blood plasma of stable metabolites of prostacyclin and thromboxane - 6-keto-PGF<sub>1a</sub> and TxB<sub>2</sub>, determined by radioimmunoassay using commercial kits of the Institute of Isotopes of the Hungarian Academy of Sciences. Blood samples were taken from the cubital vein into refrigerated polypropylene tubes containing the prostaglandin synthetase inhibitor indomethacin (20 µl / ml) and 6% EDTA (20 µl / ml blood). The plasma was separated by centrifugation at 3000 rpm and 4 ° C for 20 min. Plasma was stored at -20 ° C until radioimmunoassay.

Platelet hemostasis was studied by the aggregation properties of platelets and the reaction of platelet release by β-thromboglobulin, determined by radioimmunoassay using commercial kits from Amersham (England). The aggregation properties of platelets were determined according to the V.R. Born method using the ELVI-840 device.

To assess the state of central and peripheral hemodynamics and the clinical course of the early postoperative period, we analyzed in all patients the indicators characterizing the activity of the cardiovascular system, acid-base balance and blood gas composition.

Depending on the clinical course of the early postoperative period, patients with an uncomplicated course of the postoperative period and with the development of acute circulatory disorders were identified.

In 44 patients in the early postoperative period, at certain stages of observation, complications such as heart and vascular failure, arterial hypertension, hypovolemia, shock and bleeding were noted. We have analyzed the state of PTS in these most common complications after CABG at all three stages of observation in the early postoperative period.

## RESULTS AND DISCUSSION

Indicators of the content of metabolites of prostacyclin and thromboxane in the blood and the functional properties of platelets in patients with acute circulatory disorders in the early postoperative period are presented in Table 1.

As can be seen from the data presented in the table, the most pronounced disorders in the PTS state due to changes in the thromboxane link of the system are observed in patients with complications such as shock, vascular insufficiency, and hypertensive syndrome. Low concentrations of thromboxane, significantly differing from those in patients with an uncomplicated postoperative course, were identified in shock and vascular insufficiency. The content of thromboxane in blood plasma in shock is 50.8%, and in vascular insufficiency, 37.7% lower than the values obtained in patients with an uncomplicated course of the postoperative period. In hypertensive syndrome, high levels of thromboxane in the blood plasma were revealed, significantly exceeding its content in patients with an uncomplicated course of the postoperative period.

**TABLE NO. 1 THE CONTENT OF 6-KETO-PGF1A AND TXB2 IN THE BLOOD AND THE INDICATORS OF THE PLATELET HEMOSTASIS IN PATIENTS AFTER ASC SURGERY WITH DIFFERENT VARIANTS OF THE COURSE OF THE EARLY POSTOPERATIVE PERIOD**

Studied indicators	Clinical course of the postoperative period					
	Uncomplicated course	Arterial hypertension	Vascular insufficiency	Shock	Heart failure	Hypovolemia
6-keto-PGF1A (pg/ml)	401.0±31.1	317.1±32.6	368.1±1.6	493.2±59.1	405.7±77.7	417.8±49.8
TxB2(pg/ml)	326.7±20.5	494.5±58.3*	203.5±48.2	160.6±33.6*	318.4±34.0	380.4±49.4
6-keto-PGF1A/TxB2	1.05±0.07	0.71±0.12*	1.9±0.47*	2.43±0.37*	1.26±0.27	1.14±0.12
6 keto-PGF1A/number of blood clots.pg/thousand blood clots	3.08±0.41	3.06±0.43	4.1±1.48	6.95±0.71*	4.2±0.88	2.5±0.44
TxB2/number of blood clots.pg/thousand blood clots.	2.28±0.17	3.89±0.67*	1.96±0.59	2.57±0.33	2.97±0.37	3.06±0.63
Quantity platelets(thousand/ml)	153.1±9.9	119.4±12.5*	133.5±19.1	73.2±5.77*	123.4±12.5	170.6±15.8
Speed aggregations platelets(mm/min)	11.8±0.78	8.0±2.51	10.8±1.68	7.0±1.3*	10.9±2.49	12.18±1.49
B-thromboglobulin(ng/ml)	183.6±11.7	180.4±17.3	201.8±33.8	222.0±23.3	161.7±23.04	164.8±21.01

\* -  $p < 0.05$ , \*\* -  $p < 0.01$  - significant differences in comparison with the uncomplicated course of the postoperative period

Thus, the content of thromboxane in the blood of patients with arterial hypertension and vascular insufficiency differ significantly from each other. These states are opposite in nature and have diametrically opposite values of thromboxane in the blood.

The content of prostacyclin in the blood plasma in patients with acute circulatory disorders did not have significant differences compared to the same indicator in patients with an uncomplicated postoperative period.

Thus, we have established significant changes in the level of the thromboxane metabolite in patients with the development of such complications as shock, vascular insufficiency and hypertensive syndrome, which led to an imbalance between the levels of prostacyclin and thromboxane. In shock and vascular insufficiency, the ratio of prostacyclin-thromboxane significantly exceeded the values obtained in patients with an uncomplicated postoperative course. In patients with arterial hypertension, a significant decrease in the ratio of prostacyclin-thromboxane was noted. It should be noted that the changes in the state of PTS are unidirectional

with such complications as vascular insufficiency and shock. With these complications, there was a decrease in the content of thromboxane in the blood plasma, which determined a unidirectional shift in the equilibrium between prostacyclin and thromboxane towards the prevalence of the prostacyclin metabolite.

The most pronounced changes in the PTS state were observed in patients with shock. The level of TxB2 during the development of this complication was significantly lower than the values obtained in patients with an uncomplicated course of the postoperative period, which led to an imbalance between the studied hormones towards the absolute predominance of prostacyclin. In our study, it was found that the low thromboxane level in patients with shock is due to prolonged cardiopulmonary bypass and significant blood loss during surgery, and also, probably, by the fact that platelets with a high thromboxane synthesizing ability are selectively consumed during disseminated intravascular coagulation, which is a constant attribute of shock of any etiology. High levels of prostacyclin in relation to the number of platelets were noted in patients with shock, who, along with other factors, are actively involved in the compensatory-adaptive response of the body in response to a stressful situation. By preventing platelet aggregation and exposing fresh platelet thrombi to disaggregation, prostacyclin, possibly, prevents the formation of microthrombi in the microcirculation system in patients with shock.

There were no significant differences in the content of prostacyclin and thromboxane between groups of patients with an uncomplicated course of the postoperative period and with the development of complications such as heart failure and hypovolemia.

Correlation analysis in patients with arterial hypertension revealed a direct relationship between systolic blood pressure and total peripheral vascular resistance on the level of thromboxane (correlation coefficients 0.672 ( $p < 0.05$ ) and 0.673 ( $p < 0.05$ ), respectively, and an inverse relationship between systolic and mean arterial pressure on the level of prostacyclin, which confirms the pathogenetic role of these hormones in the development of arterial hypertension.

In patients with vascular insufficiency, a positive relationship was established between the value of diastolic pressure and the level of thromboxane (correlation coefficient 0.638).

Thus, disorders in the PTS state in patients in the early postoperative period are accompanied by changes in vascular tone. A decrease in the level of thromboxane and a shift in the ratio of prostacyclin-thromboxane towards the prevalence of prostacyclin are accompanied by a decrease in vascular tone, while an increase in the level of thromboxane and a decrease in the ratio of the ratio lead to arterial hypertension.

In our work, we analyzed the factors affecting the state of the PTS and the platelet link of hemostasis.

It was found that the longer the EC, the lower the level of ThB2 and the lower the number of platelets in the blood, the more reduced the aggregation ability of platelets and the higher the level of  $\beta$ -thromboglobulin in the blood.

The levels of metabolites of prostacyclin and thromboxane were inversely related to the number of platelets in patients after CABG surgery: the lower the number of platelets in the blood, the higher the level of the studied hormones relative to their content, and vice versa.

It was determined that the fewer platelets in the blood, the lower the platelet aggregation and the higher the level of  $\beta$ -thromboglobulin in the blood. A negative correlation was found between the indicators of platelet aggregation and the level of  $\beta$  - thromboglobulin.

It has been established that blood loss during surgery exceeding 1000 ml leads to a decrease in the level of metabolites of prostacyclin and thromboxane in the blood.

The level of prostacyclin in the blood is significantly affected by the violation of ventilation processes in the lungs. In our work, it was found that hyperventilation of the lungs, leading to hypocapnia, increases the level of prostacyclin in the blood. This is consistent with the data of a number of studies (10, 11), where it was also found that hyperventilation of the lungs, leading to hypocapnia, promotes the synthesis of vasodilatory PGs, in particular prostacyclin.

Considering that one of the main functions of PTS is the regulation of the functional state of platelets, a study was carried out of the relationship between the levels of prostacyclin, thromboxane and the aggregation capacity of platelets. The established negative correlation (correlation coefficient 0.64) between the ratio of 6-keto-PGF1A / platelet count and platelet aggregation ability suggests that the factor contributing to a decrease in platelet aggregation properties in patients after CABG is an increase in prostacyclin level relative to platelet count.

Thus, we have established that the factors influencing the state of PTS in patients after CABG surgery are: the duration of artificial circulation, blood loss during surgery, the number of platelets in the blood, hypocapnia.

The factors influencing the platelet aggregation ability are: the duration of artificial circulation, the number of platelets, the degree of "emptying" of the alpha granules of platelets, the functional state of the PTS.

Thus, on the basis of the above, it can be concluded that PTS makes a significant contribution to the establishment of the body's adaptive response in response to surgical trauma. An increase in the level of prostacyclin and thromboxane relative to the number of platelets is an important compensatory-adaptive response of the body, aimed at ensuring the adequate functioning of the hemostasis and hemodynamic system. Imbalances between the levels of prostacyclin and thromboxane in patients after CABG are accompanied by disorders of vascular tone and hemostasis.

The study of the state of PTS in patients on the first day after CABG surgery expands the understanding of the pathophysiology of the early postoperative period and makes it possible to develop tactics for the treatment of disorders in the state of the platelet level of hemostasis and hemodynamics, based on the analysis of changes in the regulatory factors of the hemostasis system and hemodynamics.

## CONCLUSIONS

1. Coronary artery bypass grafting in patients with coronary artery disease causes a significant increase in the level of prostacyclin and thromboxane relative to the number of platelets with a simultaneous decrease in the rate of platelet aggregation and an increase in the level of  $\beta$  - thromboglobulin in the blood compared to preoperative levels.
2. In patients in the early postoperative period after CABG with the development of vascular insufficiency and shock, a decrease in the level of thromboxane in the blood was revealed, while

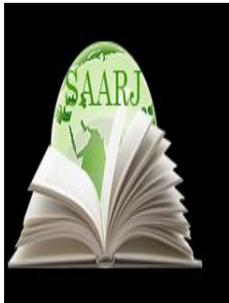
in patients with arterial hypertension, increased concentrations of thromboxane in the blood were determined in the absence of changes in the level of prostacyclin.

3. Significant differences in the content of prostacyclin and thromboxane between groups of patients with an uncomplicated course of the postoperative period and with the development of complications such as heart failure and hypovolemia were not revealed.

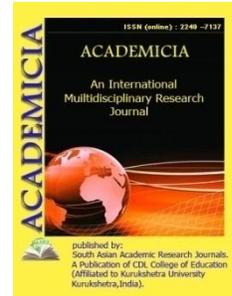
4. It has been established that the factors influencing the state of PTS in patients after CABG surgery are: the duration of artificial circulation, blood loss during surgery, the number of platelets in the blood, hypocapnia. The factors influencing the platelet aggregation ability are: the duration of artificial circulation, the number of platelets, the degree of "emptying" of the alpha granules of platelets, the functional state of the PTS.

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## THE PHENOMENON OF HOMONYMY IN AVIATION TERMINOLOGY

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### ABSTRACT

*The types of terms are characterized by extreme complexity in terms according to the form and meaning. The fact that these terms are consciously developed in contrast to spontaneously formed and consumed words, that they are the product of the creativity of individuals as opposed to social ones, and that experts rely on similarities in different fields in naming their research objects plays an important role. This leads to such phenomena as polysemy, polyfunctionality, synonymy, and homonymy. The article describes the differences polyfunctional terms among the terms of aviation. Also it enlightens that homonymy is a universal phenomenon for almost all layers of language, units of varying complexity in terms of structure and semantics. In general, the connection between the meanings of such terms is characterized by certain attenuation from the connection between the meanings of the polysemantic terms and the tendency towards homonymy.*

**KEYWORDS:** *Homonymy, Polysemantic, Aviation Terms, Phenomena, Meaning, Complexity, Semantics, Language System, Connection, Polyfunctional, Lexicon.*

### INTRODUCTION

In world linguistics, homonymy is studied not only as an important theoretical issue related to the basic unit of language - the establishment of word boundaries, but also as one of the complex issues of practical lexicography. By the end of the twentieth century, the science of linguistics had risen from the empirical to the theoretical stage. Synonymy and polysemy are legitimate phenomena for languages, while homonymy is evaluated as a random phenomenon. In fact, homonymy is also one of the immanent and necessary laws for the language system. Hence, homonymy is a legitimate phenomenon of the language system, enriching the lexicon and

grammar of languages. It should be noted that homonymy is a universal phenomenon for almost all layers of language, units of varying complexity in terms of structure and semantics.

### MAIN PART

Much work has been done in Uzbek linguistics on the nature and function of terms, ie their lexical-semantic, grammatical features, differences of terminological lexicon from the general lexicon. Taking into consideration above, we make comments on some lexical-semantic, grammatical features of aviation terms. The term is a clear linguistic expression of a concept belonging to a field or network of social activity. Some terms may also be general for closely related industries or networks. This indicates that there is a certain relationship between those industries or sectors. For example, lexemes such as *body*, *wing*, *nose*, *tail* are used in the literary language in their own sense, while in aviation terminology their meaning is limited and they represent only one concept related to this field. It is clear that if the term-related field or network is not clearly imagined and taken into account, it will be difficult to limit the concept to be understood from it.

The lexeme “*свеча*”–*candle* is used in the common language to mean “*a rod that serves as a light source, with a wick inside*”, and in aviation it means “*the part of an internal combustion engine that emits electric sparks and burns the fuel mixture*”. The specificity of people's understanding and imagination will have to be clearly reflected in the terminology of a particular field. In such a case, in order to express the concept clearly, the means of expression belonging to the field itself are used as an auxiliary tool. It can be seen that the concepts can be of a relatively general nature as well as of a specific nature. In terms, this concreteness must be fully and clearly reflected. But the generality of the concept should not be understood as being equally relevant to all areas. The boundary between a word and a term is also determined by this. The fact that the term refers to an industry or network ensures its accuracy. This is one of its main features. But the word field should not be understood in a narrow sense, that is, only in terms of science and technology or culture. The term is scientific. This is explained by the clarity of the concept being scientifically expressed. When defining a term, its relevance to a particular field becomes clearer, and the difference from common words is also evident. Terms lack emotionality and expressiveness. Some suffixes, which express emotional-expressive meaning, lose their function in terminology and create a term that is an expression of a clear concept. For example, in the Uzbek aviation terminology, there is no emotionality in the suffixes *-chi*, *-li*, *-lash* in terms such as *shturmchi*, *qo‘sh qanotli*, *bombardimonchi*, *tormozlash*. Apparently, these suffixes served not as an evaluator of the term, but as a constructor of the term as an expression of a new concept.

### RESULTS AND DISCUSSIONS

It is well known that some words in a language have many meanings. The ambiguity of words is a legitimate phenomenon in the general lexicon and is the richness of language. When terms are ambiguous, they complicate the exchange of ideas, hindering the development of terminological vocabulary. The word can be used in a different sense in each context. For the term, the text is not taken into account. It remains an expression of a concept in a particular system. The main criterion is that the term acquires a single meaning in science, technology, in general, in some area of human activity or in areas close to it. But people interpret the meaning of the term differently. Some say that its sign of monosemanticity is associated only with the text, i.e., it has

only one meaning in the text. The term usually means the same concept in any text. [Tursunov U., Muxtorov J., Rahmatullayev Sh.1992. P- 124]Some say that in order for a word to be a term, its scope must not be limited to one area, but its meaning must be limited, that is, words and phrases that are clear and stable expressions of a particular concept cannot be terms. [Mamatov N. 1976, p- 68] However, most terminologists associate the monosemantic nature of a term with a single terminological system or areas that are close to each other. In fact, it becomes a meaning within a terminological system, whether it deviates from it or becomes a word. So, these features of the term allow it to be described as such. The term is a means of expression that corresponds to a concept in the system of concepts related to science, technology, culture, art, production, and a particular field of human activity in general. The term is specific to the national language. It is applied written the same. Terms are conditional, that is, the word or phrase that has become a term conditionally performs this function, that is, its content is formed within a terminological system, from which it can change. It is also an element of communication as a simple word. This task is, of course, limited, within an area or network. A truly exemplary term is always synonymous in a terminological system. Whether its function is increased, it becomes either polysemantic or homonymous. When there is a certain semantic connection, polysemantic, when the semantic connection is broken, homonymous terms appear. When a term mainly refers to concepts related to the terminology of different fields, the semantic connection between the two concepts becomes unnoticeable. Because when people in one field think, they don't even think about the concept of the other field. Hence, the formal equality in some terms follows from this. The phenomenon of formal equality in terminology is called homonymy. Homonymous terms occur mainly as the same expression of different concepts and things in a particular language terminology. Almost all of the homonymous terms were polysemantic words, which were used to express different concepts in the terminological lexicon. For example: *bosim*-pressure, *aloqa*-contact, *gabarit*-gauge, *stabilizator*-stabilizer, etc. Homonymous terms occur mainly as a logical continuation of polysemantic words. But because they belong to different fields, the connection in meaning disappears. Words such *asuchuvchi*, *gorizont*, *elevator*, *shturmovik*, *raketa* are polysemantic words in literary language, while in terminological lexicon they are homonyms.

Because, on the one hand, they are related in meaning, on the other hand, they belong to different terminological systems. That is, it is only a form in the terminological system. We think that the differences between homonymous words and homonymous terms are as follows:

1. Homonymous words belong to different word families. In homonymous terms, however, there is always a noun-equestrian feature.
2. While homonymous words are used to give an emotional tone in the process of speech, to provide ideological height, artistic decoration and attractiveness in literary works, homonymous terms create special terms in terminology.
3. If there is a general literary language for homonymous words, it is a terminological lexicon for homonymous terms.

Hence, the phenomenon of homonymy is a semantic process that has its own character in terminology and gives rise to special terms.

The phenomenon of homonymy in common language should never be confused with the phenomenon of homonymy in terminology. We know that in a number of terminological systems, lexical-semantic term formation has been and continues to be used effectively.

In the enrichment of the terminology of various fields, the formation of terms by this lexical semantic method plays an important role. For this reason, many terms can be found on the basis of commonly used words in various fields. This is an indication that terminological vocabulary is in constant contact with common vocabulary. This connection is of a two-sided nature, in which just as some words undergo lexical-semantic changes and become a term, the term also loses some of its features and becomes a common word. Usually, the term becomes clear and unambiguous in its field, and when it goes beyond its field, this feature disappears or becomes a member of another field of terminology. Therefore, when words in general use in a field of terminology, they acquire a specific concept in this field, that is, their meaning is limited, and also it is specialized.

In literary language, there are phenomena such as semantic migration, expansion, narrowing. The meaning of a word or term changes under the influence of these factors and contributes to the development of terminology. When a term is formed by the lexical-semantic method, not all of the meaning shifts are equally involved.

In Uzbek terminology, there is a situation in which household terms, human organs, natural phenomena can be transferred to another field, just as the term has become a term due to the name change. As a result, a term expresses different meanings in different fields and in turn creates interdisciplinary homonymy in terminology. Homonymy is a widespread phenomenon. In defining homonymy in language, first of all, the independent lexical meaning (semema), then the form (uniformity in writing) is taken into account, and in distinguishing homonymy from polysemy, the thread, chain between the sememes of the lexeme is broken or preserved. However, in terminology, especially in interdisciplinary homonymy, the connection between two lexemes or terms is preserved to a certain extent, i.e. the meanings they express are completely unbroken.

The concept of homonymy plays an important role in many scientific fields, such as terminology, logical semantics, and semiotics, and is a natural generalization of a particular linguistic concept. Homonymy is a graphical and (or) phonetic representation of words (lexemes, word combinations) that have different meanings.

Homonymy is the end point of the expression of polysemy - a phenomenon that is equally specific to common literary language and terminological systems.

There is a continuous "exchange" of lexical units between terminological systems and a common language: words of a common literary language lose some of their properties and become terms, while terms become units of a common language. Terminological processes are the source of the formation of homonyms in different terminological systems. Terminological homonymy differs from this phenomenon in the vocabulary of the general literary language. In scientific language, we encounter the phenomenon of homonymy, and it is the result of semantic change of the word, because "polysemy is diverse and becomes homonymous"[Reformatskiy A. A.1967. p-88]and so on.

Terminological homonymy differs radically from general literary language for the following reasons: "Terminology uses only one type of homonymy"[Danilenko V. P. 1977. p-72], "... homonymy in relation to terminology can only be described as an intersystem phenomenon: either to these terms of different terminological systems or to common literary language words lexical-semantic terms that have become relatively homonyms "[Shurigin N. A. 1997. P-167].

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The essence of homonymy is not clearly explained in the scientific and linguistic literature. Scholars in the field have taken different approaches to the assessment of terminological homonymy. A. Bulakhovsky calls homonymy a disease of the tongue; [Bulakhovskiy L. A. 1954] L. A. Novikov considers the relations of words that are uniform in form and unrelated in meaning to be chaotic and exclusive; [Novikov L. A. 1982, p-272] In A. A. Reformaty's understanding, "homonyms are the indifference of things that should be different in any case". [Reformatskiy A. A. 1996, p- 536]

Homonymy and polysemy are integral attributes of simple, natural language, enriching the general literary language by expressive means. Many researchers believe that homonymy cannot be accepted in a scientific context, and some even consider it dangerous.

V.V. Vinogradov, D.E. Rosenthal, M.I. Fomina, and some other researchers describe homonymy as a phonetic and grammatical randomness of linguistically unrelated linguistic units. Homonymous words, in the opinion of these linguists, are primarily characterized by their independent comparison with one or another phenomenon of reality, so there is no associative conceptual-semantic connection between them, which is characteristic of different semantics of polysemantic words. In the realization of the lexical meaning of homonyms, their interference is excluded [Vinogradov V. V. 1960. № 5. p. 3-17].

As a result of the semantic division of a word, homonymous terms become lexical units with different meanings belonging to different terminological fields, losing the invariance of their internal forms. The lack of independence of the term within the system, its interrelationship with the term field is one of the main criteria for distinguishing homonyms: homonyms can be homonymous only if they belong to different fields, the problem of polysemy and homonymy outside network terminology loses all meaning [Tatarinov V. A. 1996. P-311].

There are lexical units in aviation terminology that have homonyms, and let us focus on an analysis of them:

a) in the general literary language interpreted by metaphor:

*elevator*- 1) a vertical conveyor (general consumption) with mechanical equipment for receiving, transporting, cleaning, drying, sending large quantities of grain; 2) a holding device for suspension of a turntable during bypass operations (in aviation);

*gorizont*- 1) a clear line of communication between heaven and earth (common use); 2) the plane of horizontal movement of the angle at any level (in aviation);

*uchuvchi*- 1) Adjective form of the verb *uchmoq* (in general literary language);

2) Aircraft controller, driver specialist (in aviation).

Such words of the common language, becoming a term, retain only the "phonetic shell", the meaning of the word changes completely, the semantic derivative is based on the semantic transmission of the horse on the basis of formal logical relations:

b) in other terminological systems: *stabilizator*- 1) A device that automatically keeps a process, e.g., an electric current or voltage, flat. TV stabilizer (in industry); 2) The fixed part of the tail wing (in aviation), which provides longitudinal stability and control of the samolyot;

*shturmovik*- 1) In Nazi Germany: a member of the Nazi organization (in the field of history); 2) a warplane attacking ground targets from a small height; such aircraft pilot (in aviation);

*raketa*- 1) a projectile that rises to the sky when the charge inside burns, is used to signal in military operations and to illuminate the necessary places(military); 2) jet propulsion aircraft (in aviation);

*radiolokatsiya*- 1) a branch of science and technology engaged in the detection and location of objects on land, water and space by radio engineering;2)Distant objects, e.g., airplanes, etc. k. methods and means of locating, detecting, and distinguishing the location of radiographs returned from them (in aviation);

*radiator*- 1) in the heating system of buildings: a heating device (in construction) consisting of cast iron, steel, ceramic pipes, in which hot water or steam circulates; 2) Device for lowering the temperature of coolant or oil in an internal combustion engine (in aviation).

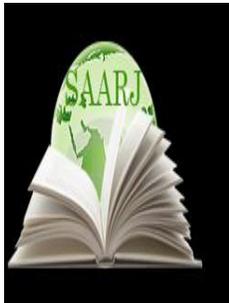
## CONCLUSION

Taking into consideration homonymy is a branch of lexicology, it plays an important role not only as theoretical issue belongs to the basic unit of language which forming of word boundaries, but also as one of the sophisticated issues of practical lexicography. Homonymy in aviation is the result of the semantic formation of a sign, the fragmentation of the meanings of a polysemous word, the loss of the transition parts of the whole.

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**MULTIFACETED ART CREATOR**

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**ABSTRACT**

*Outstanding bard Komiljon has been living and will live in our souls with his music and songs forever. Indeed, everything may have already been said, all articles may have already been written about this bard of singers since. Whenever, when you try to write something about him, it is certain, you discover his new feature for yourself.*

**KEYWORDS:** *Shepherd, Distant Melodies, Otaniyozokhund, Khushsoat*

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**INTRODUCTION**

The versatile artist, People's honoured artist Komildjon Otaniyozov was one of the artists who made a great contribution to the development of Uzbek music. It is no exaggeration to say that in the video and magnetic tapes of his performance, maqom songs, suvora, dastaans, songs are still loved and listened to by our art-loving people. Whenever we speak about famous *Khorezm Lazgisong*, we remember the unforgettable image of Komildjon Otaniyozov.

The famous exhortation songs "*Ayrima*"(Stay with), "*Ko'ring*"(See), which promote purity, sincerity and courage, and the song "*Til*"(Language) about the need to learn foreign languages with Avaz Otar's ghazal have been revered among the best examples of Uzbek music for many years. The song by *Podachi*(Shepherd's song), which is considered to be important for its educational significance and is popular among the people, is characterized by a philosophy of life, human devotion, and the glory of the country. We often observe the harmony of poetry and music in the creation of such vital works. Most surprisingly, the author of the text of this song was Komiljon Hafiz himself. Komiljon Otaniyozov's father Otaniyaz Akhund Niyazi (1844-1928) was one of the prominent representatives of the Khorezm literary environment in the late XIX and early XX centuries. "Otaniyaz was known as a poet, musicologist, calligrapher and translator. Akhund Niyazi's talent was recognized in his time."<sup>1</sup>

Of course, the son of such a rare talent could not have been unaware of poetry. In addition, Komiljon Otaniyazov's wife Imsinoy Polvonova (people respected her as 'ana' means granny) also practiced poetry, and undoubtedly served as a huge wing for the musician's flight in the world of art.

The playwright Kamil Avaz expresses warm thoughts in honor of Komiljon Otaniyazov in his pamphlet 'Distant Sounds'. "He was a mature singer, a man of knowledge, a man of high culture, who, in addition to the lexical meaning of Arabic and Persian words in the dictionaries, he shared his views on the meaning and place of words in *ghazal*, and could argue over a letter of some words. To cut in short, he was a man of delightful talk."

In 1952-55, Komiljon who have already gained fame and studied at the Tashkent State Conservatory and toured the world for travel concerts. During one of such tours to India, the song "Hello to the people of India" by him claimed of great popularity.

One of Komiljon Otaniyazov's little-known features is that he was able to record six and a half of Khorezm's makoms on audiotape. This rare audio recording is currently stored in the Golden Fund. In addition, the teacher was a great help to the young Matniyaz Yusupov, who in 1950-60 felt the threat of the disappearance of the Khorezmmakom songs and tried to preserve them for future generations. Matniyaz Yusupov "studied the notes of Khorezmmakom songs from Matpanoota, Madrahim Sheroziy, Khojikhon Boltaev, Komiljon Otaniyazov, Abdusharif Otajonov and other teachers, and first published it in one volume, then in 1980 in three volumes."<sup>2</sup>

Komiljon Otaniyazov's sense of patriotism has already attracted the attention of the leaders of our country. In particular, when the First President spoke about Khorezmian music, he always reminded of the famous phrase in "Podachi's song" (Shepherd's song): "Heaven gardens of abroad cannot replace a single thorn of my motherland for me." In 2016 current president of Uzbekistan Shavkat

Mirziyoyev who was once a performer of his function focusing on the point said: "If we create a modern creative center named after Komiljon Otaniyazov in the region and a beautiful garden in it, if we allow our talented young people to come here and study the secrets of literature and art, cinema and photography, it will be a brilliant job." In order to preserve and promote the immortal memory of Komiljon Otaniyazov, a luxurious garden creative talents center was established along the Shovot Canal. It is safe to say that this beautiful garden has become another gift for our art-loving people on the birthday of Hafiz (The Bard).

In accordance with the initiative decision of the President to widely celebrate the 100th anniversary of Komiljon Otaniyazov in 2017, various competitions were held at the regional and national levels. The best songs and melodies of the bard were performed in these contests. Since the beginning of the year, large public concerts have been organized all over Khorezm region. The participation of honored artists of Uzbekistan Rahmatjon Kurbanov, Ogabek Sobirov, Azamat Otajonov in the concert program added a special charm to the content of concerts and contests. More than 50 singers and musicians, young male and female dancers from Uzbekistan, neighboring Tajikistan, Turkmenistan and Karakalpakstan took part in the jubilee contest. The final stage was held in July 2017 in the park named after Komiljon Otaniyazov in Shovot district. The winner of the Gran-Pre, the singer Nabijon Khudaiberganov was recognized by the jury, and the audience supported them with heartfelt applause.

The senior lecturers of the Department of Music Education of Urgench State University BotirRakhimov, KomiljonAbdirimov, RustamBoltaev, SamandarKhudaiberganov, DoniyorbekObidov established a public fund "Music and Fine Arts" named after KomiljonOtaniyozov. (2013) The purpose of this public fund is to increase the place and role of music and fine arts in the education of the younger generation, to awake their love for the Motherland through the demonstration of creative abilities. A number of books dedicated to KomiljonOtaniyazov have been published under the auspices of the Foundation.

A group of people from different fields, who appreciate the creative art of KomiljonOtaniyozov, did a great job to please the spirit of the bard with their creative works. In particular, the sculptor of Uzbekistan, academician of the Academy of Arts of Uzbekistan, master painter AtakhonAllaberganov masterfully embodied the statue of the teacher. In addition, a novel by playwright KurbanMuhammadrizo dedicated to KomiljonOtaniyozov, a collection of songs by SamandarKhudaiberganov 'Hush soatedi' (Pleasant Hours were) and several dozen of books were published.

We can guess from the fact that all the composers have contributed to the multifaceted work of the singer KomiljonOtaniyazov, his life did not end, on the contrary, he was immortalized in the depths of our hearts with his songs. If this is the case, then it would be marvelous that the articles and poems about Komiljon are still being copied on paper, leaving a mark on the minds of the people of the pen.

The classic song "Nigora", created and performed by one of the outstanding people of his time, Komiljon Otaniyazov, is one of the hundreds of songs born in the Fergana-Tashkent local style with great skill. Although the doyra style of the song belongs to this local style, one can feel the Khorezm melody and moans from the very beginning of the melody. After all, Komiljon Otaniyozov's performance always has a unique Khorezmian musical dialect.

The classical song "Nigora" composed by Komiljon Otaniyozov to the ghazal of the classic poet Furkat has a special position in the creative repertoire of the hafiz. Here we can see how twin miracle are words and music together. The introductory part of Nigora's song begins with a slightly quieter melody. The melodious voice of the hafiz harmonizes with the melody of the music. Every sound of the instrument is loud and clear. If we pay attention to the words of the text, Hafiz's love for his lover is overflowing. At first, it is said that the beloved is intoxicated with love, sick, but the lover does not care about him at all. In our opinion, despite the fact that Furkat's ghazal is dedicated to this divine love, this song has a special meaning in the performance of Komiljon Otaniyazov. Because when you hear it, you get the impression that the hafiz is performing for the person he loves. The features of professional performance in singing will catch your attention. Words are emphasized at the beginning of the sentence, and at the end it ends with diminuendo in the language of music.

## Part 1

## Nigora

Furqat g'azali

M.M. ♩=95-100

Ni-go - ro xas -  
 - ta-lik ko'per - di man - da Ne-tay kim yo'q  
 e-rur bir rahim san - da Ko'n-gul qon bog -  
 - la-di mo nan - di bul - bul A-yo ey g'un -  
 - cha-lab qil sang - chi han - da

With the beginning of each new part, the power of words begins to show its beauty in the way of the definition of a friend. In the second part, which begins with "Not like your teeth ..." Sometimes he tells her that her teeth are more than the jewels of the state of Oman, and sometimes he tells her that her lips are unique in the rubies of the ancient land of Yemen. But after this meeting, he says, his body stops bowing to him.

## Part 2

Tu-shing - ga o'x sha-masum  
mo ning mingdur - ri La-bing - dek la' l yo'q mul-ki Ya man -  
- da O' shal kun bir ko' rib ra' no yu zing - ni  
qa -ro -rim qol - ma-di jo- nim ni tai - da

## Part 3

The third part tells about his thoughts that he thinks and speaks about her everywhere in the hope of meeting her. At the same time, it is natural for us to understand that the lover is in love.

Ja - mo - ling vas - fi - ni yo zib ni - go - ro  
O' qur - man o'l - tu - rub har an - ju man - da

## Part 4

In the fourth part of the climax, the young man's condition is compared to that of a cauldron wandering in hope, and in the climax, which begins with "Kulah is in my head ..." one can clearly feel Komiljon Otaniyazov's excited moan, which is not repeated in any of his previous songs. It is compared to the painful sighs of a true lover. This oil feels like the tempo of the work has accelerated a bit. In fact, the fact that the song is coming to an end and the climax has been removed makes us understand it that way.

In the concluding part, the lover also tells about the conditions of the previous lovers and tells Furkat not to worry so much that his sweetheart does not seem not to love him.

(oy) - - -

- - - so' ro-g'ing ay - la-bon bo'l dim qa lan - dar

Ku-lah bo shim - da-yu eg nim - da jan - da

Ju-nun sah-ro - si-da Maj nun bo' lur - di G'a-mim

bo'l-sa e-di gar Ko'h - kan - da Kelem - di Fur - qa-tiy

ko'pchek - ma af - g'on Ni-go-ring naz - di-da bo'l ding pi-san -

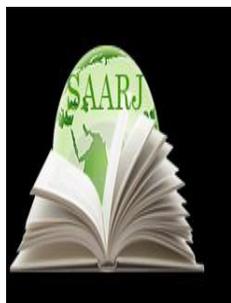
-da Ni - go - ring naz - di - da

*poco rit.*

bo'l- ding pi - san da

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## EFFECTS OF SOWING DATES ON HARVEST ELEMENTS AND PRODUCTIVITY OF SUNFLOWER VARIETIES

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### ABSTRACT

*Sunflower is the main source of vegetable oil for technique. The main way to increase the yield of sunflower is to cultivate modern early maturing varieties that are adapted to the soil conditions of the region for each region. This scientific article develops the basic elements of the technology of cultivation of oilseed sunflower as a secondary crop of high yields from fast-ripening varieties. Planting sunflower as a secondary crop after wheat has led to increased yields when planting times are used correctly. Depending on the number of seeds in a basket and the time of sowing their weight, it is proved that the number of seeds in the basket increases when the sowing period is repeated in the second decade of June.*

**KEYWORDS:** *Sunflower, Repeat, Crop, Term, Oil, Variety, Yield, Early Ripening, Past Tense, Farm Characters, Seed, Seedling, Productivity, Basket.*

### INTRODUCTION

Sunflower oil is mainly used in food. It is whitish yellow, clear, semi-dry (iodine number 119-144), the seeds contain 29-56% fat and 15% protein. The oil contains up to 62% of biologically active menolic acid, vitamins A, D, E, K, phosphatides. Sunflower oil is rich in linoleic and oleic, unsaturated fatty acids. Such oils are close in quality to olive oil.

Sunflower oil is used in the manufacture of margarine, mayonnaise, canned fish and vegetables, confectionery, lacquer, soap. 25-50 kg / ha of honey is obtained from sunflower.

16-22% of sunflower seeds are husks and seed husks are used in the production of hexose and pentose sugars. Ethyl alcohol and feed yeast are produced from hexose sugar, and furfural, which is used to produce plastics and synthetic fibers, is obtained from pentose. From 1 ton of sunflower seed husk is obtained 32 liters of ethyl alcohol or 100-150 kg of feed yeast, replacing 100 kg of glycerin. 0.1 fodder unit per 1 kg of husk, and 10 g is digestible protein. A basket of sunflowers is also a good food for livestock. The empty basket left after the separation of sunflower seeds contains 5-5.5% fat, 6-8% protein, 0.7-0.8 fodder unit per 1 kg of flour basket, and contains 38-43 g of protein. Feed pectin is produced from the basket.

When planting sunflower as a secondary crop, it is important to make efficient use of lands vacated by autumn cereals, to set planting dates correctly, to develop and introduce methods of intensive land use to harvest crops several times a year.

### **The degree to which the problem has been studied**

When newly created intensive varieties of sunflower are planted without irrigation, high yields can be obtained when planted in the following seedling thickness:

- In the southern steppe - 40 thousand / ha,
- In the northern steppe - 50 thousand / ha,
- In the forest steppe - 55-60 thousand / ha.

For hybrids, it is recommended to increase the seedling thickness to 10-15 thousand / ha, and sowing an average of 4-6 kg of seeds per hectare is considered effective [3].

Sunflowers are planted in rows 60, 70 cm width. The planting of low-growing (0.8-1.2 meters in height) early ripening varieties with a thickness of 70,000 bushes per hectare gave good results. The sowing rate of oilseed sunflower seeds is 5-10 kg per hectare, 35-40 kg for silage, 6-7 cm for sowing, 8-10 cm for light soils [2, 4].

M.Amanova noted that at the Uzbek Botanical Research Institute, when the seeds of "Jahongir" variety were sown on March 20 (air temperature 10-12<sup>0</sup>C), the time from germination of the first seeds to germination of grass (75%) took 16-18 days, on April 5 (weather temperature was 16-18<sup>0</sup>C) and 7-9 days when planted [1].

According to M. Lukov and other scientists, the best time for repeated sowing of sunflower is in Samarkand region - 5, Navoi region - 10, Kashkadarya region - 15, Surkhandarya region - until July 20. "Jahongir", "Rodnik", "Sur", In the scheme of sowing of varieties "KK-1", and hybrids "Krasotka", "Sambred-254", "Luchaferul" 70-25 cm, thickness 57.1 thousand bushes / ha, line "Sam Agricultural Institute 20-80" 70x30 cm. It is advisable to plant at a thickness of 47.6 thousand bushes / ha. [7].

### **RESEARCH CONDITIONS AND METHODS**

Experiments were conducted in 2015-2017 in the conditions of typical sierozem soils of the experimental field "Center for Innovative Developments and Consulting in Agriculture" of Tashkent State Agrarian University. In the experiment, 4 varieties of sunflower "Jahongir", "Rodnik", "Dilbar" and "Navruz" were sown on June 20, July 1 and July 10.

Placement, calculations and observations of field experiments “Methods of conducting field experiments” (5), stem height of sunflower varieties (at all stages of development), number of leaves per bush, basket weight, number of seeds in basket and their weight, 1000 seed weight, leaf surface (A.A.Nichiporovich, 1963), [8] was determined by the effect of the feeding area.

Productivity was reduced to 12% and purity to 100% by grinding separately for each variant. The obtained data were analyzed mathematically according to the instructions of B.A.Dospekhov (1985) [6].

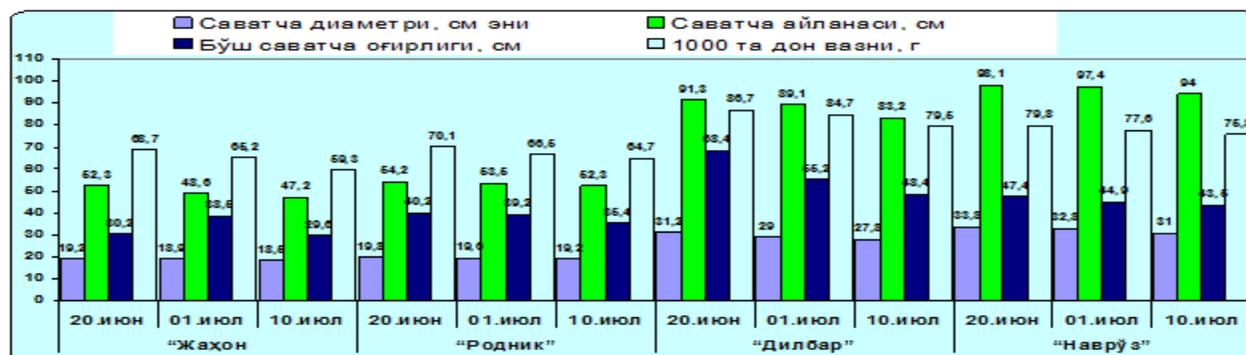
## RESULTS

According to the study, the diameter of the baskets of the control variety "Jahongir" was large at the time of sowing on June 20, 19.2 cm, the diameter of the baskets was slightly reduced to 18.9 cm on July 1 and 18 at the time of planting on July 10. It was found to have a diameter of 5 cm. During the same sowing period, the diameter of the baskets of Rodnik was 19.8, 19.6 and 19.2 cm, and 0.6, 0.7 cm larger than the baskets of Jahongir. The influence of sowing dates on the development of baskets in the Dilbar variety was positive, and they were found to be larger than in the Rodnik and Jahongir varieties. In the early period, it was found to be 31.2 cm when planted on June 20, 29.0 cm in the second period planted on July 1, and 27.8 cm in the third period planted on July 10. This variety was 12.0 cm, 10.1 cm and 9.3 cm larger in terms of diameter than the baskets of the control variety “Jahongir”. The diameter of the baskets of the Navruz variety has been studied experimentally.

It was found to be larger than Jahongir, Rodnik and Dilbar varieties, 33.8 cm in the sowing period on June 20, 32.8 cm in the sowing period on July 1 and 31.0 cm in the third period. The baskets of this variety are 2.6 cm, 3.8 cm and 3.2 cm in diameter compared to the Dilbar variety. The diameter of the baskets was 14.0 cm, 13.2 cm and 11.8 cm compared to the Rodnik variety and 14.6 cm, 13.9 cm and 12.5 cm respectively in terms of sowing time compared to the Jahongir control variety (Table 1).

The weight of the baskets from the counted plants was weighed and the total weight of one basket was determined. It was found that planting times have a positive effect on the weight of the baskets.

In the control variety “Jahongir” at the time of sowing on June 20, the total weight of one basket averaged 85.5 g,



Picture 1. Effect of sowing dates on harvest elements of sunflower varieties

the weight of the empty basket was determined to be 30.2 grams after purchase. At the time of sowing on July 1, the total weight was 86.8 g and the weight of the empty basket was 38.5 grams, and at the time of sowing on July 10 it was 66.4 grams and the weight of the empty basket was 29.6 grams.

In the experiment, the baskets of the "Dilbar" variety were large, with a large number of seeds and weight. The average total weight of one basket when planted in early June 20 is 148.4 g and the weight of an empty basket is 68.4 g, 128.8 g when planted on July 1 and 55.2 g when planted in an empty basket, and an empty basket is 118.8 g when planted late July 10. The weight of the basket was 62.9, 42.0 and 52.4 grams, and the weight of the empty basket was 38.2, 16.7 and 18.8 grams, respectively, compared to the control variety "Jahongir". The total weight of the basket was 45.3, 37.5, 43.9 grams and the weight of the empty basket was 28.2, 16.0 and 13.0 grams, respectively, compared to the variety "Rodnik".

The average weight of one basket when planted in early June 20 is 123.0 g and the weight of an empty basket is 47.4 g, 113.5 g when planted on July 1 and 44.9 g when planted in an empty basket, and 98.7 g when planted on July 10. and the weight of the empty basket is 43.5 grams, the total weight of the basket is 37.5, 26.7 and 32.3 grams and the weight of the empty basket is 17.2, 6.4 and 13.9 grams, respectively, in terms of sowing time compared to the control "Jahongir" variety was heavy. In contrast to the "Dilbar" variety, the total weight of the basket was 25.4, 15.3 and 20.1 grams, while the weight of the empty basket was 21.0, 10.3 and 4.9 grams, respectively.

Depending on the number of seeds in a basket and their weight at the time of sowing, the increase in the number and weight of seeds when the sowing period is repeated in the second decade of June was brought.

In the experiment, the yield elements of Dilbar and Navruz varieties were close to each other and higher than those of Jahongir and Rodnik varieties. When Dilbar was sown in early June 20, it averaged 922.7 seeds per plant and weighed 80.0 grams. At the time of sowing on July 1, there were 868.9 seeds, weighing 73.6 grams. Late on July 10, 865.4 seeds were sown, weighing 70.4 grams. The number of seeds of this variety and their weight increased by 117.8, 128.1 and 244.8 pieces and weighed 24.7, 25.3 and 33.6 grams, respectively, according to the sowing period of the control variety "Jahongir". Rodnik variety was 25.4, 85.4, 254.9 more than the sowing period and weighed 17.1, 21.5 and 30.9 grams.

At the time of sowing on June 20, the Navruz variety had an average of 951.0 seeds per plant and weighed 75.6 grams. In the second period, there were 884.0 seeds, which weighed 68.6 grams. During the third sowing period, there were 728.2 seeds and its weight was 55.2 grams. The number of seeds of this variety and their weight increased by 146.1, 143.2 and 107.6 seeds and weighed 20.3, 20.3 and 18.4 grams, respectively, according to the sowing dates of the control variety "Jahongir". According to the sowing period of Rodnik, the number of seeds increased by 53.7, 100.5 and 117.7, and the weight was 12.7, 16.5 and 15.7 grams. According to the sowing period of Dilbar variety, the number of seeds increased by 28.3 and 15.1, and on July 10 it decreased by 137.2 and weighed 4.4, 5.0 and 15 grams. The Navruz variety weighs 79.8 grams when sown early on June 20, 77.6 grams when sown on July 10 and 75.8 grams when planted late July 10 formed. It can be seen that a decrease of 2.2 and 4.0 grams was observed in late sowing periods compared to early sowing.

Delays in planting sunflowers have led to an increase in undeveloped seeds in the middle of the baskets. In the Jahongir control variety, underdeveloped seeds accounted for 10.0% of the June 20 sowing period, compared to 12.0% when sown on July 1, leading to an increase of 2.0% of undeveloped seeds in the middle of the basket. When sown late on July 10, undeveloped seeds were found to be 12.9%, an increase of 2.9% and 0.9% compared to early sown periods.

**TABLE 1 EFFECT OF SOWING DATES ON HARVEST ELEMENTS OF SUNFLOWER VARIETIES**

№	Varieties	Sowing dates	Basket diameter, cm,	Basket circle, cm	The total weight of a basket with grain, gr	The weight of empty basket, gr	Productivity of a plant		Undeveloped seeds, %	The weight of 1000 pieces of seeds, gr
							Seeds number, piece	Seeds weight, gr		
1	Jahongir (st)	20.06	19,2	52,3	85,5	30,2	804,9	55,3	10,0	68,7
2		01.07	18,9	48,6	86,8	38,5	740,8	48,3	12,0	65,2
3		10.07	18,5	47,2	66,4	29,6	620,6	36,8	12,9	59,3
4	Rodnik	20.06	19,8	54,2	103,1	40,2	897,3	62,9	9,6	70,1
5		01.07	19,6	53,5	91,3	39,2	783,5	52,1	11,0	66,5
6		10.07	19,2	52,3	74,9	35,4	610,5	39,5	12,4	64,7
7	Dilbar	20.06	31,2	91,3	148,4	68,4	922,7	80,0	4,8	86,7
8		01.07	29,0	89,1	128,8	55,2	868,9	73,6	5,4	84,7
9		10.07	27,8	83,2	118,8	48,4	865,4	70,4	6,0	79,5
10	Navruz	20.06	33,8	98,1	123,0	47,4	951,0	75,6	5,2	79,8
11		01.07	32,8	97,4	113,5	44,9	884,0	68,6	6,0	77,6
12		10.07	31,0	94,0	98,7	43,5	728,2	55,2	6,8	75,8

In the Dilbar variety, the underdeveloped seeds in the baskets were found to be very low compared to the experimental varieties Jahongir, Rodnik and Navruz, and almost closer to the Navruz variety. Seeds that did not develop during the June 20 sowing period accounted for 4.8%,

led to an increase in undeveloped seeds in the middle part of the basket by 0.6%, up from 5.4% when planted on 1 July. When sown late on July 10, underdeveloped seeds were found to be 6.0%, an increase of 1.2 and 0.6%, respectively, compared to early sown periods.

Among the varieties, the percentage of undeveloped seeds in the baskets in terms of sowing dates in the Dilbar variety was found to be 5.2, 6.6 and 6.9% lower than in the Jahongir control variety, and 4 percent lower than in the Rodnik variety. 8, 5.6 and 6.4%, respectively, and 0.4, 1.2 and 0.8%, respectively, compared to the variety of "Navruz".

The study found that in all varieties, the percentage of empty seeds in the middle of the basket increased as the sowing period was delayed.

It was found that the weight of 1000 seeds of Dilbar variety was heavier than that of Jahongir control variety, Rodnik and Navruz varieties. At the same time, it was heavier than the Jahongir variety in terms of sowing dates; 17.0, 19.5 and 20.2 grams. In the following order in relation to the variety of "Rodnik"; 6.6, 18.2 and 14.8 grams. For the variety of "Navruz" in the following order; It weighed 6.9, 7.1 and 3.7 grams.

The highest yield of sunflower varieties was in the control variety "Jahongir" in early June 20 (25.2 c / ha). At the sowing period on July 1, the yield was 21.7 c / ha, a decrease of 3.5 c / ha, and at the late July 10 sowing period it was 16.6 c / ha, compared to the early sowing at 8.6 c / ha and on July 1. a decrease of 5.1 c / ha was observed compared to sowing (Table 2).

The Rodnik variety yielded 28.6 c / ha when sown in early June 20. At the time of sowing on July 1, the yield was 23.5 c / ha, a decrease of 5.1 c / ha, and at the time of sowing on late July 10 was 17.8 c / ha, compared to early sowing was 10.8 c / ha and on July 1. a decrease of 5.7 c / ha compared to sowing.

In the Dilbar variety sown in early June 20, the seed yield was 36.5 t / ha. At the sowing period on July 1, the yield was 33.2 c / ha, a decrease of 3.3 c / ha, and at the end of the sowing period on July 10 was 29.7 c / ha, compared to the early sowing of 6.8 c / ha and on July 1. a decrease of 3.5 c / ha compared to planting.

When sowing the Navruz variety in early June 20, the seed yield was 34.5 c / ha. At the time of sowing on July 1, the yield was 30.9 c / ha, a decrease of 3.6 c / ha, and at the time of sowing on late July 10 was 24.8 c / ha, compared to the early sowing of 9.7 c / ha, and On July 1, there was a decrease of 6.1 c / ha compared to sowing. According to the results of the study on total yield was higher in all sunflower varieties when planted in early June 20, and the total yield decreased when sowing was delayed by 10 and 20 days. Among the varieties used in the experiment, the highest total yield was observed in the variety "Dilbar", compared to the control variety "Jahongir" - 11.3 c / ha; It was 7.9 t / ha higher than Rodnik and 2.0 t / ha higher than Navruz. Yield of conditioned seeds was higher in Dilbar and Navruz varieties than in Jahongir and Rodnik varieties. Both varieties were found to have the same amount of conditioned seeds, but the Dilbar variety was found to have 0.4, 0.6 and 0.8% more sowing seeds than the Navruz variety. In all the varieties studied in the experiment, it was observed that the conditioned seeds were higher in the period sown in early June 20.

The kernels were extracted from the sunflower seeds and the kernels were found to come out of the husk. According to the table of pistachio kernels, 74.0% of the pistachio seeds were sown on

June 20, 76.0% less on July 1 and 75.2% later on July 10. 1.2% more and 0.8% less than the early planting periods.

TABLE 2

№	Varieties	Sowing dates	The output of conditioned seed,%	Seed yield, c / ha	The output of kernel,%	The rate of oil content of seed,%	Oil output, kg / ha
1	Jahongir (st)	20.06	90,0	25,2	68,5	58,6	1475
2		01.07	88,0	21,7	71,3	58,4	1267
3		10.07	87,1	16,6	69,4	58,3	968
4	Rodnik	20.06	90,4	28,6	72,0	59,4	1699
5		01.07	89,0	23,5	75,3	59,2	1391
6		10.07	87,6	17,8	73,3	59,0	1050
7	Dilbar	20.06	95,2	36,5	74,0	59,8	2183
8		01.07	94,6	33,2	76,0	59,5	1975
9		10.07	94,0	29,7	75,2	59,4	1764
10	Navruz	20.06	94,8	34,5	73,8	58,6	2022
11		01.07	94,0	30,9	76,0	58,5	1808
12		10.07	93,2	24,8	74,9	58,3	1446

NSR<sub>05</sub> = 0,71 ц/га  
S<sub>x</sub> = 2,66%

According to the timing of injuries, the yield of pistachio kernels in the Dilbar variety was higher than in the control variety Jahongir, Rodnik and Navruz. In this case, compared to the control variety of "Jahongir" on the timing of convictions, the following sequence of pistachio kernels was more; 5.5, 4.7 and 5.8%. In relation to the variety of "Rodnik" in the following order; 2.0, 0.7 and 2.1%. For the navigation variety of "Navruz" in the following order; 1.2, 0.9% more.

A study of pistachio kernel yields found that in all sunflower varieties, kernel yields were high during the July 1 planting period and decreased when planting dates were delayed.

The oil content of sunflower seeds was determined by the YMR oil analyzer AMV-1006 and the following results were obtained: When sowed the control variety "Jahongir" in early June 20, the oil content in the seeds was 58.6%, and delays in solutions had no significant effect on seed oil content. It was found to be 58.4% when planted on July 1 and 58.3% when planted on July 10. This pattern was observed in all varieties and periods of experience. It was found that the amount of oil in the seeds of Dilbar and Rodnik varieties is almost the same as in the seeds of Jahongir and Navruz varieties. However, the oil content of Dilbar seeds was higher than that of all experimental varieties. At the same time, in the period of early sowing on June 20, 1.2% compared to the control variety of "Jahongir", 0.4% compared to the variety of "Rodnik" and 1.2% compared to the variety of "Navruz". 1%, 0.3%, and 1.0%, and 1.1, 0.4, and 1.1%, respectively, when planted late July 10.

According to the verified dates, the amount of oil extracted from one hectare of land was determined, and 1475 kg / ha of oil was extracted from the control variety "Jahongir" sown in early June 20. It was found that 1267 kg / ha of oil can be extracted when planted on July 1 and

968 kg / ha when planted on late July 10. It can be seen that when sunflower is planted as a repeat crop as early as possible after the autumn grain crop, the amount of oil extracted from it will be higher than that planted late.

1699 kg / ha of oil was extracted from Rodnik variety planted on June 20. It was found that 1391 kg / ha of oil can be extracted when sown on July 1 and 1050 kg / ha when sown on late July 10. 2183 kg / ha of oil was extracted from "Dilbar" variety planted on June 20, and the amount of oil per hectare was higher than other experimental varieties. It was found that when sown on July 1, 1975 kg / ha and when sown on late July 10, 1764 kg / ha of oil can be extracted. The "Navruz" variety is also close to the "Dilbar" variety for oil production per hectare. It was found that it is possible to extract 2022 kg / ha of oil when sown on June 20, 1808 kg / ha when sown on July 1 and 1446 kg / ha when sown late on July 10 when planting near Rodnik and Jahongir.

The amount of oil obtained from the variety "Dilbar" was higher than the control navigation "Jahongir" in the following order: 708, 708 and 796 kg / ha, compared to the variety "Rodnik" 484, 584 and 714 kg / ha, and "Navruz" were 161, 167, and 318 kg / ha higher than the variety.

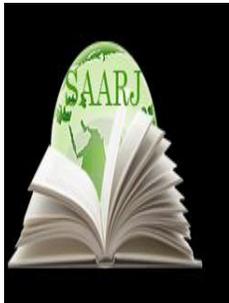
## CONCLUSIONS

Yields of sunflower varieties varied depending on the sowing period, and the highest yields were observed in the Dilbar variety (36.5 c / ha), 11.3 c / ha in the Jahongir compared to control variety, 7.9 c / ha in the Rodnik variety, and was 2.0 c / ha higher than variety of Navruz.

During the sowing period on June 20, the oil content of seeds in the variety "Dilbar" was 1.1-1.2% higher than other varieties studied in the experiment and late sowing, and oil yield per hectare was 204-1346 kg / ha more.

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## ETHNOGRAPHIES IN FICTION

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### ABSTRACT

*Folklore has always influenced written literature. In written literature, elements that arose under the influence of folklore are called by experienced scholars by different names. In the literature of this period, we see the most beautiful examples of folklore, in particular, in the works of such artists as Dilshod-Barno, Anbaratin, Muqimi, Makhmur, Zavki, Furkat. This literary folklorism, that is, the customs and traditions of our people, national values, the unique use of folklore elements in the work of poets, is a traditional process in written literature, which not only ensures the national identity of the work, but also affects its meaning and art. The article analyzes the influence of folklore on the literature of the 18th - 19th centuries, the phenomenon of folklore in literature.*

**KEYWORDS:** *Folklore, The Influence Of Folklore On Written Literature, The Phenomenon Of Folklore, Literary Folklorisms, Image, Motive, Artistic Interpretation.*

### INTRODUCTION

Samples of folklore used in written literature are studied under the term “folklore”. As Professor B. Sarimsakov rightly admits, “all folklore material included in an artist’s work for a specific purpose should be considered not as folklore but as folklore, because it will be processed by the artist” [1. 39].

In the literature of the late XVIII-XIX centuries. Plots, motives, folklore images, means of artistic expression were widely used, and it is advisable to study all of them within the framework of “folklorism”. At the same time, in our classical literature, including the literature of the studied period, there are materials related to various traditions, beliefs, ideas, superstitions, traditional views of our people, which, in our opinion, are ethnographies”.

It is known that in our language there are words denoting the names of various customs, rituals, traditions and rituals, and this lexical layer in linguistics is called “ethnography”. Ethnography of the Uzbek language A.Juraboev[2], N.Mirzaev [3], Z.Husainova [4], Y.Bobojonov[5] studied to a certain extent by scientists such as. In addition, a dictionary of ethnography of the Uzbek language by linguist N. Mirzaev was published [6].

In linguistics, the birth of a person, the ceremonies from the time of his chilla to his death, their names, animistic, totemistic, fetishistic and Islamic beliefs, the names of various customs, rituals and traditions among the people, are associated with folk views, beliefs and imaginations, lexical units are referred to by the term “ethnographic lexicon” or “ethnography”. In our opinion, traditions, rituals, superstitions, ancient ideas, the expression of religious views in literature related to the way of life of the people should also be distinguished as a separate species. Although the materials related to such folk art and rituals used in the literary text belong to the group of folklorism, we propose to call them a special form of folklore - “literary ethnographisms”. U.B. Dalgat proposed to call the texts in the written literature, which reflect the interpretation of customs, rituals, numbers and rituals specific to the life of the people, as an “artistic-ethnographic context”[7. 54]. In our opinion, in linguistics, lexical units related to people's way of life, customs, and beliefs are classified as “ethnographies”, as well as interpretations of folk lifestyles, rituals, customs, traditional views, and beliefs used in the text of written literature, ethnography”. The term “ethnopoetics” is also used in the literary criticism of the Turkic peoples in relation to the expression of national and ethnic values in fiction. In particular, the mythologies in the works of Tuvan writer Stepan Sarig-ool, such as “Agar-Sandan tree”, “Aldyn-kys” (“Golden Girl”), “The Adventures of Angyr-oola”, relate to folk lifestyles, beliefs and artistic thinking. Literary critic T.Kh. Ochur, who analyzed the plates, writes that “ethnopoetic features predominate in modern Tuva prose” [8. 13].

### **Main Part**

The active use of ethnography in the written literature of the 19th century is one of the common features not only of Russian, but also of other peoples, including Uzbek literature. Because at the end of the XVIII - XIX centuries in Uzbek literature there were many “folk books” based on epic plots of folklore, folk epics, legends and legends, the growing interest of poets in folklore, national traditions, customs and ceremonies, folk views observed. In this process, in the works of such poets as Dilshod-Barno, Anbaratin, Muqimi, Makhmur, Zavki, Furkat unique “ethnographic literary contexts” - artistic details that reflect the way of life, lifestyle, ethnic culture and national identity began to appear.

In fact, the names of customs, traditions and ceremonies, as well as the various customs and rituals that exist among the people, are also examples of folk art in the broadest sense. The centuries-old folklore heritage of the people also includes a wide range of life values associated with rituals and customs, lifestyle, national psychology and psyche. Writers and poets, who use examples of folk art as folklore, use ethnographic values, which are widespread and traditional among the people, for various poetic purposes in order to accurately reflect the realities of life. We believe that the term “ethnography” should be used to refer to artistic images and details related to various concepts that reflect the peculiarities of the way of life, ethnography and national psychology of such a people. Although the term is widely used in linguistics, it has not yet been used in literature.

Since ethnographies are inextricably linked with the life and work of the people, this phenomenon is relevant to folklore. Just as the elements of folklore used in the written literature are defined by the term “Folklorism”, in the literature of the late eighteenth and nineteenth centuries it is expedient to study as “ethnographic” works of folklore or details of folk art that reflect the environment, customs and rituals of that time.

When we read Muqimi’s works, we see that the tradition of “wearing blue” associated with the mourning ceremony of our people is artistically reflected as follows.

It is known that according to the tradition of our people, grieving families wear special clothes until the anniversary of the death of the deceased or the anniversary of his death. Often wearing blue is a sign of mourning. According to ethnographer K. Nasriddinov, in Kashkadarya, mourners are mostly blue and white, and when asked why, they said, “It has to do with the spirit of the deceased who went to heaven, so blue is a sign of mourning” [9. 92].

In fact, the properties of “blue” as the color of mourning clothes have long been known to our people. Even medieval written sources, including “Kutadgu Bilig”, say that blue and green are signs of mourning [10. 131].

Probably for this reason, there is a curse among the people “wear blue dust”, which also refers to the death of the person to whom the curse is addressed. Candidate of Philological Sciences F. Eshbaeva writes, “A type of Uzbek folk curse is associated with color, in which the curser expresses his attitude to his opponent through colors. A characteristic feature of color curses is that not all existing colors are used in the same way, but mainly colors associated with the human psyche and ancient customs and rituals [11. 85].

The color blue has become symbolic because it expresses the color of the clothes worn during mourning ceremonies. Muqimi, on the other hand, used the phrase “to wear blue” to create a poetic image associated with a particular mental state of the lyrical hero.

Muqimi’s works reflect many of the traditional customs, traditions and way of life of our people.

## CONCLUSION

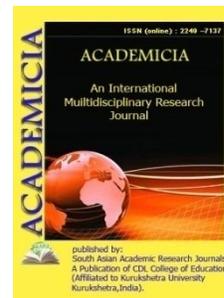
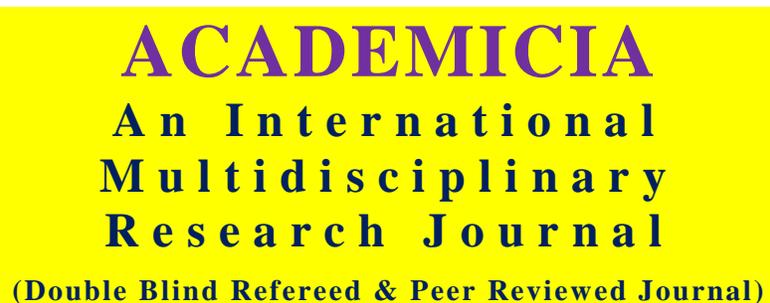
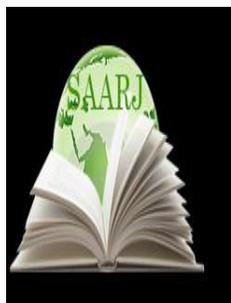
In a word, folklore, consisting of a poetic interpretation in a literary text of customs, rituals, various rituals, holidays, as well as religious views, beliefs, and various traditions associated with the imagination of the nation, embodying the national mentality of the people, is called “literary ethnography” is appropriate.

The term “literary ethnography” is the name of one of the peculiar forms of folklore, a poetic phenomenon specific to all genres and types of written literature. The artist provides the presentation of the literary text in its state as an ethnographic context, using literary ethnography in his work. The essence of these national values is more convincingly and naturally expressed in the realities of life, which are described in the context of the deep expression of the means of literary ethnography. In classical literature, in particular, the peculiarity of the literature of the late eighteenth and nineteenth centuries is also reflected in the effective use of literary ethnography by poets. In particular, in the works of Dilshod-Barno, Muqimi, Furkat, Ogahi, Muhayyir and other poets, various customs of our people related to weddings and mourning ceremonies, the symbol of the threshold, eye contact, salt, hair, dog views, new moon, stop the flood, rituals associated with the repulsion of the wolf, fasting, Eid and the holiday of Navruz

have found their unique poetic expression. Such “ethnographic literary contexts” are an important poetic tool that determines the nationality of the work, as well as the way of life, lifestyle, ethnic culture and national identity of the people.

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## FROM THE HISTORY OF UZBEK LINGVISTIC TERMINOLOGY

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### ABSTRACT

*The article examines and analyzes the formation of terms and their composition in the history of Uzbek linguistics, differences in the application of terms and their interaction, the position of the terms of Uzbek linguistics in the language. In our opinion, linguists should take into account the fact that when applying this term, the suffixes are attached to the end of the word and take into account the features of their integration, completion in meaning. At the same time, it is noted that among them there are relatively few three books that correspond to dictionaries and encyclopedias in terms of literature.*

**KEYWORDS:** *The History Of Linguistics, Word Composition, Word Form, Suffix, Sign, Consonant, Word-Building.*

### INTRODUCTION

The development of terms is an inextricably linked process with the rise of society, prosperity of economic, technical, science, art, literature and other spheres, the growth of the literary language. Because every new concept that has emerged finds its reflection even in the language. At the present time, when science, mining and technology have developed incomparably, the scope of terms is endlessly broad and diverse. The current term is basically the science and technical language, and almost 90% of the new words in the spoken languages are scientific and technical terms. Therefore, terminology has become one of the important factors in the development criteria of national languages, the interaction and convergence of languages.

Preliminary research conducted within the framework of the science of terminology. Conducted by Lotte, the great scientist, who recognized the world as the father of terminology science, developed the scientific foundations of technical terminology in 1931-th year. After that, in

1934-th year E. K. Drezen, in 1934-th year. A. Vinokur in 1986 works of reformists dedicated to terminology were published. We can admit that all these studies are the foundations of the science of terminology, because on the basis of this work, the theory of the science of terminology was developed. On the basis of these works, the main directions of terminology research were also defined: A. A. Reformatsky (1986), B. N.Y. Goloven (1981), N. P. Kuzkin (1968), L. A. Kapanadze (1965) and others refer to the status of terminn, O. S. Akhmanova (1990), V. P. Kaprovich (1978), R. Y. Gabrin (1991) , B M. Leychik (1986), V. D. Tabanakova (1998), E. N.Y. Properties of the term content of Tolikina (1970) and others, A. S. Gelt (1991) relationship of terminology and nomenclature units, M. V. Oganisyan (2003), O. V. Dovbish (2003), S. V. Saxneevich (1998) issues of terminology translation, Z. M. Polyutina (2002) terming applied civilized approaches.

After several researches on terminology and nomenclature, by the end of XX century lexicographic bases of terminology began to be created, that is, a number of linguists worked on the development of the taxonomy of terms, categorizing them and bringing them into the composition of the dictionary. As a result of this, a number of terminology dictionaries saw the world face. Zoonyms, Repko, Barishnikova, Bulakov floronyms separately from each other, Manerko Artikov, Grebulskaya, Khalikova, Maskovichit - political terms, Turushkova sociology terms, Konovalova, Saxneevich, Burnistrova, Rahimberdiyev economic terms, maksimenko, Ivanenko legal terms Wolfbeck, Ivanov, Oganisan medical terms, Quartich anthroponyms those who have learned. In addition, such areas as technological terminology, terminology of mass media, commercial, scientific literature, terminology of bureaucracy, architecture, military sphere, music, philosophy, theater, sports, terminology of relations, geography, Mathematics, Geology, Mining, translation lingvo-didactics, terminology of dialectology were also studied in depth by scientists. Even later, many scientists conducted research on industrial terminology.

In addition to the foregoing, we can see that the terms belonging to the field of linguistics have been studied much more deeply. It is known to us that scientific and applied research on linguistic terms was conducted by Akmanova (1966, 1990), Vasileva (1998), Guishiani (1986, 1990), Golovin (1976), Kulikova (2002), Petrosyants (2004), Podolskaya, Slyusarova (1983, 2000), Shelov (1998) and others. In recent years, scientific practical work on linguistics has also been published, among which we can name the works of Nikulina (1990), Utkina (2001), Emelyanova (2000), Vermeer (1971), Zakharenkova (1999), German (1990), Golovkina (1996), etc.

If we pay attention to the above list of scientific works, we can observe that the terms in these are rarely used in roman, german and Slovak languages. That is why the study of terms related to the socio-humanitarian sphere, including philosophical, cultural, moral, aesthetic, religious, linguistic and especially literary, remains one of the pressing issues.

There are reasons why we are counting among the most relevant exactly the terms of literature. First of all, the field of literary science itself is considered to be a bisyor science, whose issues are waiting for a rich solution to many problems. Secondly, the literature review also has a direct relation to the study consistency and development of literary terminology. With the solution of existing problems in literary terminology, the problems that exist in literary science also find their solutions. Thirdly, the problems and problems of literary terminology relate not only to the field of literature, but also to the fields of culture, history, ethnography and etymology, and if the

issues in literary science are resolved, a huge contribution will be made to the development of both these disciplines.

According to Petrosyants, now there are more than 70 dictionaries, encyclopedias and reference books on the subject of linguistics on earth. At the same time, it is noted that among them there are relatively few three books that correspond to dictionaries and encyclopedias in terms of literature. This situation indicates that the terms of literature have not been sufficiently studied and that the information on them is not a system [5; 11].

Chris Boldy is a well-known English literary critic, linguist scientist and has a number of world-famous scientific works that further enhance the personality of the scientist in the scientific field. His Concise Oxford Dictionary of Literary Terms, which we have taken as an object of research, was published by the Oxford University Press publishing house back in 1991, when the first marotaba was published in 1990. After that, in 1996, a new volume was re-published. In 2001, the second edition, which we chose for our work, was published. This is the dictionary Chris Boldy's "The Concise Oxford Dictionary of Literary Terms" that is, the main purpose of compiling "a brief glossary of literary terms was to comment on rarely encountered terms that were difficult to understand rather than to interpret everyday encountered terms. In the dictionary, the terms are given in alphabetical order, the flour contains more than 1000 terms. This dictionary does not imply being a guide for literary criticism or literary conceptions or cataloging all the literary terms in use but rather illuminates more than a thousand terms that cause doubts or confusion to the reader in the process of reading a piece of literature or in the course of a literary criticism debate. Boldy prefers to drop several types of terminns instead of bringing the book to the level of encyclopedic excellence. For example, in the usual language, the three are: anagram, biography, cliché, understandings as you see: detective story, psychological criticism, and broad meaningful categories representing General conceptions: art, belief, culture, etc. The dictionary also includes terms that have been adopted from foreign languages, which are important in itself, and they are mainly derived from Latin, italian, Greek, German, Russian, Spanish and Japanese, and accordingly their pronunciation is also mentioned separately. As already mentioned above, the narration of literary terms is closely related to the narration of the art, mining and language of literature of the same nation.

Given in Chris Boldy's "Brief Explanatory Dictionary of literary terms", the term 1060 refers to 118 terms that somehow came into being without mastering other languages. According to the description that Chris Boldy himself gave in return for the book, this book covers not only the simple terms that are encountered in literary studies every day, but also the terms that not everyone can understand, which are not so common. Therefore, most of the 1060 words given are assimilated into English literature by the methods of transliteration and transcription, and among them there are also three very many of the terms of ancient Greek, Latin and French literature. In the process of interpretation of terms, their origin and literary history are inextricably linked with the science, but this science also requires knowledge related to the science of culture, lexicology and translation again. As can be seen from the tables, we can see that most of the terms explained by Chris Boldy in the "brief Explanatory Dictionary of terms in literature" are fully mastered in English, although among the terms explained, We can see that there are terms that have been mastered somehow from a foreign language. Most of them constitute words related to genres, and all of the Japanese terms, for example, explained in the dictionary, are considered to be genres in Japanese poetry. As an explanation of this, we can say

that the influence of French literature has always been enormous in English literature, since the majority of the terms of the mastered layer are the terms related to French literature, that is, 57% of the terms of the total mastered layer. These two peoples have co-developed with each other in the fields of culture, history, art and art literature. The terms belonging to German literature are also more common in comparison with other terms, which make up 19% of the total. This is because we can bring the commonality of German and English. The formation and takomili of literary terminology is inextricably linked with the development of vocabulary art and literary studies as well as the literary language. Chris Boldy's famous "The Concise Oxford Dictionary of Literary Terms" that is, the main purpose of compiling "a brief glossary of literary terms" was to comment on rarely encountered terms that were difficult to understand, rather than to interpret everyday encountered terms. The terms in the dictionary are arranged alphabetically, this dictionary contains 1060 terms, and 118 of them are considered to be terms that are mastered from other languages, that is, in any case, from other languages.

In Uzbek linguistics, the views on the word and its suffixes, the naming of these phenomena, have a long history. Since Mahmud Qoshg`ariy refers to the word about the word and the phenomena associated with its composition in the work «Devonu lug`atit turk», The original (core), huruful Ma'ani (affiks), ilhaq (addition), sig`a (word form), kayfiya (word forms), 'alama (sign), ismu jam ' (plural), Al-Vahid (unity), Ishtaq (word legalization), mushtaq (made), bina (word legalization), I'rab (variation) like used several linguistic terms. The scientist called Turkic suffixes "Ziyadat" (increments), such as space, time, instrument-making names – g`u, which forms an integral part of the command verb - ma, and named each of them (the sound of speech and the sign of the sound on the note, in the range of auxiliary, connecting, loading) with the term "letter" [1].

In the work "Attuhfatuz zakiyatu fillug`atit turkiya" (a unique line about the Turkic language (Kipchak language)), the composition of the word is also mentioned in the context of the same traditions, without continuation of the harf (suffix), belgi, alomat (suffix), harfi jar (suffix), zamon zarfiy (consonant), makon zarfiy (consonant), hol (consonant), marfu (consonant in the sentence indicating the state of the foul maf'ul), maf'ulunbih (agreement of the proceeds), maf'ulunlah (agreement of the proceeds), maf'ulaaah (agreement of the proceeds), maf'ulmaa (agreement of the joint), it uses the terms conditional custom (conditional declination suffix-SA) [2]. Since both these works were written in Arabic, the terms of Arabic linguistics were used. Although they explained it based on Turkic- Arabic gram mathematics, those who correctly understood the laws specific to the Turkic language in their time and left valuable information about the Turkic languages in their works.

## **THEORETICAL BACKGROUND**

At the end of XIX and beginning of XX centuries, Uzbek enlighteners spoke about the spelling and grammar of the Uzbek language, relying on the information given in the structure of our ten-century sources and historical dictionaries. We see that the terms of Arabic linguistics, such as the original (core), sig`a (word form), ismi jam ' (plural), harfi i'rab (addition), sign (addition), harfi jar (addition), maf'ulunbih (agreement), odot, are used in many places in articles, lessons or training programs written during this period. This is also the case in Usmonli Turkish, Tatar linguistics. For example, the Usmonli Turkish scientist M.Abdulkadiriyy divides words into categories such as "ism, sifat, zamir, fe'l, odot" in his "Qavoidi lisoni turkiy" [3]. The scientist

introduces the auxiliary, predicate, agreed-upon suffixes, word-building suffixes (in general, consonants) that connect to the category” odot “and give him the following definition”: odot does not express an independent meaning, but with the help of other words, they testify to private meanings " [3, 43-B].

"Odot" is an original Arabic word, meaning belonging as a component, an instrument [4]. Hence, the Usmonli Turkish linguists called auxiliary words, consonants, as well as some modal words with the term “odot” in Arabic grammar. Because they do not have an independent meaning, they just enter words and phrases into a relationship with each other, add additional meaning to the composition of words.

Uzbek educators also followed the traditions of Arabic linguistics, such as Turkish and Tatar linguists, in drawing up their first school lessons. In 1919 in the work “ways of agreement” dedicated to the spelling of the Uzbek language, Uzbek linguist Fitrat thought about the agreed additions, interrogative additions (- mi), form-forming additions (-dek,- day,- cha), and called them with the term “odot” as Usmonli Turkish linguists [5]. In the spelling lesson called “Bitim yo`llari” (Writing paths), compiled by Elbek in 1921, the term “extra” is used in this place: “the addition does not mean anything to the person in solitude, as is said in the words:-da,- ga,- ga,- dan,- ning,- ni,- dir [6, 17-B].

The additional term is first Tatar linguist G. Ibrahimov in the lesson “Tatar sarfi” (Tatar consumption), which established in 1913, it was used in the form of a suffix, and the scientist was able to distinguish the agreed suffixes from other suffixes by giving them the same name (his contemporaries J. Validiy and recommended to be called “taqilmalar” (knocking) (1919).

Hence, the term “supplement”, which was used by Tatar linguists, was introduced from the Uzbek side into Uzbek linguistics, and in the beginning, it was used only in the sense of a consonant suffix, later, in general, was added to the composition of the word and began to be used in the sense of writing consonants. From the above points, we can conclude that the additional term appeared in the language and applied was based on the meaning of the Arabic word “odot” as a component and began to be used in the sense of the present tense from the 30s. In our language, different terms were used irregularly until this term was stabilized. For example, in the case of” spelling basics “[9, 9-B], the plural suffixes are called the term” quote; sharequote; In his articles on linguistics, Elbek used the terms” lie “(the term” “is translated from “kicks”), which were defined by the Tatars based on the greek, as well as “additional”, “sign” (the sign is translated from the Arabic “sign”) [10].

## MAIN PART

In the methodological manual called “Boshlang`ich maktab ona tilisi”, which Elbek formulated for teachers, terms such as “jurnoq”, “tirkalgich” are also three: “Jurnoq, a new plan on trailers, magazines of derivative words, their changes, as well as their writing” [11, 10-B]. This work of Elbek is a Kazakh poet and writer. It was an approximate translation of the manual of the same name by M. Jumabayev, and during the translation, the linguist tried to adapt it to the Uzbek language. And the above words are Kazakh, A.Boytursunov used the term “tirkalgich” in his lessons” the consumption of the Kazakh language “in the meaning ofiksiks, and ”jurnoq " in the meaning of the word-building suffix [12]. In Uzbek linguistics, because these phenomena are still different and do not have exact terms, Elbek uses them in his way. The term “jurnoq” was also used in the sense of supplement in some articles published later. For example, “so we

decided on this and we said that the old cockroaches (suffixes) do not pay attention to the turbulent effect on the heel at the end of the nose Masdar itself" [13].

N. Hakimov, E.D. Polivanovs name the consonants with the terms "tutashma"(type) [14, 13-B], taking into account the characteristics of their conjugation into independent words, or their connection with the word, depending on the characteristics that make up their meaning and use them parabolically: "with the root word, there is a pressure (ascent)on the consonant (type):" houses", "as in the case of fathers" [14, 48-B].

And some linguists used the term "complement" in Tatar linguistics both "complement" and "supplement" to refer to suffixes (this term was borrowed from the Russian term "okonchanie"). For example, "so far, representing the quality - lik,- liq in place-li in full...,- let be kept in the meaning of the full name" [11]. In our opinion, linguists should take into account the fact that when applying this term, the suffixes are attached to the end of the word and take into account the features of their integration, completion in meaning. However, none of these terms could be placed in the language. Because these terms express a certain set of properties of the suffixes. For example, the term "type" can be used about the suffixes that are searched and stressed. But other additives do not perform the function of Turing. The term "complete" can be used about the suffixes that are attached to the end of the word. But about such suffixes as no-, bo-, be -, which come at the beginning of the word, this term will not be supported.

Inclusion in the composition of the word is a feature inherent in all consonants. Therefore, the term "extra", introduced by the Elbek into Uzbek linguistics, quickly became popular, and it has been used in our linguistics without exceptions until now.

When referring to the term "additional", it is also necessary to stop about the term "agreed" and the terms that are used to it in an alternative way.

At the beginning of the 20th century, some Turkic linguists, who started to study on a scientific basis, regarded the linguistic attachments as an equal phenomenon to the "erobs" in the Arabic language. For Example, A. Fayzhan writes that "by the question of the end of names from another section of the questions, we recommend that each of those customs names is derived from the meanings of those customs names adjacent to the different customs" and lists the type of error such as foil (shogird), muzof (shogird), Ma'ful ba (shogirdni), maf'ul ma (shogird), maf'ul Mina (shogirdan), maf'ul fia (shogirda). Usmonli Turkish linguist Ahmadjon Rahim, Tatar linguist Shavqiy Bekto`ra also explains the conciliatory suffixes on the basis of erob, but they do not mention these suffixes a. Not with the term "erob", like Fayzhon, but with the Turkish term "tartar letters" (this term is borrowed from the Arabic term "harfe jar" ) and the terms "to be" [16, 9-B].

## DISCUSSIONS

Some linguists, however, introduced the Russian-language padej directly into the Turkic language, who invented new terms such as "patience", "sgibanie", "flexia", "sklonenie" for their agreed additions based on such meanings as "bukma", "bukilma", "siqilma", "egilma" of the term padej, and also met criticism for the good of this. Uzbek linguists a. A.Fayzhon, A. Rahim, Sh. Bekto`ra they tried not to make several mistakes, given the influence of other languages, such as bettors. Therefore, Elbek notes the agreement in the lesson" writing paths "simply with

the term" extra". Fitrat and Q. Ramadans in their lessons used the term sign (translation of the Arabic sign) in this place.

In some linguistic articles published during this period, the agreed attachments are referred to as "eroblar" [17, 51-B] and "annotation attachments" [18, 31-B ] in the Usmonli Turkish language.

N. Hakim recommended to Uzbek linguists to use the term "proceeds" in this place, promoting and promoting these terms through his numerous articles. The term "tushum" is a translation of the word padej in Russian, and in the 1911-the year the Tatar linguist G.Nugaybek calls the agreements as receipts and indicates their six types, such as at receipts (general agreement), traction receipts (traction agreement), berov receipts (departure agreement), migration receipts (receipt agreement), output receipts (exit agreement), position receipts (position agreement). Hence, the proceeds from the combination of "agreement of receipts", which is currently used in the Uzbek language, are formed based on this word kalka, meaning that the soy originated based on the term padej.

## CONCLUSION

In 1918-the year the Tatar linguists M.Kurbongaliev and X. Badigiys use the word "gelishik" as a term in place of the word "kelishik", and this name was acceptable to all, and they were accustomed to the use of the term "kelish" at once (even now this term is used in Tatar linguistics) [19, 43-B].

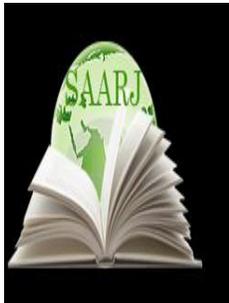
Since 1928, in Uzbek linguistics, the term "arrival", which was introduced into the system by Tatar scientists, began to be used, and since 1932 it has been changed in the form of "advent" [20, 94-B].

Thus, in 20-30-is Uzbek linguistics effectively influenced the process of formation as an independent science of Tatar linguistics, the application of many of the above terms of Tatar linguistics in Uzbek linguistics is vivid evidence of this.

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## THE CONCEPT OF PEDAGOGICAL TECHNOLOGY AND BASIC PRINCIPLES

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### ABSTRACT

*The article describes the basic principles of using the concept of pedagogical technologies in the teaching of "Technology" in secondary schools. The main factors that increase the effectiveness of education are the introduction and effective use of teaching and laboratory equipment in the educational process, the use of methods such as explaining the content of educational materials with the help of visual aids. A number of researchers and pedagogical scientists of the country are studying the introduction of pedagogical technologies in the educational process, and express their positive views. An essential approach is an important factor in justification. It also envisions a synergistic approach to the generalization of the natural, social, and human sciences. The principle of understanding culture (conformity to the development of cultural life).*

**KEYWORDS:** *Educator, Education, Principle, Technology, Student, Competent Person, Education, Teaching Technique, Activity, Editorial Technology, Teaching Technology, Innovation, Humanization.*

### INTRODUCTION

In accordance with the laws of the Republic of Uzbekistan "On Education" and "On the National Training Program", the work on radical improvement of educational work in educational institutions of the country is gaining momentum. In particular, great attention is paid to the improvement of teaching methods, the search for new ones and their effective use. Nowadays, along with the term methodology, the term pedagogical technology is widely used in the educational process. Of course, there are similarities and differences between these terms. The common denominator is that both terms refer to the process of educating. At the same time, methodology is understood as a set of recommendations for the organization and conduct of the

educational process, pedagogical technology is considered as a set of measures that renew the professional activity of the teacher and guarantee the final result in education. This suggests that pedagogical technology can be seen as a new area of methodology based on teacher-learner interaction. In general, the word "technology" has been used in science since 1872 in connection with the development of production and technology. "**Technology**" is a Greek word, "techne" is a combination of the words "skill", "watch" and "logos" - "concept". The term "**Technology**" was originally used in the field of manufacturing to refer to the processing of materials, semi-finished products, and the ways in which they change their composition, properties, appearance, preparation, and field of application. There are the following definitions of the term technology:

- A set of methods for processing raw materials, materials, semi-finished products in the production process, the state of preparation, properties, shape (Political Dictionary, 1989);
- the task of technology as a science is to determine the most efficient and economical production processes in all respects and to follow the laws of physics, chemistry, mechanics and other in order to use them in practice (from the encyclopedia);
- activities that allow to achieve the end goal and change the field of activity (NS Stefanov);
- a set of processing, situational art, skills, abilities and methods (VM Shepel);
- Rules of organization of activity and means of its implementation (VV Guzev).

The idea of technologicalization of education first appeared in the United States and Western Europe at the beginning of the last century, in order to reform the education system of that time, to increase the effectiveness of education and social activism. caused by efforts to create the conditions. This idea is explained by the introduction of technical means in the educational process in the 30s, the term "educational technique" or "pedagogical technique" and the collection of methods and tools that help to organize lessons accurately and effectively. interpreted as 'index'. The main factors that increase the effectiveness of education are the introduction and effective use of teaching and laboratory equipment in the educational process, the use of methods such as explaining the content of educational materials with the help of visual aids. By the 1950s, however, there was a growing emphasis on the use of technical means in the educational process, with the emphasis on providing more information to learners through the use of technical means, and on individualizing teaching. As a result, the organizational aspects and directions of "educational technology" have been substantiated to some extent, and some clarifications have been made in the work of "technologicalization" of the educational process. The emergence of programmed learning in the early 1960s, or the work being done to organize the learning process on the basis of programmed learning, expanded the concept of 'technology'.

**Descriptions of new pedagogical technologies.** Thus, until the 1970s, pedagogical technology was considered to be the implementation of the learning process by technical means. In 1970, the Japanese scholar T. Sakamoto described "teaching technology as a field of knowledge related to the guidance system that ensures the acceptability of teaching." NF Talizina, a Russian researcher, said: "The essence of pedagogical technology is to identify rational ways to achieve the set learning objectives"; I.Y. Lerner: "Pedagogical technology - requires the expression of a convincing, comprehensible and identifiable goal through the learning outcomes reflected in the actions of students"; VP Bepalko said, "Pedagogical technology is a project of the process of forming a student's personality that can guarantee pedagogical success, regardless of the skill of the teacher." There are many such examples. Here are some of them. In particular, about the

essence of pedagogical technology, IP Pidkasistiy: "Didactic a specific area of research and didactics that defines the nature of the optimal system and principles developed for the deployment of processes "; VA Selastyonin: "A solid scientific project designed to ensure the success of the pedagogical movement"; BT Likhachev: "A set of psychological procedures, organizational and methodological tools that determine the specific set and location of the form, method, method, way and educational means of the teaching (learning) process"; MV Clarin: "Systematic set of all personal, instrumental and methodological tools used to achieve pedagogical goals and the order of their implementation"; A. Kushnir: "The optimal way to solve pedagogical problems in certain situations"; VV Yudin: "Specific activities aimed at achieving a clear result"; IP Volkov: "Description of the process of achieving the expected result", VM Manakhov: "PT is a well-thought-out model of pedagogical activity of students and teachers to design, organize and conduct the learning process by creating the necessary conditions for them"; GK Selevko: "It is a certain generalization that includes the content of all the definitions of different authors (sources)"; I.P.Volkov: "A description of the process of achieving planned learning outcomes.

UNESCO has defined the PT as "a consistent method of creating, implementing and defining all the processes of teaching and learning in technical and human factors and through their joint efforts, aimed at accelerating the forms of education."

*Innovation* - English "innovation" - innovation, introduction of innovation. Innovative pedagogical technologies are new methods used in educating young people.

**Types of educational technology:** 1. Pedagogical technologies (teaching technologies, educational technologies, communication technologies); 2. Independent educational technologies.

**Learning Technologies:** It is the expression of conscious activity aimed at acquiring the set of knowledge, skills, and competencies that people need to live, thrive, and function. As a result of training, a person is provided with the necessary knowledge and in the future will be able to receive different levels of specialized information.

**There are two types of training technologies:** a) vocational training technologies. Develops a person's interest in discipline, will and specialization. Educational technologies aimed at meeting the comprehensive demand for specialists are technologies aimed at the implementation of psychological and pedagogical conditions that are rapidly adapted to the cooperation of teacher and student; b) person-centered technology. Intellectual and emotional-motivational development of students on the basis of person-centered technology, the formation of knowledge and professional skills, the value of the educational process as an approach, to increase activism, self-awareness and the formation of independence.

**Development of introduction of new pedagogical technologies in practice in our republic.** During the years of independence, great changes have taken place in the field of education in our country. In particular, on the basis of the Laws "On Education", "On the National Training Program" State educational standards, basic curricula, many textbooks and other manuals were created, and being created. A number of researchers and pedagogical scientists of the country are studying the introduction of pedagogical technologies in the educational process, and express their positive views. In particular, BL Farberman, one of the pedagogical scientists of the republic, spoke about the essence of pedagogical technologies: "A unique approach to the

educational process; pedagogical expression of socio-engineering thinking, the image of technocratic consciousness transferred to pedagogy, a certain standard of the educational process"; N. Saidakhmedov: "The process of influencing students in certain conditions and consistency with the help of teaching aids and the formation of pre-defined qualities in them as a product of this activity"; UN Nishonaliev: "Didactic goal, to achieve the required level of mastery, pre-design of the educational process" – who tried to express. From the above, it is clear that although the concept of pedagogical technology is defined differently by different researchers, their ultimate meaning is the same, that is, today the concept of pedagogical technology in teaching students, educating them is a set of methods and tools used to activate their cognitive activity in the educational process, as well as a system that determines the order of their implementation. Simply put, the new pedagogical technology answers the question of how and in what ways teaching can be effective. New pedagogical technologies are based on the interaction and interaction of teachers with students. Creating a situation of psychological unity in the classroom, ensuring that each student (learner) to express their personality, their abilities, to find unique ways of communicating with them, managing their initiative depends on the professionalism of the teacher. The teacher must be able to adjust his didactic methods and organizational forms in order to reach the heart of each student. As a result, not only the teacher but also the students themselves can contribute to the activation of students in the classroom. In this case, first the excellent students, then the other students tell how they did the teacher's task and encourage the rest of the students to be active. The management of pedagogical technology is that it has the ability to plan the educational process, diagnose it, analyze the results and make corrections. This achieves the expected results from education, which means the effectiveness of pedagogical technology. It should be noted that in recent years in the country conducted serious scientific and pedagogical research on the introduction of pedagogical technologies in the educational process. As a result, a number of PhD and doctoral dissertations, monographs and other manuals were published in this field. These include the first published literature in this field, including O. Rozikov and others. "Educational technology" (T.: Teacher, 1999), M. Ochilov "New pedagogical technologies" (Karshi: Nasaf, 2000), "Technologies of biological education" by J. Tolipova and AGafurov (T.: Teacher, 2002), "New pedagogical technologies (theory and practice) by N. Saidakhmedov. T.: Finance, 2003), manuals of J.Yuldoshyev and S.Usmanov "Fundamentals of pedagogical technology" (T.: Teacher, 2004), U.Tolipov and M.Usmonbaeva "Pedagogical technology: theory and practice "(T.: Science, 2005), the textbook "Application of pedagogical technologies "(T.: Science, 2006) and other similar literature. Recently, a lot of such publications have been published, and now there is a need to keep a separate record (card file).

Some of the work being done in this area is also discussed at scientific and practical conferences held in many educational institutions of the country, focusing on theoretical and practical issues of using pedagogical technologies. Magazines and newspapers in the field of education in the country also cover the work in this area. Although a number of positive steps have been taken in our country on the use of pedagogical technologies, and some experience has been gained, there are some problems in this area. First of all, it should be noted that the concept of pedagogical technology and the idea of its use has not yet become the intellectual property of all educators. As a result, pedagogical technologies are poorly used in the teaching of private subjects, and the general experience gained in the use of pedagogical technologies is slowly being introduced into the teaching of private subjects. The development of educational technologies is also very slow.

In the current educational process, using computer technology, slides, virtual lectures, multimedia are shown in the classroom. This, in turn, requires the development and implementation of methodological, organizational, sanitary and hygienic rules, requirements for the creation and use of such screen applications. In addition, terms such as "Modern technology", "New pedagogical technology", "Pedagogical technology", "Teaching technology", "Educational technology", "Non-traditional method" are widely used in teaching. In special cases, these terms have specific meanings. For example, "Pedagogical technology" is a general name, "Educational technology" is its scientific direction, and "Teaching technology" is its practical direction. The rest are derivative terms. To summarize, these terms can be said to be active (or activated) methods of teaching. Because no matter how these terms and names are pronounced, they are based on the issue of educating students and activating their upbringing. Thus, the following conclusion can be drawn:

*Pedagogical technologies (PT)* is a field of knowledge with the help of which in the third millennium the state will make radical changes in the field of education, the activity of teachers will be renewed, students will be systematized formed.

*Educational technology (TT)* is a holistic process in a clear sequence, a pedagogical process that is goal-oriented, pre-designed, and guaranteed based on the needs of the student.

We believe that a positive solution to these problems is an important factor in improving the future effectiveness of education, and, consequently, in educating a harmoniously developed generation and mature professionals.

**The relationship of the subject** "Innovative pedagogical technologies in the teaching of technology" with other disciplines. The study of the course "Innovative pedagogical technologies in the teaching of technology" includes the theory and history of pedagogy, methods of teaching labor education, pedagogical skills, psychology, theory and practice of building a democratic society, philosophy, logic, ethics, spirituality, It is carried out in conjunction with such disciplines as the history of Uzbekistan, youth physiology and hygiene [14, P.29].

**Principles of pedagogical technology.** It is known that any pedagogical technology is based on the principles that develop the subject and should be aimed at educating the student's personality. At the heart of pedagogical technology theory is the leader of the educational process, as well as teachers and students who are both the subject and the object of the process. Therefore, the interaction between these subjects, the interaction, their interactions with each other must be able to meet the most modern requirements. To do this, the teacher, first of all, the requirements for the organization of the educational process, the principles of organization and management of education, ways, methods that serve the mental and physical development of the student, with it to cooperate, to direct it to reading and learning, to organize the personal activity of the student, to communicate with them, to jointly solve problems and disagreements arising in the organization of pedagogical activity, to be creative in the classroom, creating a business environment, should be armed with methods that allow accurate and accurate assessment of student performance. Knowing the basic principles of pedagogical technology and their essence will give us a clear idea of the process. Therefore, we would like to discuss below the basic principles of pedagogical technology and their essence. While pedagogical technology has general didactic principles, it also has the following specific principles.

*The principle of integrity, integrity.* This principle reflects two aspects: a) the unity of education, upbringing and personal development; b) pedagogical technology has a definite, rigid system (*the concept of "systemicity" here means both the process of teaching a particular subject and the general educational process*).

The principle of *fundamentality*. This principle expresses the advantages of studying the sciences in different directions (blocks) depending on the object of study, its internal nature and characteristics. The disciplines are categorized into natural, social, and humanities. Each subject has information for it, which is considered the "core", "core", and this information (information) is the study of the basics of science by the individual, a specific specialty. Independent knowledge acquisition serves as a basic concept in the way of expanding the acquired knowledge. This substantive approach also allows for the use of interdisciplinary features in the training of specialists in a particular field. Combining academic disciplines in specific areas reduces stress on a person's memory, as well as increases the power of thinking, promotes the emergence of thinking. In the 80s of the twentieth century, the organization of the educational process was interpreted as the provision of students with a little information (knowledge) in the existing disciplines, while in the 90s, the organization of this process was recognized as a process of creating favorable conditions for the acquisition of new information (knowledge) on a specific, specific science. An essential approach is an important factor in justification. It also envisions a synergistic approach to the generalization of the natural, social, and human sciences. The principle of understanding culture (conformity to the development of cultural life). This principle was introduced by the German pedagogue A. Disterveg in the XIX century and has not lost its relevance to this day. The principle of cultural understanding implies that students are educated according to the level of cultural development of the social society. In the last century, the level of knowledge and skills of the teacher was recognized as a leading factor in ensuring the effectiveness of education, but today, due to the high level of knowledge, potential and skills of the teacher, success is possible. It is clear to everyone that It is important to take into account the capabilities of modern science and technology, in particular, computers, multimedia, as well as the social and economic development of society. Now we want our specialists to have "in-depth knowledge of the specifics of the field (or direction), theoretical and practical knowledge in this area, to be able to perform certain activities, to solve specific tasks in a timely manner and to achieve certain results." we must be able to prepare for the conditions of leading market relations.

*The principle of humanization and humanization of educational content.* Although both concepts have the same lexical meaning (Greek humanus - humanity, humanitas - humanity), each of them has its own meaning. the inclusion of the social sciences (history, cultural studies, sociology, psychology, philology, etc.) in the list of disciplines, and the concept of humanization means a positive approach to the individual and his activities. In other words, humanization is the process of organizing activities based on respect for the human factor, its dignity, honor, rights and duties in the process of relations between man and society. and for its perfection (development) "is a process of activity. In designing the educational process, every teacher should adhere to this principle, or in solving problems related to their specialty, it is desirable to pay attention to its compatibility with the interests of society. The educator no longer governs the activities of students in an authoritarian way, but humanizes the educational process on the basis of adherence to the ideas of educational cooperation, or in other words, ensures the observance

of the principle of humanization of education. This, in turn, leads to the formation of a highly spiritual person.

*The principle of teaching and research, research and teaching.* This principle serves to illuminate the following two aspects: 1) every teacher in educational institutions should conduct research involving students in their field of science; 2) The teacher develops educational technology, tests it in practice, observes and makes adjustments, that is, he studies the educational process.

These two aspects of the teaching process are important, as they provide a basis for improving the professional and pedagogical skills of teachers and preparing students for future careers.

*The principle of continuity of education.* The principle is that students acquire professional qualities that will improve over the course of their lives. It is impossible to give a person the knowledge that will help him for the rest of his life, because the existing knowledge changes and becomes richer every five to ten years. Thus, this principle means that the teacher pays attention to the organization of independent learning in his work, to create conditions for students to learn independently from the education provided by the pedagogical leadership.

*The principle of an active approach* based on the didactic connection between theory and practice. In didactic theory, the concept of knowledge is interpreted in two different ways: a) the knowledge that students need to acquire; (b) knowledge acquired by them and applied in the course of practical activities, which has become a personal experience. Knowledge is only strengthened through practice, so it is important to develop students' ability to apply theoretical knowledge in practice. Knowledge that has no practical application will soon be forgotten. These are the basic principles of pedagogical technology. The organization of pedagogical activities in accordance with them will improve the pedagogical skills of the teacher, the acquisition of intellectual and moral qualities of students, as well as the development of personal experiences.

**Criteria of pedagogical technology.** Forms, methods, methodological systems of education are formed in the form of special methodologies, which in the process of improvement develop into technology. The technology is universal and can be implemented by any professional, at the same level and with the same goal. The main difference from the methodology is that the methodology consists of a set of teaching methods and ways that are convenient for a particular person. The method depends on the knowledge, skills, abilities, personal qualities and temperament of the teacher. This can be seen by comparing the difference between programmed learning technology and methods of intensive teaching of different special subjects using different didactic tools. On this basis, the main criteria of the technology can be defined as follows: 1. Relying on a certain scientific basis, concept; 2. Systematization, logical interdependence of the educational process and its components; 3. Effectiveness, ensuring the achievement of educational standards, the required level of time, effort and resources; 4. Possibility of reproducibility by others [14, P.77].

The first step in creating a technological process of education with guaranteed results was programmed education, created in the 60s. This will create a detailed program with a clear sequence of all the tasks that the student must complete until they have mastered it. The program should ensure that each student acquires the level of knowledge and skills intended for educational purposes. The teacher and the student are informed about the process of mastering. The student can achieve the main goal almost without mistakes by completing a series of

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logically connected short tasks. This technology allows you to fully control the learning process. In this case, a logically connected short sequence of tasks creates an algorithm for the learning process. The organization of student and teacher activities on the basis of such an algorithm guarantees the achievement of the intended purpose. Such an organization of the educational process can now be called a full-fledged pedagogical technology.

Pedagogical technology defines the system of organizing the influence of teachers on students and trainees in the implementation of professional and pedagogical goals. Pedagogical technology allows to organize pedagogical activity on the basis of specific goals and to control its technologicality. The system of pedagogical technology ensures the clear realization of pedagogical goals. The main feature of the technological system is to ensure the achievement of the expected result. To do this, the tasks to be performed at each stage of achieving the main goal, the exact modules or algorithms of the tools and methods required for this are created. In the non-technological system (special methods), the expected result is not guaranteed.

While pedagogical technology is based on rational scientific criteria, intuitive knowledge is also important in its further development. In this sense, technology is in a sense comparable to art. Because art is based on intuition, and technology is based on science. But many fields of activity begin with art and end with technology. Then it all starts again. These cases can also be observed in the development of pedagogical technology. Pedagogical practice built in accordance with science is pedagogical technology. Consistent practical activities of learners and educators in the educational process, which lead to the formation of pre-defined qualities, can be considered as pedagogical technology. Pedagogical technology (or educational technology) is simply and primarily about how and to what extent a learner or learner performs in the educational process. Consistent practical activities that enable students to master the material being studied can be educational technology.

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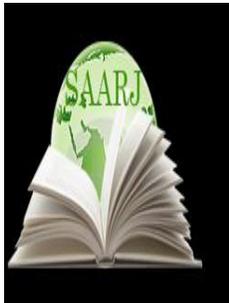
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## OPPORTUNITIES TO FINANCE MSMEs IN UZBEKISTAN THROUGH IMPLEMENTING ISLAMIC FINANCIAL SYSTEM

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### ABSTRACT

*Uzbekistan is a country in Central Asia with an emerging economy with great human capital, an openness to micro-investments, and a high encouragement of small and medium businesses. Small and medium enterprises represent 70 percent of the economic landscape and 78 percent of the employment rate in the country. However, small and medium size enterprises are facing many challenges such as the high interest rates and complicated loan requirements. Similarly, many Muslim citizens in Uzbekistan with a capital in hand, are facing difficulties in dealing with banks in terms of investment activities due to the interest rates involved. Therefore, this study attempts to explore the opportunities and to propose the necessary steps and procedures towards implementing an Islamic banking and finance system in the Republic of Uzbekistan. In order to do that, 7200 responses were collected from individuals, business enterprises and banks in the form of survey questionnaire to analyze their willingness to use Islamic Finance products and services. During the survey, which was conducted in the first half of this year with the cooperation and financial support of the UNDP office in Uzbekistan and Republican Training Center for Entrepreneurship Principles under the Chamber of Commerce and Industry of Uzbekistan it was found that the majority of individuals and companies, because of their*

*religious belief, go for Islamic financial products, while bankers claim that the demand for Islamic financial services is strong as the country's population is predominantly Muslims.*

**KEYWORDS:** *Islamic Finance, Islamic Finance Products and Services, MSME Sector*

## I. INTRODUCTION

Islamic banking system refers to a banking system in which all financial activities are carried out based on Islamic laws. It has similar purpose and operations as the conventional banks, that is, to facilitate the flow of money within the economy for boosting economic activities. However, unlike conventional banks, the principles of governing Islamic banks are mutual sharing of risk and profit between parties while ensuring justice and fairness in any transaction and business operation. The success of Islamic Financial Institutions drew the attention of many conventional banks. This had led numerous conventional banks to launch their Islamic banking windows in many countries. In 2015, the number of Islamic banking windows of conventional banks has risen to 350, which is almost equal to total number of Islamic banks world-wide (Dr. Azmi, 2015). Pakistan Bangladesh, GCC countries, and many others who had implemented Islamic banking and finance within their jurisdictions, started reaping the fruits from the growth and success that Islamic Financial Institutions (both commercial and social institutions) have achieved.

Last couple of years, the Government of Uzbekistan has initiated ambitious economic reforms. One of the measures taken is to make easier for private companies to gain access to lines of credit for their business expansion (World Bank, 2019). This is mainly to confront the increasing unemployment problem in the country, which stood at 5.5 percent in 2019. According to OECD (2017), small and medium enterprises in Uzbekistan account for 78 percent of employment. Yet, they are having a hard time meeting their financing needs through conventional banks (ADBI, 2018) due to the following matters:

- i) the long list of documents set by banks to consider for the loan issuance;
- ii) collateral and guarantee requirements;
- iii) financial illiteracy;
- iv) high interest rates;
- v) Religious reasons, which restrain Muslim entrepreneurs from fulfilling their financing needs with conventional banks.

In case of (v), Uzbekistan is facing a lack of banking and financial institutions operating based on the principles of the Islamic financial system (Imamnazarov, 2019). Due to these reasons, ADB (2019) stated that around 64 percent of SMEs have to rely on self-financing, that is using their savings or borrowing from their families and friends. This certainly indicates the inefficiency of the current banking system of Uzbekistan in meeting the financing need of MSMEs.

Bangladesh, with 89.5 % of Muslim population, was once considered among the less developed and poor nations. However, during the last decade, Bangladesh's economic growth rate accelerated from 5.57 % in 2010 to 7.9 % in 2018. According to the study of Solaiman,

Safiullah, and Rana (2012), Islamic banks made a substantial contribution in Bangladesh's economic growth in terms of making loans easily available to various private enterprises including MSMEs. Nowadays, Islamic banks account for 24 % market share of Bangladesh's banking sector (UNDP, 2019). In Uzbekistan, where more than 90 % of population comprises Muslims, there is an immense potential for introducing Islamic financial institutions. The presence of Islamic Finance could play a crucial role in boosting economic activities of MSMEs and reducing the cost of financing.

In lieu of acknowledgment and identification of the country's financing needs as stated above, the paper at hand aims to study the determinants of Islamic Finance opportunities to finance MSMEs in Uzbekistan.

## II. POTENTIAL ISLAMIC FINANCE INSTRUMENTS THAT CAN BE USED FOR OPERATIONALIZING UZBEKISTAN'S BANKING SECTOR.

### 2.1. Partnership Specific Islamic Contracts:

**Musharakah:** According to Usmani<sup>1</sup> (1998) the term Musharakah in Arabic means sharing<sup>2</sup>. The basic tenet of Musharakah contract is similar to a partnership contract in English law, wherein two or more partners come together to form an enterprise by pooling in funds, materials, and/or intellectual property. In the case of Uzbekistan, musharakah at the banking level can be used for project financing, particularly in financing mid and long-term projects or financing any joint venture where the arranging bank acts as a partner to the project or joint-venture and earns a profit at the rate determined at the time of concluding the financing contract with a customer. At the capital market level, Musharakah is extensively used in the equity market. The underlying stocks in the equity market must be Sharia- compliant. Apart from the equity market, Musharakah contract is also being used in the bond market in the form of Sukuk.

**Mudarabah:** Mudarabah is a unique way of partnership facilitated in Islamic finance, wherein one partner provides all the funds required to start a business and the other partner invests those funds in a profitable venture through efficient and effective management. In the case of Uzbekistan, Mudarabah in the banking level can be used in mobilizing deposits from the customers. Based on the Mudarabah arrangement Islamic banks act as Mudaribs whereas customers as Rab al-mal. The profit will be shared based on the pre-agreed ratio. Mudarabah is mainly used for investment accounts or term deposit accounts for deposit mobilization. Besides, it has also been used in project financing and facilitating a letter of Credit (LCs). Similarly, in Capital Markets, Mudarabah can be used in structuring sukuk. Under this arrangement, investors who buy sukuk certificates would become rabb al-mal whereas the company management would be mudarib.

### 2.2. Sale-Based Islamic Contracts

**Murabaha:** Murabaha is a sale-based contract. Under this arrangement, a seller buys a Sharia-compliant asset based on buyer's specifications which the seller would sell by adding some profit to the cost of the asset acquisition. The payment may be done either on spot or it may defer to the future date as per the mutual consent of the seller and buyer. At the banking level, this contract is predominantly used in home financing by banks. The Islamic bank buys the property based on the specifications given by the customer in the application form. Islamic banks would then sell the property to the customer at the mark-up price (cost + profit). The payment will be deferred

and usually be paid on a monthly basis for the period as mutually agreed by the consenting parties. Apart from this, Murabaha is also being used for personal loans, credit cards, project financing, letter of credit (LC), auto finance, long-term financing for businesses in terms of buying heavy machinery, working capital, etc. Similarly, in the Capital Markets Murabaha could also be used in structuring sukuk for large companies and government. These entities could use Murabahasukuk for financing long term projects.

**Ijara** (Islamic Lease): Ijara means renting a tangible asset. It is similar to conventional lease, however, the underlying asset in Ijara must be Sharia-compliant and be capable of generating usufruct. Ijara is predominantly used by Islamic banks for facilitating auto finance. Apart from this, it is also being used for financing farmers for buying agriculture-related equipment and tools, non- agricultural business entities in financing the purchase of heavy and expensive machinery and equipment. In Capital Markets, Ijara based sukuk is the predominant ones in the sukuk market.

**Istisnah:** According to Usmani (1998), “Istisna is the second kind of sale where a commodity is transacted before it comes into existence. It means to order a manufacturer to manufacture a specific commodity for the purchaser (pp. 135).” The price will be fixed at the beginning of the contract along with the detailed product specifications. Islamic banks mainly use Istisna for financing construction, manufacturing, project financing and for such contracts that are based on build operate and transfer of underlying asset. In Uzbekistan, Banks may adopt Istisna for financing new housing or office places as such constructions are quite well developed in the country. In Capital Market level, Sukuk structuring also includes Istisna. Istisna based sukuk is predominantly used for undertaking big projects like construction of roads, metro stations, flyovers, dams, etc.

**Salam:** It is a form of forward agreement where a seller promises to deliver certain goods to a buyer at a future date in exchange for a full price paid in advance. Salam agreements can be widely used in agriculture. For example, farmers would sell future harvest by entering into a Salam agreement.

**Wakalah:** Wakalah refers to a contractual agreement wherein a person (generally known as an agent) is appointed as a legal representative of another person, who undertakes all permissible activities as stated in the Wakalah contract. In return, the agent will be paid a fee as agreed by the contracting parties. In practice, Wakalah is predominantly used in conjunction with other Islamic financial contracts like Musharakah, Mudarabah, or Ijara. However, it has also started being used as a standalone Sharia contract for structuring sukuk or deposit-based instruments. Concurrently, Wakalah can also be used as deposit instruments by Islamic banking institutions. Under this agreement an Islamic bank acts as an agent and invest the funds collected from its customers for a period stipulated in the contract. The Islamic bank charges a certain fee while the profit will be shared among the Wakalah deposit holders as per the %age stipulated in the contract. The above discussed Wakalah based Islamic financial products will be well suited to Uzbekistan’s contest and can extensively be used in increasing the public participation in the banking sector.

### PART III. METHODOLOGY

Studying and analyzing population perception representing various social sections, banks, and businesses was considered important. The primary objective of this study was to evaluate

residents' priorities and demand for Islamic financial institutions, along with the challenges they face when addressing their financing needs through established financial institutions (formal and informal). Structural and content-related questionnaires for individuals and companies are identical, whereas banks are different.

The survey questionnaire consists of four sections, covering demographic information, access to finance, opportunities for Islamic finance, where knowledge of Islamic financial system and products was tested by respondents followed by insurance industry. Only key figures are presented. A quantitative methodology was introduced to gather relevant data as survey questionnaires and interviews. In total, 7200 responses were collected with the help of the Republican Training Center for Entrepreneurship Principles. From that, 2,235 responses from corporate bodies, 27 from bank headquarters, and 4938 responses were from public (individuals). Using Google forms and SurveyMonkey sites, survey questionnaires were disseminated.

#### **Part Iv. Assessment Of Opportunities And Needs For The Implementation Of Islamic Finance Instruments In Uzbekistan Through Survey**

##### **i. Demography of the respondents**

Study findings revealed that 47% of individual respondents were aged 31-45, while 44% were aged 18-30 years. 42% had higher education, 36% had only secondary education. 25 % of the respondents were state employees, while 21% were private employees.

Similarly, most businesses responding to the survey are 18.66 % from Tashkent Area. Their organizational structure consisted primarily of 44% limited liability corporations, 18% private companies and 16.5% individual entrepreneurs. 64% Small Businesses, 25% Micro Businesses, 10% Big Companies. 26% of these businesses were engaged in manufacturing, 17% in services, 22% in commerce and 13% in construction. 41% of these companies' annual gross profits was less than 100 million UZS, 37% of them made between 100 million and 1 billion UZS, and only 4% made more than 10 billion UZS. Comparably, most of the responded banks (24 banks) were located in Tashkent Area, while 3 other banks are in Fergana Valley. Twenty banks are joint-stock commercial banks, five are private banks and two are international banks. This information can say us that the future customers of Islamic financial services will be mainly individuals with higher education and limited liability corporations.

##### **ii. Access to finance**

40 % of companies and 31% of individuals used formal channels for acquiring loans. The main aim of obtaining a business loan was to buy equipment, automobiles or special machinery (50%), working capital and trade (34%), and agricultural ventures (11%).

For those seeking a bank loan, 53% received consumer loans, and 28% received mortgage loans. 60 % of companies and 68 % of citizens reported not using bank loans. A fundamental problem for businesses and individuals was non-compliance with conventional loans with Islamic norms. This led them, despite business need, to discontinue and close credit lines. High interest rates, complex terms and conditions are other factors.

##### **iii. Opportunities for Islamic Finance**

**Knowledge of Islamic Finance System:** 40% of businesses and 37 %of individuals stated that they had basic knowledge of IF principles; while 50 % of individuals and 52 % of businesses

defined Islamic Banks as “Islamic Banks have similar services as their conventional peers, only IBs must be asset-based and interest-free in nature”.

Overall, among 36 % of businesses, 7.41% of banks and 4% of individuals said Uzbekistan's population had a deep knowledge and understanding of IF institutions while 31% of businesses, 67 % of banks, and 49 % of individuals had mere general understanding and knowledge. 22% Banks could not evaluate population awareness of Islamic Finance.

Unlike companies (14%) and individuals (16%), banks (54%) are aware of government attempts to introduce Islamic Finance in Uzbekistan. Only 32% businesses and 28% individuals heard or knew about the Takaful Islamic insurance scheme, including the latter, 44% businesses, 74% individuals, and 71% banks are willing to use Takaful once introduced in the country.

**Knowledge of Islamic Finance Products/ Services:** Both individuals and businesses were asked if they were aware of and fully understood Islamic finance products/ financing methods. Ijara (leasing) is the most known Islamic finance products among both group of participants followed by Mudarabah agreement. Salam, Istisna, and Sukuk were the least known financing agreements by respective participants.

When they convene operations in Uzbekistan, 61% of companies and 75% of individuals are prepared to opt for Islamic financial institutions. By comparison, 35% of businesses and 22 % of individuals reported that their choice in selecting a particular institution would depend on the cost and quality of the services provided by Islamic financial institutions, while only 3 % said that they would not be interested in the services provided by Islamic financial institutions due to lack of knowledge and awareness. 47% of companies and 55 % of individuals have argued that they will not be very concerned even though Islamic financial instruments are highly priced as the primary concern is to comply with Islamic values in their financial affairs. On the contrary, just 22% of companies and 19% of individuals hold opposing views as their primary concern will be the high cost of Islamic financial instruments.

**Banks** are also of the opinion that in the case of IF's implementation in Uzbekistan, due to the high population request for IF goods, there is a high possibility (81% of banks) for the attraction of financial capital from the population to savings or partnership agreements. By comparison, 15 % of banks (4 banks) showing the opposite opinion that opportunities are low as demand is low, while 4 % says there is no opportunity as there is no demand in the market. Upon further investigation on which types of Islamic finance products/ financing instruments will be more effective in promoting entrepreneurship in the country, 81 % bankers stated Musharakah and Mudarabah as they are based on partnership, followed by Murabaha (66 %) and Ijara (66 %) (Refer to table 1)

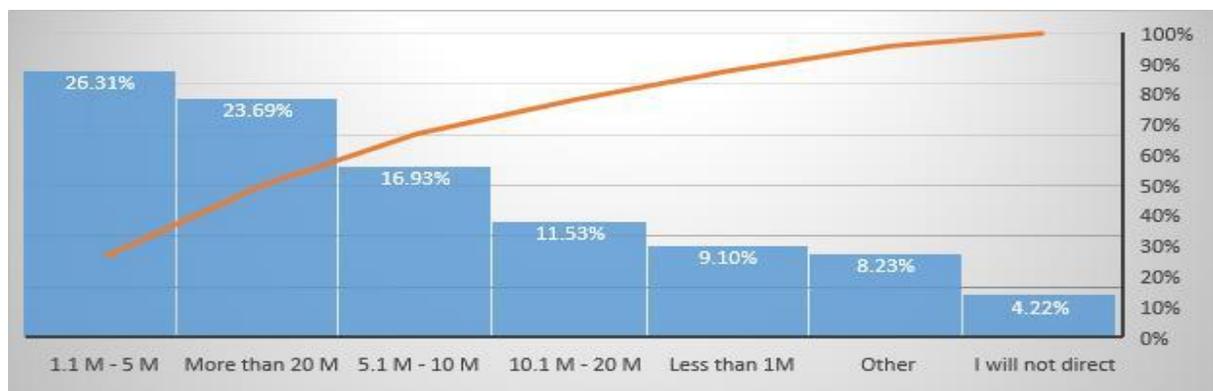
**TABLE 1: ESTIMATION OF EFFECTIVE IF PRODUCTS IN THE MARKET**

What type of Islamic financial products will be the most effective in Uzbekistan and why?	Banks	
	Numbers	%
Musharakah and Mudarabah because they are based on partnership	22	81.48%
Murabaha because it gives opportunity to purchase goods by deferred payment scheme	18	66.67%

Ijara because it is similar to leasing which is already widely use in the country and therefore it will be easy to implement	18	66.67%
Salam, because it allows advance payment in agriculture, which is very helpful to farmers	11	40.74%
Istisna, like Salam gives opportunity for advance payments in project financing and construction, considering fast-growing construction industry and high demand	11	40.74%
Sukuk, because it gives opportunities for capital markets development, which is consistent with the government policy	12	44.44%
I don't know	0	0%
<b>Total</b>	<b>27</b>	<b>100%</b>

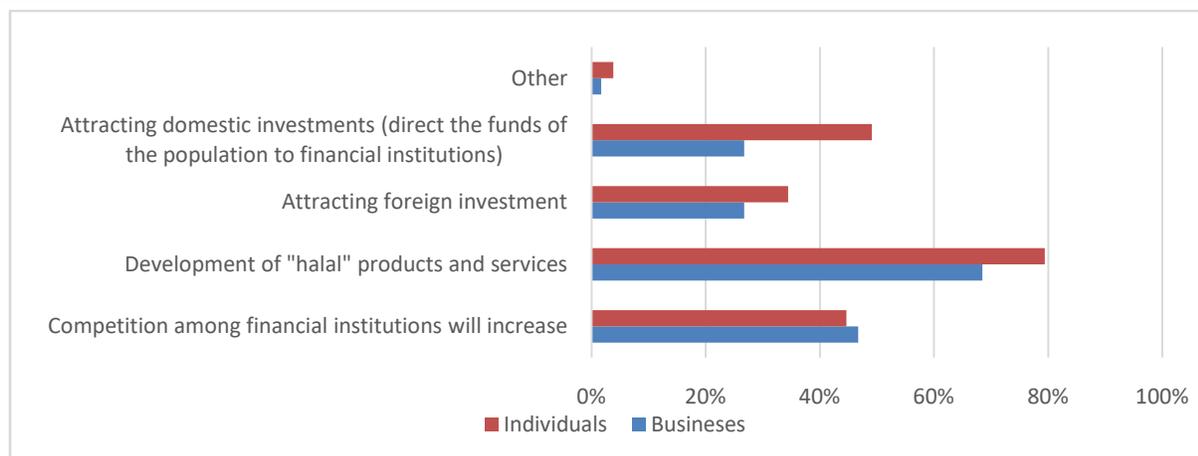
**Amount of funds to direct to IBs:**44% of businesses and 42% of individuals said they would direct their funds for savings or cooperation with Islamic banks in the implementation of Islamic Finance in Uzbekistan, while 26% of businesses and 36% of individuals would prefer not to. Furthermore, 26.31 % of people are able to pay money for Islamic savings or partner deposits as seen in Figure 1.

**Figure 1: Amount of funds to direct to IBs (all amounts are in UZS).**



Furthermore, in case of development of Islamic Finance system in the country, 79 % of individuals and 68 % of businesses believe that it will impact the development of “halal” (permissible) products and services in the market, while 45 % individuals and 47 % businesses are of opinion that IF will increase the competition among financial institutions in the country as described in figure 2. Nevertheless, 47 % of enterprises and 58 % of individuals held to be pessimistic about the possibility of Islamic banking and finance implementation in Uzbekistan, saying that responsible agencies paid little attention to this area. Other factors included competitiveness, lack of experts, lack of knowledge, etc.

**Figure 2: The impact of implementing and developing IF system in Uzbekistan**



### Capacity to introduce Islamic Finance system in Uzbekistan

In this section, Banks were asked if they would support Islamic finance including the establishment of Islamic banks in the country. All 27 banks stated they would fully support the opening of Islamic banking in Uzbekistan. Some banks commented as “yes, we will support as almost 90 % of the population are Muslims and there is a high demand from businesses”. 67 % of banks considered that implementation was very necessary because it would increase competition among financial institutions, the market for “halal” products and services would develop, and more investments would come from Muslim countries. 26 % of banks considered it as a good option to establish because individuals and entrepreneurs need to be offered a variety of new products and services. In contrast, 2 other banks (7.4 %) think that opening one or two Islamic banks is enough due to a low demand, or even opening an Islamic window will cover the market need. Upon further investigation pertaining to introducing IF system in the short term 44 % of banks are in the opinion that commercial banks have no enough opportunities but they are ready to develop this system, while 44.44 % are in the opinion that they know the main principles of how IF system works but it is not sufficient to launch it. Table 2 summarizes the results.

**TABLE 2: CAPACITY TO INTRODUCE ISLAMIC FINANCE SYSTEM IN UZBEKISTAN**

Do the banks have enough capacity to implement the Islamic banking in the short term period?	Numbers	%
Yes, we have enough trained professionals to start our business in this field	3	11.11%
Yes, though we have limited knowledge about how IB operates but we welcome to open it	12	44.44%
We know only the basic principles of Islamic banking, but it is not enough to start activity in this area	12	44.44%
We have no specialists who have the necessary knowledge and skills in this sphere	0	0.00%
<b>Total</b>	<b>27</b>	<b>100.0%</b>

#### IV. RECOMMENDATIONS

Part four (4) of the paper aims to analyze the responses collected from banks, individuals, and businesses. The following recommendations are derived based on the above analysis.

- I. It is necessary to introduce an Islamic Banking law and make necessary amendments to relevant legislative and regulatory documents including the Civil code, the Tax code, and the Banking law. To implement these changes, the Government shall establish a working committee, which will consist of specialized lawyers with international experience and technical assistance team from international organizations like IsDB and IFC.
- II. Until appropriate legislative documents and regulation on Islamic Banking is adopted, certain Islamic finance instruments like Ijara, Musharakah, Mudarabah, and Murabaha should be piloted and exercised by non-banking leasing and investment companies. Special amendments are required in relevant laws which would enable non-banking Islamic leasing and investment companies carry out such operations. In addition, these non-banking financing institutions shall also be empowered to accumulate funds from general public.
- III. An Islamic Finance Council should be established to assist in developing the Islamic banking and financial system in Uzbekistan. The Council should include representatives from the Banking Association of Uzbekistan, commercial banks, government agencies, the Muslim Board, international financial institutions (including the Islamic Development Bank, the World Bank/IFC, etc.), Capital Markets' Development Agency, other business and finance community representatives.
- IV. Islamic Banking and Financial System Development Fund should be established under the Council with the following main functions:
  - Conducting research and studies on developing Islamic banking and finance infrastructure in Uzbekistan and proposing recommendations to the Council;
  - Attracting funding from various sources (including the private sector) to develop the Islamic financial system;
  - Coordinating the activities of all types of Islamic financial institutions operating in Uzbekistan (without duplicating the powers and responsibilities of the Central Bank or other government institutions);
  - Promoting Islamic finance and banking to increase financial literacy of the population. Publishing books and manuals of internationally renowned scientists and specialists on Islamic Finance in Uzbek and Russian;
  - Conduct training and collaborating partnership with Islamic Finance institutions (Imamnazarov, 2018), national and international stakeholders for enhancing capacity-building initiatives. Collaborating with institutions and business schools to encourage and facilitate course offerings in Islamic finance, economics, and banking.
- V. A Strategic Plan shall be adopted for developing Islamic finance in Uzbekistan which includes the following:
  - Enabling Policy Environment for legal, regulatory, supervisory, liquidity management framework, taxation regime, and financial accounting & reporting framework;

- Establishing Sharia Governance and Compliance which will focus on standardization and harmonization of Islamic finance law practices, and products/services. Moreover, it is vital to establish proper dispute resolution mechanism to address conflicts that could arise between Islamic financial institutions and customers. For this purpose, the Government shall make necessary provisions in its judiciary system to refer Islamic financial law pertaining to dispute resolution in all the matters of Islamic financial institutions operations;
  - Awareness and Capacity Building which will be made through coordination and collaboration amongst internal and external stakeholders, enhancing awareness about Islamic finance, and building capacity of the stakeholders;
- VI.** Based on the Strategic Plan, an action plan shall be structured by stating the list of activities, the timeline, and respective responsible bodies.
- VII.** Ease of licensing requirements for establishing Islamic Finance institutions or any such company that intends to offer Islamic finance services.

### **CONCLUSION:**

This study recommends incorporating Islamic financial system (formal and informal institutions) to the current financial system and fill in the financing gap existing in Uzbekistan. MSME sector faces many challenges in funding their business while traditional and formal financial institutions fail to meet their financing needs. Combination of formal and informal financial institutions, which is part and parcel of Islamic financial system, has high potential in funding the balanced growth in Uzbekistan. The success of Islamic financial institutions in peer countries like Indonesia and Bangladesh is commendable and worth adopting and incorporating its best practices.

### **LIMITATION AND FUTURE DIRECTION:**

The study has number of limitations which also open the door for future research avenues. Firstly, due to the lack of literature related to the area of current study pertaining to implementation of Islamic finance in Uzbek financial system, the present paper can be considered as a potential area for the new line of future research. The current paper is hoped to assist the academicians, practitioners, and researchers with its findings for their future studies in the same area. Another limitation is that the present study has strictly focused on the quantitative method, it is recommended that in order to obtain a deeper understanding regarding the opportunities for implementing Islamic finance in Uzbekistan, a mix method research can be considered. It is hoped the new study will be developed to obtain a deeper understanding of the current topic with the help of current study. Thirdly, instead of collecting data from banks' headquarters only, new research can focus on the perception of bank managers including branch managers to understand their openness for implementing Islamic financial services in the country.

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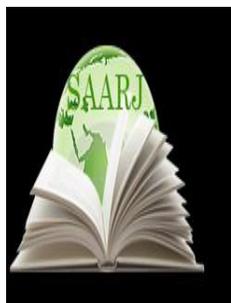
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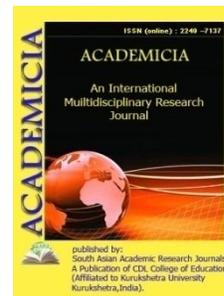
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**TO DETERMINE THE INGESTING OF VARIOUS POLYMER  
 MATERIALS OF AUTOMOBILE CARTRIDGES**

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**ABSTRACT**

*At present, the service of cars increased, we cannot imagine our lives without them. In the process of using the vehicles, a lot of mechanism of it is ingested on account of friction, resulting in a slowing down of its work activity. To know the reasons for such deviations, it is necessary to study the laws of friction of materials. The article analyzes methods for determining the degree of penetration of various polymer materials of automobile cartridges.*

**KEYWORDS:** *Polymer Material, Material Waste, Phosphogips, Kaolin, And Metal Powder Rubber, Lacquer, Paint, Glue, Asbestos, Glass*

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**INTRODUCTION**

As you know, polymer materials have many different, but widely used in industry, polymer materials include rubber, lacquer, paint, glue, asbestos, glass, etc. The rigidity, lightness of polymers, that is, the thermal and protective resistance of plastics, the high insulating characteristics, especially the good technological and operational properties, necessitates the use of them not only in place of metals but also as necessary materials.

## Materials

It consists of polymer materials (high molecular compound), which are separated into natural and artificial varieties.

It has a high property of reducing friction in materials created based on polymer materials. Only then the materials will be able to ensure that the coefficient of friction in the friction without oil is less than 0,1.

Their significant advantages are corrosion resistance in different environments, lightness in the technology chapter, low noise when processed.

There is a drawback of polymer materials, not looking at the said advantages: in the influence of temperature and pressure, it is determined that the constructive dimensions are unstable, the mechanical strength is low, it quickly wears out, it can withstand a polished fracture.

The development of polymer materials is constantly increasing, the areas of their use are increasing. Most of the car parts are currently made of polymer materials. Therefore, the study of the technology of obtaining automotive details from polymer materials with printing is a topical issue.

The properties of polymer materials depend on the composition and amount of substances added to them. You can get even pre-determined compounds of different properties by changing the amount of these substances. The water-resistance of many plastics, the ability to resist the influence of many aggressive substances and petroleum products are their most important positive properties. Chemical achievements allow you to get plastics that can work both at low temperatures and at high temperatures. Since many plastics have a good electrical insulator (dielectric), they can be used in the preparation of tractors, electric equipment of cars. The fact that the heat is not resistant to it, but also changes its properties over time, that is, the tendency to wear is a drawback of plastic.

Currently, there are a number of Joint-Stock Companies and companies that produce details for cars from polymer materials. Most of the details in these enterprises are obtained by the method of pouring polymer materials with pressure on molds.

"UzKoram" is a closed type Joint-Stock Company. Currently, the joint venture has a production capacity of more than 200.000 complete bumpers, instrument panels, and door fittings per year. The painting department has the ability to paint the bumpers and the color of the body of the cars in the department.

"Uz-Tong Hong Ko" joint venture. At this enterprise, seats from the polyurethane foam polymer are being prepared for all the atoms produced in the JSC "GM-Uzbekistan".

Insulation wires of automobile electrical parts are produced at joint ventures" andijonkabel " and "UZ-Kodj".

At the above-mentioned enterprises, the acuity of raw materials for the production of products is brought from foreign countries.

It is known that now "Shurtangaz" village is located in the Karshi desert (Kashkadarya region, Guzar district) in the south-western part of the Republic of Uzbekistan and restored on the basis of "Shurtangaz" condensate deposits. The annual capacity of the enterprise is 3.9 billion. as a

result of the processing of cubic meters of raw gas, it is intended to produce the following products: 100 thousand tons of compressed gas; 100 thousand tons of gas condensate; 1,5 thousand tons of sulfur granule. Currently, the enterprise is on the eve of establishing the production of polypropylene. It is a very important and urgent issue to set up the preparation of the plastic details of the light and trucks produced by ourselves from these local polymers, as a result of which there will be no need for raw materials imported from abroad and the foreign exchange will be saved.

The complexity of the moving processes in the automotive parts and components, their reliable performance, the durability, and corrosion resistance of the details ensure its long-term performance. The deflection is one of the parameters of distortion, which is most often encountered in the car details. Prevention of cracking further increases the reliability indicators of the car. After the car manufacturer becomes unusable, it is necessary not only to repair it but also to analyze the processes that occur in them before the car breaks down, making the right conclusions, first of all, reduce the cost and also save the technical resource of the car.

As an object of research, polymers - polyethylene, polypropylene, polyamide, and epoxy resin (Ed-20), from which the details of modern cars are prepared, are obtained.

Methods for studying the deviations of materials and an improved micro tribometer were selected by the author.

To study the working conditions of polymer wetting materials used in automotive friction parts, to research their ingestion under different conditions, and to develop scientifically assimilated recommendations for the introduction of automotive detail preparation from local polymer materials.

To study the working conditions of the polymer wetting materials used in the friction parts of the vehicle, to study their ingest under different conditions and to introduce the preparation of automotive details from local polymer materials, to determine the factors affecting the physical and mechanical properties of the polymer materials and to look for ways to reduce their inversion.

At present, the service of cars is increased can not imagine our lives without them. In the process of using the vehicles, it's a lot of mechanisms is ingested on account of friction, resulting in a slowing down of its work activity. To know the reasons for such deviations, it is necessary to study the laws of friction of materials.

Along with this, the use of polymer materials and their compositions to reduce the weight of cars, preparing their details, saving their metals is growing steadily.

As you know, polymer materials have many different, but widely used in industry, polymer materials include rubber, lacquer, paint, glue, asbestos, glass, etc. The rigidity, lightness of polymers, that is, the thermal and protective resistance of plastics, the high insulating characteristics, especially the good technological and operational properties, necessitates the use of them not only in place of metals but also as necessary materials. It consists of polymer materials (high molecular compound), which are separated into natural and artificial varieties.

It has a high property of reducing friction in materials created based on polymer materials. Only then the materials will be able to ensure that the coefficient of friction in the friction without oil is less than 0,1.

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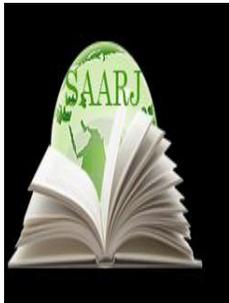
There is a drawback of polymer materials, not looking at the said advantages: in the influence of temperature and pressure, it is determined that the constructive dimensions are unstable, the mechanical strength is low, it quickly wears out, it can withstand a polished fracture.

## CONCLUSION

The properties of polymer materials depend on the composition and amount of substances added to them. You can get even pre-determined compounds of different properties by changing the amount of these substances. The water-resistance of many plastics, the ability to resist the influence of many aggressive substances and petroleum products are their most important positive properties. Chemical achievements allow you to get plastics that can work both at low temperatures and at high temperatures. Since many plastics have a good electrical insulator (dielectric), they can be used in the preparation of tractors, electric equipment of cars. The fact that the heat is not resistant to it, but also changes its properties over time, that is, the tendency to wear is a drawback of plastic.

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**PRACTICAL AND PROFESSIONAL APPROACH TO TEACHING  
 ECONOMIC STUDENTS THEORY OF PROBABILITY AND ELEMENTS  
 OF MATHEMATICAL STATISTICS**

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**ABSTRACT**

*The article examines the process of developing the practical and professional competencies of students majoring in economics in higher education through the study of probability theory and mathematical statistics. Mathematical sciences studied by students of economics and their composition, goals and objectives are analyzed. National and international studies in this area have been analyzed. Probability theory and the concepts of mathematical statistics are presented in a way that is understandable to future economists in an understandable language, in an interesting way, based on a practical-professional approach. Examples are given that will increase students' interest in the subject using challenging situations that future economists may face in their future careers.*

**KEYWORDS:** *Probability, Statistics, Random Event, Teaching, Math, Probability Calculation.*

**INTRODUCTION**

As you know, the subject "Probability Theory and Mathematical Statistics" consists of interrelated sections "Probability Theory" and "Mathematical Statistics".

Probability theory is a mathematical science that studies random experiments, that is, the laws of unpredictable experiments. Mathematical statistics is a mathematical science that draws general conclusions about random events or processes based on data obtained from the observation of these events or experiments.

At present, the subject "Probability Theory and Mathematical Statistics" is taught in various bachelor's degree programs in higher education institutions of Uzbekistan, as well as in "Higher

Mathematics", "Mathematics", "Applied Mathematics" and similar disciplines. In addition, secondary schools are taught as departments of mathematics, as well as a separate section of academic lyceum textbooks.

Methodological, pedagogical and psychological aspects of preparation for professional activity in the process of teaching probability theory and mathematical statistics in the Republic: by A.S.Rasulov, Y.Abdullaev, N.M. Soatov; The importance of studying probability theory and mathematical statistics and improving the pedagogical possibilities and methods of teaching, the general structure of probabilistic-statistical knowledge, improving the interrelationships between different mathematical disciplines: I.M. Gaysinskaya, H. Ochilova, J. Kudratov, D.V. Manevich, M.Tojiev, U.X.Xonqulov; organization of practical-professional teaching of mathematics, formation of experience of solving practical-professional problems based on mathematical methods: studied in detail by J.Ikramov, U.S.Begimkulov, D.N. Ashurova, O.G. Gaimnazarov and others. Issues of improving the theoretical and scientific basis of professional competence and assessment of strategic learning objectives on the basis of adequate criteria were discussed and researched by R.K. Juraev, N.A.Muslimov, A.R.Khodjabaev, U.I.Inoyatov, K.T.Olimov, Sh.E. Kurbanov.

The results of research and analysis show that there are no recommendations for the classification of economic-professional problems and methods of solving each of the classified forms, professional development of future economists, mathematical modeling based on probabilistic-statistical methods and its scientific and pedagogical basis, importance and The incomplete disclosure of opportunities and the fact that the country's higher education institutions have now moved to a credit-modular system of education, and similar factors require the study of the development of professional competence of students in economics through the study of possible statistical content.

**Main body.** In the field of economics of higher education institutions from the 2020-2021 academic year began teaching such subjects as Applied Mathematics 1 (APPMAT16), Applied Mathematics 2 (APPMAT26), Statistics (STATIS6), Introduction to Econometrics (INTECON6) on the basis of credit-module system.

Applied Mathematics 2 is taught according to the curriculum approved by the Protocol No. 3 of August 14, 2020 of the Coordinating Council of Educational and Methodological Associations in the field of higher and secondary special, vocational education. This subject is taught in the following areas: 5230100-Economics (by industries and sectors), 5230200-Management (by industries and sectors), 5230600-Finance and financial technologies, 5231300-Budget control and treasury, 5230900-Accounting and auditing (by industries) ), 5230800-Taxes and taxation, 5231400-Statistics (by industries and sectors), 5231200-Insurance, 5231600-Human resource management, 5232300-Regional economy, 5232200-Econometrics, 5232400-Economic security, 5234100-Digital economy (sectors and by industries), 5230400-Marketing (by industries and sectors), 5230400-Marketing (advertising), 5230202-Management: tourism business management, 5233600-Trade (by types), 5232500-Logistics (by directions), 5230700- Banking and audit, 5231100-World economy and international economic relations (by regions and types of activities), 5231900-Corporate governance, 5330200-Information systems and technologies (by industries and sectors) internal), 5610200-Organization and management of hotel industry, 5610300-Tourism (by areas of activity). The subject is taught in the 1st year in the 2nd semester

for a total of 180 hours, including 32 hours of lectures, 36 hours of practical training, 4 hours of certification and 108 hours of independent study. This subject consists of 6 credits.

The purpose of teaching science is to learn the basics of mathematical concepts applied in all areas of economics. We know that problems in economics are first translated into the language of mathematics and then from mathematical language into algebra. As a result, their algorithms are created to solve economic problems. One of the modern methods of solving problems in the economy is "machine learning", which mainly uses the libraries of the Python programming language "numpy", "pandas", "matplotlib", "sclearn" in the analysis of large databases. These libraries are based on the concepts of linear algebra, analytic geometry, mathematical analysis, probability theory, and mathematical statistics. In the analysis of statistical data, the same can be said about the software package "Stata". The course consists of sections on linear algebra, analytic geometry, mathematical analysis, probability theory, and mathematical statistics.

Tasks of science:

- To study the role of mathematics in economics;
- be able to solve simple problems related to linear algebra, analytical geometry, mathematical analysis, probability theory and mathematical statistics;
- be able to apply mathematical methods appropriate to the type of problem;
- teaching logical thinking;
- Teaching to create a mathematical model of economic problems.

Although Applied Mathematics 2 is a new subject in the curriculum, its sections and topics are the main sections of mathematics, especially Probability Theory and Mathematical Statistics.

The topics of this section are given in the sample science program as follows:

Topic 1. Events and their probabilities.

The subject of the theory of random events and probabilities. Statistical definition of the probability of an accidental event. The sum and multiplication of events. The rule of adding probabilities.

Topic 2. Space of elementary events.

Axioms of Probability Theory Science. The classic way to calculate probability. Geometric definition of probability.

Topic 3. Freedom of events and the simplest formulas.

Conditional probability. Free events and the rule of multiplication. Absolute probability and Bayes formulas.

Topic 4. Bernoulli scheme and limit theorems.

Bernoulli scheme. Binomial probabilities. Laplace's local and integral theorems. Poisson's limit theorems.

Topic 5. Random quantities and their distribution laws.

The concept of random quantity. Discrete random quantities. Binomial and Poisson distribution laws.

Topic 6. Random quantities in general. Distribution function.

Probability distribution function. Properties of the distribution function. Laws of distribution of continuous random quantities. Flat distribution in cross section. Normal distribution.

Topic 7. Numerical characteristics of random quantities.

Mathematical expectation of discrete and continuous random quantities. Dispersion of discrete and continuous random quantities. Mathematical expectation and variance properties.

Topic 8. The law of large numbers and the central limit theorem.

Chebyshev inequality. Chebyshev's theorem. Bernoulli's theorem. Central limit theorem.

Topic 9. Elements of mathematical statistics.

Empirical law of distribution. Variation series. Polygon and histogram for the variation series. Point and intermediate assessments.

Topic 10. Elements of correlation theory.

A two-dimensional random quantity. Functional and random connections. Correlation correlation, correlation moment correlation coefficient.

The following basic and additional literature is recommended in the sample science program for teaching these topics and for students to study independently:

1. PrasannaSahoo, Probability and Mathematical Statistics, Department of Mathematics, University of Louisville, KY 40292 USA 2013.

2. Andronov A.M., Kopytov E.A., GringlazL.Ya. Theory of probabilities and mathematical statistics. ISBN5-94723-615-X, Peter, 2004.

It will be useful to explain the above topics to students of economics in the process of theoretical and practical training through problem situations and their solutions that will be needed in their professional activities. However, for the use of probability theory and mathematical statistics in practice, there are approximately the following standard questions about the calculation of probabilities in many literatures:

-The box has 10 details, 4 of which are painted. 4 details were taken for the risk. Find the probability that all the details obtained are painted;

-5% of the balls in the container are red and 15% are blue. Find the probability that a single ball taken from the container is not blue;

- 8 out of 25 transistors in the box are invalid. Optionally the transistor is removed and checked. Find the probability that the resulting second transistor is invalid;

-Find the probability that the Coat of Arms will fall on at least one of the two coins;

-Find the probability that the sum of the points scored in two games is 9.

In such cases, the condition of the matter is not only a little boring, but also of little practical importance. In fact, even though such issues later become the basis for larger practical problems, probability theory and mathematical statistics can initially give students the impression that they are engaged in unnecessary activities such as coin tossing, hasty throwing.

Prospective economists need to use information from Probability Theory and Mathematical Statistics in practical lessons that may interest or motivate students to study the subject. It is advisable to give new questions that reflect the teacher's personal approach. Giving the same questions to everyone is also less self-justifying.

For example, the following questions can be asked:

Interesting issues:

1. Find the probability that the word TULANMIRZA will appear again when the letters in the word TULANMIRZA are randomly changed (let everyone write their name instead of TULANMIRZA).

2. The letters TULANMIRZA are written on 10 balloons in the first box, and the letters NISHONOV are written on 8 balloons in the second box. When you get 3 balls at risk from the first box and 2 balls at risk from the second box, find the probability that it is possible to form the word ROMAN from the letters on the balls. find the probability that it is possible to form a word that makes sense out of the letters above, i.e., let the student create a problem and work on it himself).

3. The 11 balloons in the box have the letters CORONAVIRUS written on them. Find the probability that the word VIRUS is formed on the balls when 5 balls in a row are taken from the box.

4. Barcelona and Real Madrid football clubs are equally strong teams. Find the probability that Barcelona will win 4 times in their 4 match against each other.

5. In the TV show "Omad Show" there are 40 lanes on the drum, in each round 5 of them will be a car and the remaining 35 lanes will be awarded a certain amount of money as a prize. Each round involves three participants, and each of them, in turn, can spin the drum and continue spinning the drum without picking it up if the winning win is a car, stopping the game or winning if the winning streak falls. Whether or not a participant receives a prize, that prize is removed from the drum and replaced by an arrow to the right. If the arrow falls on subsequent turns, then the win on its right side is taken into account. Participants will be given up to three chances. If the participant cannot win the car even after three spins, he will have to take the prize money that fell on the last spin. The teleplay consists of three rounds, and in each round the winnings on the drum are returned to the original state.

A. Find the probability that at least one participant in one round wins the car.

B. Find the probability that the car will be swallowed in each round.

Career-oriented issues for future economists:

1. One of the most difficult problems in studying the market is that consumers refuse to answer questions or if the survey is conducted in residential areas, they are not at home at this time. If the respondent (respondent) is at home, the probability of answering the questions is 0.94 and the

probability that he is at home is 0.65. Evaluate the percentage of completed questionnaires based on this information.

2. The probability that a company building terminals for airports will enter into a contract with country A is 0.4, and the probability of concluding a contract with country B is 0.3. The probability of concluding an agreement with both countries is 0.12. What is the probability that a company will enter into a contract with at least one of these countries?

3. Some large stores (supermarkets) have a hidden "electronic eye" to determine the number of customers entering it. If two customers enter the supermarket in a row, the "electronic eye" has a probability of accounting for the first of them is 0.98, the probability of accounting for the second is 0.94, and the probability of accounting for both is 0.93. Find the probability that the device will account for at least one of the two customers who come in series.

4. The firm's marketing department is conducting a survey to find out what consumers think about a particular type of product. In the study area, 10% of the population consumes the products the firm is interested in and is able to make assessments based on them. The firm randomly selects 10 people from the population in the study area. How likely is it that at least one of them will be able to reasonably evaluate the product?

5. An employee of the credit department knows that 12% of companies that have received a loan from the bank have gone bankrupt and will not be able to repay loans for at least 5 years. He also knows that 20% of all borrowers have gone bankrupt. If a customer of a bank goes bankrupt, find the probability that he or she will not be able to repay the debt to the bank.

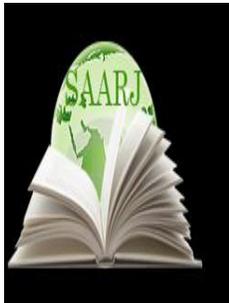
## DISCUSSION AND CONCLUSION

Assignment of such questions during the lesson and for independent study after the lesson will increase the students' interest in this subject and develop the skills to apply it in their future activities.

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## IMPACT ON ECONOMIC GROWTH DUE TO DECLINE IN CRUDE OIL PRICE IN OMAN – A STUDY OF YOUTH PERCEPTION

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### ABSTRACT

*The main objective of the study is to know the opinion of students regarding economic growth in Oman due to decline in crude oil price. Data was collected from 424 students using a structured questionnaire. Chi-square test was used to analyze the relationship between gender, specialization and level of education with opinion of students. The findings of the study shows that Female students have positive opinion that government will normalize budget deficit than male students, majority students have a positive opinion that government will increase taxes and Male students have slightly positive opinion that decline in crude oil prices brings more investment in oil sector than female students. Over all it can be concluded that Female students and diploma students have an optimistic opinion about the economic growth in Oman.*

**KEYWORDS:** *Economic Growth, Oil Prices, Decline, Perception*

### 1. INTRODUCTION

With production of less than 1 million b/d of oil, the Sultanate of Oman has less oil and gas reserves compared to its GCC neighbors, except Bahrain. Since the sharp drop in oil prices in the second half of 2014, the government has taken bold steps to increase revenues from non-oil sources. These include turning to debt markets for the first time (it sold \$2.5 billion in bonds on June 8) and taking on some reforms such as subsidy cuts, reduced benefits for public sector workers and increased fees. Furthermore, they introduced a royalty on telecom operators, a “fair tax” on Liquefied Natural Gas (LNG) exports, and an increase in royalties paid for mineral exploitation. Oman has recently approved a 35 % tax on petrochemical firms and increased taxation on liquefied natural gas companies. The change will see taxes on LNG firms increase from 15 to 55%. Reforms in 2015 include the doubling of the price of gas for industrial users.

The World Bank estimates that \$10 billion in revenues were lost in 2015, and the new budget projects a deficit of 16.8% of GDP in 2016. Government subsidy spending is expected to fall by 64 % in 2016, as local fuel prices are brought in line with global prices. The deregulation of petrol prices began in mid-January 2016, with diesel and petrol prices increasing by up to 33%. An increase in the corporate income tax rate from 12 to 15%, as well as the removal of the tax exemption for the first OMR 30,000 of taxable earnings, has been approved by the Shura Council and a GCC-wide VAT has been agreed upon. Other measures to boost non-hydrocarbon revenue include: revising electricity and water tariffs for commercial and industrial users; and increasing fees for government services including licenses and labor cards, vehicle registration, real-estate transactions and land allocation. The following table shows the GDP growth of Oman.

**TABLE 1: GDP GROWTH OF OMAN FROM 2012 TO 2016**

Years	GDP Annual Growth Rate	GDP in USD Billion	Average Annual OPEC Crude oil prices
2012	11.5	76.7	109.45
2013	2.8	78.9	105.87
2014	4.6	81.03	96.29
2015	-14.1	69.83	49.49
2016	-5.1	66.29	40.68

**Source:**

<https://www.statista.com/statistics/262858/change-in-opec-crude-oil-prices-since-1960/>

<https://tradingeconomics.com/oman/gdp-growth-annual>

## 2. LITERATURE REVIEW

Several empirical studies have focused on developing oil-exporting countries. According to Mehrara (2008), an oil boom would release foreign exchange constraints and would stimulate economic performance for oil-exporting countries from both supply and demand sides. Furthermore, the government would follow expansionary fiscal policy and would use such money to finance its development and infrastructure which will induce investment, consumption and economic growth (Emami, 2012). However, such positive effect could be weakened by real exchange rate appreciation which leads to the contraction of tradable sectors and so the country will be under the risk of the Dutch disease. In addition, when oil prices decrease governments are not able to adjust their current spending immediately.

Pieschancon (2009) used a vector autoregressive (VAR) model to assess the impact of oil prices on government revenue, government purchases, tradable and non-tradable output, transfers, private consumption and the real exchange rate for Norway and Mexico over the period 1980-2006. He found that fiscal policy is the most responsive policy to oil prices and he argued that this is the main transmission channel through which the degree of exposure of the economy to oil price volatility is determined.

Cologni and Manera (2013) consider the role of the government and its reallocation process in the economy through fiscal policy. They address the effects of oil shocks and the expansionary fiscal policy on the business cycle of GCC countries (Oman, Kuwait, Bahrain, Saudi Arabia, UAE and Qatar) by using the real business cycle model. Results revealed that the negative impact of oil shocks on private output, capital and employment can be more than offset by the

positive effects of oil shocks on government revenue and expenditure. This fact causes a shift of productive factors from the private sector to the public sector, thus government employment and output both expand causing a boost in the total output.

DiDomenico and Bonnici (1996) recommend measuring both student expectations and perceptions in order to expose expected versus perceived quality gaps. In the view of this study, service quality is a product of lecturer calibre and skillfully using teaching methods that deliver satisfying learning experiences. This does not mean student perceptions should be the sole consideration for defining appropriate teaching methodology and lecturers 'characteristics. Instead, service gap analysis should aid the identification of areas in teaching and learning that need modification.

Liu (2010) investigated students' use of different social media tools and their attitudes and perceptions towards these tools. The author sought to identify the knowledge and trends of using 16 social media tools that included Facebook, Wiki, YouTube, Bulletin Board, LinkedIn, Blogs, Twitter, Podcasts, Virtual Worlds, RSS, StumbleUpon, Netlog, Delicious, Digg, Plurk, and Jaiku. The study results revealed the top four reasons why students use social media tools. As reported, 85% use such tools for social engagement, 56% use them for direct communications, 48% use them for speed of feedback/results, and 47% use them for relationship building; however, fewer than 10% of the students mentioned using social media tools for academic practice

### **3. Objective of the research**

The objective of the study are;

1. To know the opinion of youth on impact of economic growth.
2. To generate idea regarding whether government would normalize budget deficit.
3. To identify whether investment in oil sector increase.
4. To determine the impact on exports and imports.

### **4. RESEARCH METHODOLOGY:**

This study employed a quantitative research design based on a survey method through questionnaires. The survey method employed in this research because it is an efficient way of collecting information from a large number of respondents. Besides that, this method is easy to administer and cheaper to conduct.

Population selected for this study is Nizwa College of Technology. Out of 5380 population, sample size of 424 students were selected at randomly from the three academic departments. The age group of the respondents ranged between 18 to 25 years old.

The main research instrument of this study is a questionnaire. The researcher has used the 5-points Likert scale which was Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree was used for the following:

- a. Perception about improvement in Oman economy with decline in crude oil price.
- b. Decline in crude oil prices helps government to normalize budget deficit.
- c. Decline in prices of crude oil will bring more investment in oil sector.

d. Decline in prices of crude oil will increase exports.

e. Decline in prices of crude oil will increase imports.

Descriptive analysis was used to interpret the data collected. Chi-square test was used to analyze the relationship between gender, specialization and level of education with opinion of students.

## 5. Data analysis

**TABLE 2: PERCEPTION ABOUT IMPROVEMENT IN OMAN ECONOMY WITH DECLINE IN CRUDE OIL PRICE**

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	58 (26)	110 (49)	16 (7)	34 (15)	6 (3)	224
Female	50 (25)	114 (57)	12 (6)	22 (11)	2 (1)	200
Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Business	34 (26)	68 (52)	8 (6)	18 (14)	2 (2)	130
Information Technology	22 (29)	44 (58)	4 (5)	5 (7)	1 (1)	76
Engineering	52 (24)	112 (51)	17 (8)	34 (16)	3 (1)	218
Level of Education	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Diploma	58 (27)	113 (53)	15 (7)	26 (12)	1 (0)	213
Advanced Diploma	26 (22)	64 (55)	7 (6)	15 (13)	5 (4)	117
Bachelor	24 (26)	46 (49)	4 (4)	16 (17)	4 (5)	94

(The values given in parentheses are percentages)

It can be understood from Table 1 that 26 percentage of the male strongly agree and 49 percentage agree that decline in crude oil price will improve Oman economy. Thus 75 percentage of male have shown a favorable opinion. Whereas 25 percentage of the female strongly agree and 57 percentage agree that Oman economy will improve with decline in crude oil price. It shows that 82 percentage of female have shown a favorable opinion. Based on the gender opinion it is clear that female students have shown more favorable opinion than male students that decline in crude oil price will improve Oman economy.

On the basis of departments, 78percentage (26 strongly agree and 52 agree)of business department students, 87percentage (29 strongly agree and 58 agree)of information technology student and 75percentage (24 strongly agree and 51 agree)of engineering students have a positive opinion about improvement in Oman economy even with the decline in the crudeoil prices.It is

clear that information technology student have more positive opinion that decline in crude oil price will improve Oman economy than business and engineering students.

On the basis of level of education, 80percentage (27 strongly agree and 53 agree) of diploma students, 77percentage (22 strongly agree and 55 agree) of advanced diploma students and 75 percentage(26 strongly agree and 49 agree) of Bachelor students believe that even with the decline in crudeoil prices the economy of Oman will improve. It shows that diploma students have more optimistic opinion that decline in crude oil price will improve Oman economy than advance diploma and Bachelor students.

Based on the above findings the following hypothesis are tested:

$H_0$  (G): There is no significant relationship between gender and the opinion with respect to improvement in Oman economy with decline in crude oil prices.

$H_1$  (G): There is a significant relationship between gender and the opinion with respect to improvement in Oman economy with decline in crude oil prices.

$H_0$  (Dpt): There is no significant relationship between departments and the opinion with respect to improvement in Oman economy with decline in crude oil prices.

$H_1$  (Dpt): There is a significant relationship between departments and the opinion with respect to improvement in Oman economy with decline in crude oil prices.

(LoE): There is no significant relationship between level of education and the opinion with respect to improvement in Oman economy with decline in crude oil prices.

$H_1$  (LoE): There is a significant relationship between level of education and the opinion with respect to improvement in Oman economy with decline in crude oil prices.

To analyze the relationship between gender, specialization and level of education with opinion about improvement in Oman economy with decline in crude oil prices chi-square test is used. It is found that there is no significant relationship between gender and opinion on economy's improvement due to decline in crude oil prices (p value 0.35), departments and opinion on economy improvement due to decline in crude oil prices (p value 0.58) and there is no relationship between opinion on economy improvement due to decline in crude oil prices and level of education (p value 0.46).

**TABLE 3: INCREASE IN PETROL PRICES SHOULD HAVE BEEN TAKEN FEW YEARS BACK (5 TO 10 YEARS)**

Gender	Yes	No	Total
Male	148 (66)	76 (34)	224
Female	132 (66)	68 (34)	200
Departments	Yes	No	Total
Business	89 (68)	41 (32)	130
Information Technology	50 (66)	26 (34)	76
Engineering	141 (65)	77 (35)	218
Level of Education	Yes	No	Total

Diploma	148 (69)	65 (31)	213
Advanced Diploma	64 (55)	53 (45)	117
Bachelor	68 (72)	26 (28)	94

(The values given in parentheses are percentages)

It is observed from table 2 that 66 percentages of the male and female students equally have the opinion that petrol prices increase should have been taken few years back.

On the basis of departments, 68 percentages of Business Students, 66 percentage of Information Technology students and 65 percentage of Engineering students have the opinion that petrol price increase should have been taken few years back. It can be concluded that Business students showed slightly favorable opinion that petrol prices increase should have been taken few years back than Information Technology and Engineering specialization students.

On the basis of level of education, 69 percentage of the Diploma students, 55 percentage of the Advanced Diploma students and 72 percentage of Bachelor students have the opinion that petrol price increase should have been taken few years back. It is clear from the above table that Bachelor students have more optimistic opinion that petrol prices increase should have been taken few years back than Diploma and Advanced Diploma students.

Based on the above findings the following hypothesis are tested:

$H_0$  (G): There is no significant relationship between gender and the opinion that petrol prices increase should have been taken few years back.

$H_1$  (G): There is a significant relationship between gender and opinion that petrol prices increase should have been taken few years back.

$H_0$  (Dpt): There is no significant relationship between departments and opinion that petrol prices increase should have been taken few years back.

$H_1$  (Dpt): There is a significant relationship between departments and opinion that petrol prices increase should have been taken few years back.

$H_0$  (LoE): There is no significant relationship between level of education and opinion that petrol prices increase should have been taken few years back.

$H_1$  (LoE): There is a significant relationship between level of education and opinion that petrol prices increase should have been taken few years back.

Chi-square test results shows that there is no significant relationship between gender and the opinion that petrol prices increase should have been taken few years back (p value 0.98) and departments and the opinion that petrol prices increase should have been taken few years back (p value 0.77). But there is significant relationship between the opinion that petrol prices increase should have been taken few years back and level of education (p value 0.008). Bachelor student are more opinionated than other students.

**TABLE 4: DECLINE IN CRUDE OIL PRICES HELPS GOVERNMENT TO NORMALIZE BUDGET DEFICIT**

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	36 (16)	95	76 (34)	4 (2)	13 (6)	224

		(42)				
Female	28 (14)	96 (48)	56 (28)	14 (7)	6 (3)	200
Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Business	17 (13)	59 (45)	40 (31)	10 (8)	4 (3)	130
Information Technology	10 (13)	38 (50)	24 (32)	3 (4)	1 (1)	76
Engineering	36 (17)	98 (45)	68 (31)	3 (1)	13 (6)	218
Level of Education	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Diploma	36 (17)	91 (43)	72 (34)	7 (3)	7 (3)	213
Advanced Diploma	19 (16)	56 (48)	29 (25)	4 (3)	9 (8)	117
Bachelor	8 (9)	48 (51)	31 (33)	4 (4)	3 (3)	94

(The values given in parentheses are percentages)

Table 3 reveals that 16 percentages of males strongly agree and 42 percentage of the males agree that government will normalize budget deficit, whereas 14 percentage of the female strongly agree and 48 percentage of female agree that government will normalize budget deficit. Based on gender it can be concluded that female have positive opinion that government will normalize budget deficit.

On the basis of departments, 13 percentages of Business students strongly agree and 45 percentages of Business students agree that government will normalize budget deficit. In case of Information Technology students 13 percentages strongly agree and 50 percentage agree that government will normalize budget deficit. Whereas for Engineering students 17 percentage strongly agree and 45 percentage agree that government will normalize budget deficit. It shows that majority of the students in the three departments have a favorable opinion that the government will normalize budget deficit.

On the basis of level of education, 17 percentage of the Diploma students strongly agree whereas 43 percentage of Diploma students agree that government will normalize budget deficit. In Advanced Diploma it shows that 16 percentage of students strongly agree and 48 percentage of students agree that government will normalize budget deficit. Bachelors shows that 9 percentage of the students strongly agree and 51 percentage of the students agree that government will normalize budget deficit. It can be concluded that, majority of the students in three education level have optimistic opinion that government will normalize budget deficit.

Based on the above findings the following hypothesis are tested:

$H_0$  (G): There is no significant relationship between gender and opinion that government will normalize budget deficit.

$H_1$  (G): There is a significant relationship between gender and opinion that government will normalize budget deficit.

$H_0$  (Dpt): There is no significant relationship between departments and opinion that government will normalize budget deficit.

$H_1$  (Dpt): There is a significant relationship between departments and opinion that government will normalize budget deficit.

$H_0$  (LoE): There is no significant relationship between level of education and opinion that government will normalize budget deficit.

$H_1$  (LoE): There is a significant relationship between level of education and opinion that government will normalize budget deficit.

It is found that there is a significant relationship between gender and opinion that government will normalize budget deficit (p value 0.01). Whereas there is a no significant relationship between departments and opinion that government will normalize budget deficit (p value 0.11) and level of education and opinion that government will normalize budget deficit (p value 0.23).

**TABLE 5: GOVERNMENT DECISION ON FISCAL POLICY (TAX POLICY)**

Gender	Increase in Taxes	Taxes Remain Same	Decrease in Taxes	Total
Male	137 (61)	59 (26)	28 (13)	224
Female	114 (57)	48 (24)	38 (19)	200
Departments	Increase in Taxes	Taxes Remain Same	Decrease in Taxes	Total
Business	73 (56)	28 (22)	29 (22)	130
Information Technology	46 (61)	20 (26)	10 (13)	76
Engineering	132 (61)	59 (27)	27 (12)	218
Level of Education	Increase in Taxes	Taxes Remain Same	Decrease in Taxes	Total
Diploma	130 (61)	53 (25)	30 (14)	213
Advanced Diploma	64 (55)	28 (24)	25 (21)	117
Bachelor	59 (63)	28 (30)	7 (7)	94

(The values given in parentheses are percentages)

It can be revealed from table 4 that, majority (61 %) of the males have the perception that government will increase taxes, whereas 57 percentage of the female students have the perception that government will increase taxes. It can be concluded that majority have a positive opinion that government will increase taxes.

On the basis of departments, 56 percentage of Business students, 61 percentage of Information Technology students and 61 percentage of Engineering students have the opinion that government will increase taxes. On the basis of departments it can be concluded that majority of the students have favorable opinion that government will increase taxes.

On the basis of level of education, 61 percentage of the Diploma students, 55 percentage of the Advanced Diploma students and 63 percentage of the Bachelor students have the opinion that government will increase taxes. Based on level of education also majority of the students have favorable opinion that government will increase taxes.

The following hypotheses are tested:

$H_0$  (G): There is no significant relationship between gender and opinion regarding government decision on fiscal policy.

$H_1$  (G): There is a significant relationship between gender and opinion regarding government decision on fiscal policy.

$H_0$  (Dpt): There is no significant relationship between departments and opinion regarding government decision on fiscal policy.

$H_1$  (Dpt): There is a significant relationship between departments and opinion regarding government decision on fiscal policy.

$H_0$  (LoE): There is no significant relationship between level of education and opinion regarding government decision on fiscal policy.

$H_1$  (LoE): There is a significant relationship between level of education and opinion regarding government decision on fiscal policy.

Statistical result shows that there is no significant relationship between gender and opinion regarding government decision on fiscal policy (p value 0.18), departments and opinion regarding government decision on fiscal policy (p value 0.14) and no relationship between opinion regarding government decision on fiscal policy and level of education (p value 0.33).

**TABLE 6: DECLINE IN PRICES OF CRUDE OIL WILL BRING MORE INVESTMENT IN OIL SECTOR**

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	62 (28)	65 (29)	53 (24)	41 (18)	3 (1)	224
Female	46 (23)	60 (30)	40 (20)	48 (24)	6 (3)	200
Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Business	30 (23)	39 (30)	30 (23)	29 (22)	2 (2)	130
Information Technology	22 (29)	22 (29)	14 (18)	16 (21)	2 (3)	76
Engineering	55 (25)	65 (30)	49 (22)	45 (21)	4 (2)	218
Level of Education	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total

Diploma	58 (27)	66 (31)	44 (21)	41 (19)	4 (2)	213
Advanced Diploma	33 (28)	25 (21)	27 (23)	30 (26)	2 (2)	117
Bachelor	16 (17)	35 (37)	24 (26)	18 (19)	1 (1)	94

(The values given in parentheses are percentages)

Table 5 depicts that only 57 percentage (28% strongly agree and 29% agree) of the male students have opinion that decline in crude oil prices brings more investment in oil sector, whereas 53 (i.e. 23 strongly agree and 30 agree) percentage of female have the same opinion. Based on gender opinion it shows that male have slightly positive opinion than females that decline in crude oil prices brings more investment in oil sector.

On the basis of departments, it is clear that 53 percentage of Business students (23% strongly agree and 30% agree), 58 percentage of Information Technology students (29% strongly agree and 29% agree) but in case of Engineering students 55 percentage (25% strongly agree and 30% agree) have the opinion that decline in crude oil prices brings more investment in oil sector. It can be inferred that Information Technology students have slightly favorable opinion than business and engineering students.

On the basis of level of education, is shown that 58 percentage of diploma students (27% strongly agree and 31% agree), 49 percentage of advance diploma students (28% strongly agree and 21% agree), whereas in bachelor students it is 54 percentage (17% strongly agree and 37% agree) have the opinion that decline in crude oil prices brings more investment in oil sector. Overall it shows that diploma students have optimistic opinion than advanced diploma and bachelor students.

The following hypothesis are proposed and tested:

$H_0$  (G): There is no significant relationship between gender and opinion regarding that decline in crude oil prices brings more investment in oil sector.

$H_1$  (G): There is a significant relationship between gender and opinion regarding that decline in crude oil prices brings more investment in oil sector.

$H_0$  (Dpt): There is no significant relationship between departments and opinion regarding that decline in crude oil prices brings more investment in oil sector.

$H_1$  (Dpt): There is a significant relationship between departments and opinion regarding that decline in crude oil prices brings more investment in oil sector.

$H_0$  (LoE): There is no significant relationship between level of education and opinion regarding that decline in crude oil prices brings more investment in oil sector.

$H_1$  (LoE): There is a significant relationship between level of education and opinion regarding that decline in crude oil prices brings more investment in oil sector.

Chi-square result shows that there is no significant relationship between gender and opinion regarding that decline in crude oil prices brings more investment in oil sector (p value 0.16), departments and opinion regarding that decline in crude oil prices brings more investment in oil

sector (p value 0.99) and no relationship between level of education and opinion regarding that decline in crude oil prices brings more investment in oil sector (p value 0.22).

**TABLE 7:DECLINE IN PRICES OF CRUDE OIL WILL INCREASE EXPORTS**

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	40 (18)	76 (34)	97 (43)	9 (5)	2 (1)	224
Female	32 (16)	82 (41)	64 (32)	16 (8)	6 (3)	200
Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Business	23 (18)	51 (39)	45 (35)	8 (6)	3 (2)	130
Information Technology	10 (13)	31 (41)	31 (41)	3 (4)	1 (1)	76
Engineering	39 (18)	77 (35)	84 (39)	14 (6)	4 (2)	218
Level of Education	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Diploma	45 (21)	75 (35)	83 (39)	8 (4)	2 (1)	213
Advanced Diploma	19 (16)	46 (39)	40 (34)	9 (8)	3 (3)	117
Bachelor	8 (9)	38 (40)	40 (43)	7 (7)	1 (1)	94

(The values given in parentheses are percentages)

It can be examined from table 6 that, 18 percentage of male have strongly agree and 34 percentage have agreed that decline in prices of crude oil will increase exports. In case of female, 16 percentage strongly agree and 41 agree that decline in prices of crude oil will increase exports. It shows that female have optimistic opinion than male.

In case of departments, 18 percentages of Business students strongly agree and 39 percentage agree that decline in prices of crude oil will increase exports. 13 percentage of Information Technology students strongly agree and 41 percentage of agree that decline in prices of crude oil will increase exports. 18 percentage of Engineering students strongly agree and 35 percentage agree that decline in prices of crude oil will increase exports. It shows that Business students have slightly positive opinion than Information Technology and Engineering students.

In case of level of education, 21 percentage of diploma students strongly agree and 35 percentage agree that decline in prices of crude oil will increase exports. 16 percentage of advanced diploma

students strongly agree and 39 percentage of agree that decline in prices of crude oil will increase exports. 9 percent of bachelor students strongly agree and 40 percentages agree that decline in prices of crude oil will increase exports. It shows that diploma students have favorable opinion than advanced diploma and bachelor students.

The following hypothesis are tested:

$H_0$  (G): There is no significant relationship between gender and opinion about decline in prices of crude oil will increase exports.

$H_1$  (G): There is a significant relationship between gender and opinion about decline in prices of crude oil will increase exports.

$H_0$  (Dpt): There is no significant relationship between departments and opinion about decline in prices of crude oil will increase exports.

$H_1$  (Dpt): There is a significant relationship between departments and opinion about decline in crude oil prices brings more investments in oil sector.

$H_0$  (LoE): There is no significant relationship between level of education and opinion about decline in prices of crude oil will increase exports.

$H_1$  (LoE): There is a significant relationship between level of education and opinion about decline in prices of crude oil will increase exports.

Test result shows that there is no significant relationship between gender (p value 0.05), departments (p value 0.95) and level of education (p value 0.11) and opinion that decline in prices of crude oil will increase exports.

**TABLE 8: DECLINE IN PRICES OF CRUDE OIL WILL INCREASE IMPORTS**

Gender	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Male	35 (16)	88 (39)	90 (40)	9 (4)	2 (1)	224
Female	30 (15)	74 (37)	68 (34)	22 (11)	6 (3)	200
Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Business	18 (14)	55 (42)	44 (34)	10 (8)	3 (2)	130
Information Technology	12 (16)	25 (33)	33 (43)	5 (7)	1 (1)	76
Engineering	35 (16)	81 (37)	81 (37)	17 (8)	4 (2)	218
Level of Education	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Diploma	36 (17)	85 (40)	73 (34)	17 (8)	2 (1)	213

Advanced Diploma	10 (9)	45 (38)	53 (45)	6 (5)	3 (3)	117
Bachelor	18 (19)	32 (34)	32 (34)	10 (11)	2 (2)	94

(The values given in parentheses are percentages)

Table 7 shows that 16 percentage male strongly agree and 39 percentage of agree that imports will increase with decline in crude oil prices. 15 percentages female strongly agree and 37 percentages agree that imports will increase with decline in crude oil prices. On the basis of gender it is clear that both the genders have almost favorable opinion.

In case of departments, 14 percentages of Business students strongly agree and 42 percentage agree that imports will increase with decline in crude oil prices. 16 percentage of Information Technology students strongly agree and 33 percentage agree that imports will increase with decline in crude oil prices. 16 percentages of Engineering students strongly agree and 37 percentage agree that imports will increase with decline in crude oil prices. On the basis of specialization it is clear that Business students have positive opinion than Information Technology Students and Engineering students.

In case of level of education, 17 percentage of diploma students strongly agree and 40 percentage of students agree that imports will increase with decline in crude oil prices. 9 percentage of advanced diploma strongly agree and 38 percentage of student agree that imports will increase with decline in crude oil prices. 19 percentage of bachelor students strongly agree and 34 percentage of student agree that imports will increase with decline in crude oil prices. It shows that diploma students have optimistic opinion than advanced diploma and bachelor students.

The following hypothesis is tested:

$H_0$  (G): There is no significant relationship between gender and opinion about imports will increase with decline in crude oil prices.

$H_1$  (G): There is a significant relationship between gender and opinion about imports will increase with decline in crude oil prices.

$H_0$  (Dpt): There is no significant relationship between departments and opinion about imports will increase with decline in crude oil prices.

$H_1$  (Dpt): There is a significant relationship between departments and opinion about imports will increase with decline in crude oil prices.

$H_0$  (LoE): There is no significant relationship between level of education and opinion about imports will increase with decline in crude oil prices.

$H_1$  (LoE): There is a significant relationship between level of education and opinion about imports will increase with decline in crude oil prices.

On the basis of test there is a significant relationship between gender and opinion about imports will increase with decline in crude oil prices (p value 0.03). There is no significant relationship between departments and opinion about imports will increase with decline in crudeoil prices (p value 0.92) and there is no relationship between level of education and opinion about imports will increase with decline in crude oil prices (p value 0.16).

**TABLE 9: SALARIES IN PUBLIC AND PRIVATE SECTORS WILL INCREASE WITH THE DECLINE INCRUDEOIL PRICES**

Gender	Increase	Same	Decrease	Total
Male	90 (40)	61 (27)	73 (33)	224
Female	102 (51)	40 (20)	58 (29)	200
Departments	Increase	Same	Decrease	Total
Business	66 (51)	29 (22)	35 (27)	130
Information Technology	33 (43)	16 (21)	27 (36)	76
Engineering	92 (42)	58 (27)	68 (31)	218
Level of Education	Increase	Same	Decrease	Total
Diploma	101 (47)	53 (25)	59 (28)	213
Advanced Diploma	52 (44)	30 (26)	35 (30)	117
Bachelor	40 (43)	19 (20)	35 (37)	94

(The values given in parentheses are percentages)

It is observed from table 8 that 40 percentages of the male students have the opinion that salaries in public and private sectors will increase with the decline in crude oil prices. In case of female students, 51 percentages have the same opinion. On the basis of gender it is clear that female students have a favorable opinion than male students.

On the basis of departments, 51 percentages of Business students, 43 percentage of Information Technology students and 42 percentage of Engineering students have the opinion that salaries in public and private sectors will increase with the decline in crude oil prices. It is clear that Business students have a positive opinion than Information Technology and Engineering students.

On the basis of level of education, 47 percentage of diploma students, 44 percentage of advance diploma students and 43 percentage of bachelor students have the opinion that salaries in public and private sectors will increase with the decline in crude oil prices. It is clear that diploma students have an optimistic opinion than advanced diploma and bachelor students.

The following hypothesis are tested:

$H_0$  (G): There is no significant relationship between gender and opinion about salaries in public and private sectors will increase with the decline in crude oil prices.

$H_1$  (G): There is a significant relationship between gender and opinion about salaries in public and private sectors will increase with the decline in crude oil prices.

$H_0$  (Dpt): There is no significant relationship between departments and opinion about salaries in public and private sectors will increase with the decline in crude oil prices.

$H_1$  (Dpt): There is a significant relationship between departments and opinion about salaries in public and private sectors will increase with the decline in crude oil prices.

$H_0$  (LoE): There is no significant relationship between level of education and opinion about salaries in public and private sectors will increase with the decline in crude oil prices.

$H_1$  (LoE): There is a significant relationship between level of education and opinion about salaries in public and private sectors will increase with the decline in crude oil prices.

On the basis of statistical test there is a no significant relationship between gender and opinion about salaries in public and private sectors will increase with the decline in crude oil prices (p value 0.05). There is no significant relationship between departments and opinion about salaries in public and private sectors will increase with the decline in crude oil prices (p value 0.39) and no relationship between level of education and opinion about salaries in public and private sectors will increase with the decline in crude oil prices (p value 0.44).

## 6. FINDINGS

1. Diploma students have more optimistic opinion regarding improvement in Oman economy due to decline in crude oil price than advanced diploma and Bachelor students and also there is no significant relationship between gender (p value 0.35), departments (p value 0.58) and level of education (p value 0.46).
2. Majority of the students in three different education level have optimistic opinion that government will normalize budget deficit. Hypothesis test showed that there is a significant relationship between gender and opinion that government will normalize budget deficit (p value 0.01).
3. Diploma students have optimistic opinion that decline in crude oil prices brings more investments in oil sector than advance diploma and bachelor students. Chi-square test showed that there is no significant relationship between gender (p value 0.16), department (p value 0.99) and level of education (p value 0.22) with opinion that decline in crude oil prices brings more investments in oil sector.
4. Business students have positive opinion that imports will increase with decline in crude oil prices than information technology students and engineering students and there is no significant relationship between gender (p value 0.05) department (p value 0.95) and level of education (p value 0.11) with opinion that decline in prices of crude oil will increase exports.

**7. CONCLUSION:** It can be concluded from the study that students are having an optimistic opinion that Oman economy will improve even with decline in crude oil prices, they are also optimistic that taxes in near future will increase and also have positive opinion regarding increase in salaries in both the sectors. It is evident that Oman economy is affected because of decline in the crude oil prices. Oman government is taking necessary steps to improve the economy by exploring other sources of revenues through tourism, fisheries, infrastructure, and service sector. Oman government is also considering value added tax and cutting down the subsidies to consumers.

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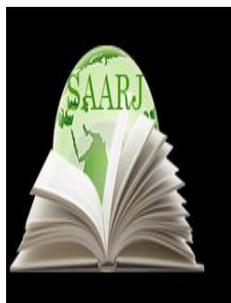
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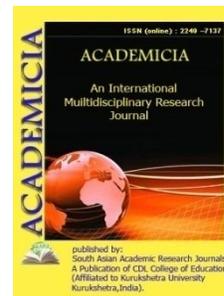
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## THEORETICAL BASIS OF CREATION OF AUTOMATED EDUCATIONAL METHODOLOGIES

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### ABSTRACT

*The purpose of the article is to develop theoretical, methodological and software for automated teaching and learning. The problem of optimizing pedagogical activity is associated with the solution of the issue of providing it with information. This makes it possible for students to freely use the means of information communication and the skillful use of every cognitive Internet network and the information contained therein will have a positive impact on improving the quality and content of education.*

**KEYWORDS:** *Didactic Processes, Informatization, Computer Curriculum, Motivation, Cognitive, Information Technology Of Teaching, Modern Means Of Communication, Computer Technology.*

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### INTRODUCTION

In the period when science, technology and technology are developing in high pictures, education plays an important role in bringing a person to a comprehensive age, in which the formation of qualities inherent in perfection and a qualified specialist takes place. Many advanced educational technologies are used in the didactic processes carried out in higher educational institutions that train specialists in the technical direction. These technologies are

aimed at improving the quality of further strengthening and mastering the knowledge, skills and skills of students. This in turn necessitates the effective use of modern means of communication in their educational activities. Effective use of modern communication tools as a didactic tool in the educational process serves as an important factor in improving the quality of education. In modern conditions, according to all the possibilities of the educational process, it is required to develop the personality, socialize and educate in it the abilities of independent, critical, creative thinking.[4]

In the didactic process, in combination with traditional forms of education, distance learning technologies are widely introduced. This makes it possible for students to freely use the means of information communication and the skillful use of every cognitive Internet network and the information contained therein will have a positive impact on improving the quality and content of education. Enriching educators with faultless methods leads to an increase in the level of mastering of educators. To do this, the rational organization of the lesson process is required by the educator to increase the interest of the educational community, to encourage their activity in the educational process, to divide the educational material into small pieces, to use interactive educational techniques in the opening of the educational content and to independently perform practical exercises for the educators.

In the organization of meaningful and quality educational process, it is important for educators to be able to use a wide range of information sources, namely information and communication technology opportunities, information and resource centers, e-learning resource bases, local and foreign educational, methodological and scientific literature. The fulfillment of the tasks set before the educational system, the assimilation of students independently of the educational materials, the stimulation of their professional growth, the upbringing of creative activity in them, in many respects, will depend on the educator. They are also required to be able to prepare at a high level, be able to make decisions independently, be able to choose between a lot of data to perform the specified tasks and be able to process this information. The educator should also understand that self-education is necessary not only for the student, but also for himself, to facilitate his work, to communicate with students who can think independently, to enrich his knowledge. Along with this, the interaction of the educator with the students in the educational process, the formation of their confidence in independent education, the ability of the educator to show that they are using new pedagogical technologies, leads to positive results, which are expected to lead the lectures in a limbo, that is, not limited only to the provision of information, but also in a[3]

The use of computer as a means of teaching in modern conditions of organization of learning process in tertiary institutions of technical orientation has significant impact on teaching styles and organization of learning process in general. The rational use of computer technology makes it possible to increase the effectiveness of the learning process. This is achieved primarily through the use of effective methods of providing information, the individualization and automation of the learning process.[5]

Informatization of the society is an increasingly process for the production, processing, storage and dissemination of information technology, especially knowledge. The new information technology of education allows to solve a number of fundamentally new didactic problems: the study of phenomena and processes in micro and macrodunia, within the framework of complex

technical and biological systems based on modeling; in fact, it becomes the basis for the study of various physical, chemical, biological and social processes that occur at a very high or very low speed. It allows the introduction of laboratory work into the educational process with the use of very expensive computer models, sometimes unique equipment is not available to educational institutions. Without the use of new information technology in education, sometimes such laboratory work can not be carried out in practice.[1]

Intellect the need for education and pedagogy in modern means of accelerating the activities, among which the most important place is occupied by computer technology. The problem of optimizing pedagogical activity is associated with the solution of the issue of providing it with information. There is a need for rapid updating of educational information in connection with the dynamics, systematic updating of the content of the subject under study, which affects the relationship between the subject and the subject of science.

The tools of teaching in computer affects the organizational forms of education, the functions of the teacher and student and the teaching technology. The implementation of their capacity in the conditions of information and educational environment activities will lead to the change in organizational forms and methods of previously established teaching, the emergence of new teaching methods based on the use of computer science methods and tools.

At present, a specific situation has arisen in the field of education and pedagogy: the possibilities of computer are huge, but there is no serious impact on the mass practice of education corresponding to these basic capabilities. One of the reasons for this phenomenon is that, despite the existence of concerted developments, didactic foundations of information technology in teaching require systematic justification.

Until now, many issues of the creation and use of computer training programs have not been addressed. In particular, it is necessary to solve a set of issues related to the development of a holistic psychological and pedagogical concept of computer education, for example: the formation of motivation and cognitive interest in learning, the establishment of a pedagogical based computer dialogue, the combination of individual, group and collective forms of training, the activation of cognitive activity, the rapid organization of the problem of effective implementation of computer facilities as a teaching tool in the educational process requires solution.

Creates prerequisites for the wide introduction of educational informatization, psychological and pedagogical work into practice, provides the transition from the mechanical assimilation of knowledge based on the ability to independently acquire new knowledge; allows to increase the level of the scientific character of the experiment, its methods and organizational forms are closer to the methods of experimental research of the subjects under study; provides[2]

There is a known conflict between the need for a systematic approach to the analysis of the process of automation, the one sided approach that dominates education as an integral system in informatization, theory and practice, they are basically the only individual (technical, didactic, cybernetic, etc.) tools of educational informatization.) related to the analysis of opportunities.

On the other hand, the implementation of computer aided learning process is interrelated with the development of the teaching system in general for each learning course. This solves the following tasks: to determine the need for the use of computer; to determine the level of

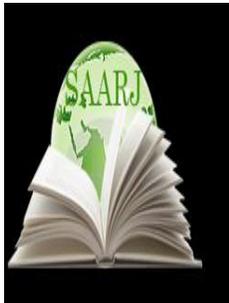
computerization of the learning process; to identify the functions assigned to the computer; to develop a computer manual in accordance with the information and methodological recommendations of teachers and methodists.

The analysis of literature indicates the need to substantiate the principles of creating an automated educational and methodological complex from the point of view of a systematic psychological and pedagogical approach and information approach. In addition, it was noted that the methods of using computer learning aids have not been adequately developed, there is little practical experience in assessing the impact of computer on the effectiveness of the learning process.

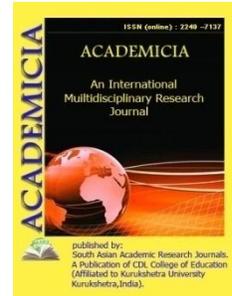
Thus, the relevance of the topic of the article is due to the need to create complex computer training programs and methods of their application that meet the psychological and pedagogical requirements imposed on them and ensure the effectiveness of the educational process.

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## PERSONALITY TRAINING IN AN INFORMED SOCIETY

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### ABSTRACT

*The article reveals the historical stages of personality education and the course of this process in the current information society, the role of the book, information in general. Therefore, in the study of the phenomenon of reading, it is important to study in logical harmony the general development of the individual as well as the achievement of a professional professional goal. That is, the desire for good or evil in the human soul can not exist in advance, but they are ways that are chosen throughout life. Therefore, all individuals will have the same opportunities first in the head.*

**KEYWORDS:** *Personality, Upbringing, Book, Information, Socialization, Perfect Person, Read Culture.*

### INTRODUCTION

Personality is one of the central concepts of many socio-humanitarian Sciences. In particular, according to traditionally formed theories in philosophy “personality”:

- 1) Nature is the product of all that is created by God or society, which must not only realize its own and strive to change it (an adaptable person);
- 2) an infinitely active creator (self-creator) who changes his way of life or manages his conditions of life and his imagination about himself);
- 3) the development is interpreted as a self-formative person (a person who develops new subjects, is formed by activity and manifests his experiences in the subject) through the activity of a subject, the activity of which depends on the external object.

In psychology, "personality" is a set of mental characteristics, processes, relationships that distinguish one subject from another, inherent in it. The possibilities of the subject for a psychologist are different, because the innate and later acquired characteristics of people have their own peculiarities. Individuality manifests itself in the non-repetition of the biological and social characteristics of a person, turning it into the unity of any group or association in action .tiradi

Although these ideas have to some extent influenced the formation of the concept of a person in sociology, their specific concepts are used only within the framework of narrow-line theories. In a broad sense, in sociology "personality is the product of a set of social characteristics inherent in a person, social development and involvement of an individual in the system of social relations through active activity and communication". Accordingly, it is important to pay attention not to the socialization of the individual as a whole, but to the cases of its socialization through a clearly defined cultural socialization, in particular, the phenomenon of education, reading.

Therefore, in the study of the phenomenon of reading, it is important to study in logical harmony the general development of the individual as well as the achievement of a professional goal. According to Reykovsky, the content of the social dimension of the formation and development of a person is the perception of people as a part of society of himself. The basis of this understanding is two important aspects: individualization and identification.

"In individualization, the image of a social scientist, consisting of different objects (individuals), is formed: this process leads to the formation of the system "I – they" in the subject. And the identification, on the contrary, is to remove the boundary between objects and form an individual "I" that is similar to or compatible with others.

It follows that the individual is formed in the influence of the processes of individualization and identification. Here it should be noted that if some of the cultural values lead to individualization, others participate in the identification.

Since it has an individ social character, it is formed as a person on the basis of the conditions that arise as a result of the existing social technological and spiritual development and, in turn, determines the development in all directions.

Proceeding from the above, it is necessary to recognize two interrelated processes that determine the formation of a perfect person in society: the process of harmonization of individual relations by society and the process of establishing social relations by a person in this society. Personal relationships are understood by a person as economic, socio-political, spiritual, etc. relations that are assimilated in all aspects of social and cultural life. This relationship is manifested in the desire of the individual to become a perfectly developed personality. It is this spirit that motivates him to read, to develop himself.

Historically, people's approaches to the process of obtaining information and knowledge are also diverse. In our opinion these are:

1. Historical-traditional direction
2. Humanistic direction.
3. Existential direction.

4. Synergistic direction.

5. Direction based on information technology.

1. Supporters of the historical-traditional direction emphasize the importance of the book in the formation of the culture of reading.

One of the discoveries of great importance in the social, cultural and historical development of mankind is undoubtedly the creation of the book. With this discovery, mankind was able to overcome such dimensions as space and time. Thanks to the books, we learn about the lifestyle, thoughts, worldview of our ancient ancestors, about the events that took place in different eras and territories.

Books have gone a long way before coming into their current form. A few thousand years ago, the ancient Babylonians, Assyrians and other peoples of the ancient world used ceramic tiles as books. In China, however, the first books were written on plates made of bamboo trees. Later, the Chinese invented writing on May, and in the I century BC, writing on paper.

One of the cradles of ancient culture the texts of the first book in Egypt were carved into stone fragments. Later papyrus was invented. In the second century BC Pergamum (now the Turkish city of Bergam) created a new product for writing from the skins of animals – Pergamum(pergament). One of the examples of the high culture of the peoples of the East is the book "Avesto", too, it is known to many that it was originally written from 12 thousand calf skins.

In the Middle Ages, they learned to fold sheets of parchment or papyrus four times, bringing them to the shape of a laurel (Greek "quaternary"). Books created by combining several such notebooks were called "codex". At the time of the book's arrival in its current form, the codexes were the first step.

Even in Central Asia, the ancient art of book production – calligraphy was widely developed. Especially during the period of the cultural upsurge – the period of the Temurids, the production of world-famous paper was established in Samarkand and a whole school of writer was established. Books copied at the Academy of Fine Arts of the grandson of Amir Temur, Muslim Mirzo, were high samples of the art of calligraphy .

Various texts were first carved into wood, and then on paper it was originally used in China in the V – VII centuries of BC, and by The X century in Europe. In 1444 year, Ioagann Gutenberg invented the publication of books, as it seems now.

The publication of cheap books from the XV century led to the adoption of education, the use of books and other publications in all spheres of social life led to a rapid increase in the level of literacy of the population compared to previous periods.

2. The representative of the humanistic direction in modern psychology A.Maslou believes that conscious efforts, consisting in the formation and development of oneself in man, are an important factor of human perfection . As a person learns the social essence, he defines the scientific view of the individual about the spirit of self-activity as the basic concept of the hierarchy theory of the natural need of an individual for activities. That is, according to his teaching, in the psyche of every person there will be a desire for self-activity, and that is exactly

this spirit is the force that develops the personality. Society, however, provides or restricts the free development of this spirit, which is pre-existing in every person.

3. Representatives of the existentialist direction, not recognizing the pre-existence of any phenomenon in the human psyche, but recognizing their formation only in the course of life, deny these views. In particular, Sartre also denies any pre-existing influence on the human psyche, focusing the main attention on the creation of man himself. It is believed that all events in life: sin, fear, depression, as well as trust, freedom, responsibility and love do not all fall on the head of a person, but are the result of his chosen choice and activity.

Existentialists, in the course of studying the problem of good and evil, deny the approaches of Humanists. That is, the desire for good or evil in the human soul can not exist in advance, but they are ways that are chosen throughout life. Therefore, all individuals will have the same opportunities first in the head. Only as a result of the influence of life circumstances, institutions of society, a person can be good or bad, just or cruel. As long as the society is interested in the upbringing of a perfect person, it is necessary to actively conduct this work, in particular to use the fruits of education and reading, which is of great importance in human education.

4. Now there is an attempt to change the technocratic consciousness. They are manifested in theories that reflect ideas about synergism, globalism and self-activity of the individual. In sociology, it is understood that the industrial-technocratic model brought civilization to a state of crisis, new approaches are being developed. The new model draws attention to the fact that the proportions between material and spiritual values, technical and humanitarian knowledge, the social ecology and ethics of self-expression are reflected. Here, the development of man and his individuality is declared a high value.

The idea of synergism implies the harmony of interests and goals of the individuals, social groups, associations and the general public, as well as the functions of social institutions. The essence of this doctrine is an expression from the call to the fact that new technologies are subordinated to a person, his interests, do not exploit nature. High technologies allow a person to free his creative potential, avoid stereotypes and stereotypes, in which he must awaken a high spiritual and creative spirit. Instead of technocratic consciousness, the formation of a new type of Information-environmental consciousness is also implied.

Industrial enthusiasm, which determines the further development of society, as a way out of the technocratic cycle, is motivated by the processes of self-realization and improvement by each individual, as well as the mastering of bio-and psycho-correction techniques aimed at creative manifestation. In this process, the phenomenon of readership, undoubtedly, goes to the previous places.

Another negative impact of modern information technology on humanity is manifested in the way it generates gross secondary illiteracy in humans. In contrast to illiteracy or primary illiteracy, which means not knowing both simple reading and writing, in secondary illiteracy, a person can not fulfill the stronger demands of reading and writing in one action, and naturally these individuals do not participate in the process of reading. And the means of access to information, such as television and radio, also cause an increase in the level of secondary illiteracy.

The results of sociological studies conducted in developed countries, in particular in Germany, show that secondary illiteracy occurs mainly in childhood, more precisely in primary classes. In this country, 30 percent of eighth-graders find it difficult to read and write in their native language.

As the results of special sociological studies testify, there are emotional stages of the development of such abilities as seeing, speaking and reading, there are specific "developmental stages", and it is possible to develop the above abilities in the openness of these "passages". Conversational ability "threshold" is ten years old, reading ability "threshold" is defined as "interruption" at 13 – 15 years of age.

The possibilities of reading abstract, imagination (fantasy) and creative opportunities, decision – making, reading and absorbing abilities all the roots of which are connected with the above biopsychological process.

Every member of any society that wants to have an excellent information system and make use of it is bound to have the above qualities. Having noted that today young people are skillfully using modern information technologies, it would have been the same if they had directed this process to spend a simple time, to engage in various computer games, or to acquire knowledge of the unlimited possibilities of the global network, and to collect useful information, and not to the entertainments of the internet.

5. In the direction of information technology based, it is based on the modern type of information retrieval, which is widely developed today. Information, which is a legal process that indicates that socio-cultural and moral purposes are developing in accordance with the dynamics of information technology, determines the cultural development of modern society. The validity of the processes of development, distribution and resignation of data in this interconnection is of urgent importance.

At the end of the second millennium and the beginning of the third millennium, mankind entered the information age. The role of information and knowledge in all spheres of life: education, production, economy, culture, in short, in all spheres is increasing. In the developed countries of the West and the East, however, intellectual goods are more profitable than production goods. Under such conditions, a new era puts before humanity its new demands.

As the role of information in the life of man and society increases, the issue of the formation of information culture becomes relevant. To do this, first of all, it is necessary to content the information culture of the individual. The information culture of an individual is a set of information outlook and knowledge systems and skills that provide an independent purposeful activity of an individual to effectively meet his or her needs for information using both traditional and new information technologies.

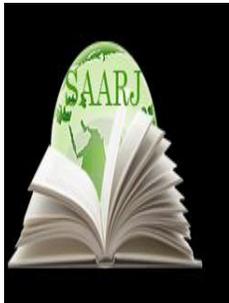
The need for the formation of information culture of an individual today puts before educational and Information-Library institutions tasks that can not be delayed. Because, now both the economy, production and service management will also depend on knowledge based on information.

It is gratifying that the reforms carried out in our country in a planned manner for the informatization of society, the wide application of information technologies in the activities of

information and library institutions, the introduction of new changes will create the ground for full-fledged stewardship of these tasks.

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**THE ROLE OF THE GEOGRAPHIC ENVIRONMENT AND CLIMATIC  
 CONDITIONS IN THE FORMATION OF ECONOMIC-CULTURAL TYPE  
 OF POPULATION WHEN DURING ANCIENT AND ANTIC PERIOD**

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**Abstract**

*The author of the article argues that the geographical position of Sogd has determined important historical prerequisites for the development of the region and the formation of features of economic activity and lifestyle of the population. Geographic conditions, in turn, also influenced the development of socio-economic ties and trade between peoples. The natural-historical, geographical and climatic conditions of ancient Sogd led to the emergence of one of the earliest agricultural cultures in this region. The article examines the process of constant mutual influence of agricultural and nomadic cultures, in particular, on the example of the peculiarities of the climate and the geographical position of the region, changes are proved in various historical periods of material culture and the economic type of the population.*

**KEYWORDS:** *Sogd, Samarkand, Zarafshan, Kashkadarya, Amu Darya, Syrdarya, Archaeological Sites, Population, Geographic Environment, Climatic Conditions, Sedentary Population, Nomads, Semi-Nomads, Tribes, Pastures, Steppe And Desert Spaces, Mountain Ranges, Rivers, Economy, Agriculture , Cattle Breeding, Territory.*

**INTRODUCTION**

Uzbekistan is a country of ancient civilization and rich culture, embodied in written sources and in monuments of material culture, testifying to the original and centuries-old history. On the territory of Uzbekistan, Sogd-Sogdiana is especially distinguished, mentioned in the oldest parts of the Avesta as GavaSuguda, and in written sources of Alexander the Great's campaigns to Sogdiana, with the capital center Marakanda. On the territory of Samarkand Sogd, there are more than 3000 monuments, which were the ruins of cities, settlements, fortresses, castles of the

agricultural population, as well as in the foothill areas there are numerous burial mounds of nomadic herders. All the above-mentioned archaeological sites, being cultural heritage, are included in the golden fund of the historical past of the peoples of Uzbekistan. In the Republic of Uzbekistan, great attention is paid to the study of its historical heritage.

Sogd, located in the center of the Central Asian interfluvium and being an important historical and cultural region, played an important role in the formation and development of transcontinental trade routes. Here, one of the earliest agricultural cultures arose, enriched thanks to close ties with the steppe tribes, located in vast areas, ranging from the Syr Darya and Aral steppes to the Urals in the north and Altai in the northeast.

Close ties and constant mutual influence of agricultural and nomadic cultures are felt in all historical periods and are reflected in the material culture of these regions.

### LITERATURE REVIEW

Considering the degree of study of the topic, it is necessary first to dwell on the works of the authors Gulyamov Ya.G., Askarov A.A., Islamov U.I., Isamiddinov M.Kh., Rtveldze E.V. [7,9,24], in which data on the emergence of irrigated agriculture in the lower reaches of the Zarafshan and data on the primitive culture are presented, the origins of the urban culture of Samarkand Sogd are determined. In the works of Bartold V.V. [3,4], devoted to historical geography and individual historical periods, shows the interaction of cultural traditions in the context of the direct influence of the geographic environment on the lifestyle of the population. In the works of Karmysheva B.Kh., Mukhamedzhanov A.R., Petrov Yu.M. [11, 16, 18] and other authors show the climatic and weather conditions of the region, reflecting the economic and cultural interaction of the peoples of Sogd with neighboring and distant regions. Also, separate works and compositions of the ancient authors Strabo, Herodotus, Arrian, Quintus Curtius Rufus [25,2,13,14] require special attention, in which the historical aspects of ancient Sogd are revealed, issues of material culture, economic ties and geography are considered. The works used and a number of others make it possible to carry out a comparative analysis of sources and their data, and thereby provide information proving economic development and a certain type of employment of the population of ancient and ancient Sogd.

### RESEARCH METHODOLOGY

The methodology for writing this article is based on the principles of independence and the concept of a civilizational approach to the historical process. Also, speaking about the methodology of the article, I would like to emphasize that we have used the methods of selection and classification of material, comparative analysis of the facts, opinions and conclusions, as well as the method of historicism and objectivity. The principle of historicism and objectivity made it possible to study the historiography of the issue in its specific diversity.

**Analysis and results.** The earliest mention of Sogd is in the Avesta. The source notes that the Sogdians are a sedentary, agricultural population - gava "selenis", "rural districts" and "Sugda", "Suguda" - "Sogdian settlement" - designation of all or part of Sogd [History of Uzbekistan ..., 1984. - P . 28-29]. In the "Ghats" there is also a message where you can get an idea of the nomadic tribes who lived "in the northern belt of the earth", who act here as the religious enemies of Zarathushtra and his community. The leaders of the nomadic tribes were called by the

term "Kawi". Later, the same term passes into the Sogdian language and means "ruler, king" [Livshits VA, 1963. - P. 141].

At the same time, in the tenth "Yashta", dedicated to Mithra, one can also obtain geographical data about ancient Sogdiana, where "high mountains with abundant pastures serve for caring for livestock, where deep lakes with billowing waves stretch, where deep wide rivers rush boiling. - Sogdian Gavas [Livshits V.A., 1963. - P. 148].

The most ancient reports about the nomadic peoples surrounding Sogdiana are from Herodotus. Talking about the events that followed the victory of Cyrus over the Median king Croesus, he reports: "On the path of Cyrus lay Babylon, the Bactrian people, the Sakas and the Egyptians ..." [History of Uzbekistan ..., 1984. - P. 36]. With this message, Herodotus emphasizes what strength and power the Saki had in the middle of the 1st millennium BC. and indicates that the Saka tribes lived in the basin of the Syr Darya river, the Fergana Valley, the vast steppes of Kazakhstan.

So, according to the ancient written sources, nomadic pastoral tribes were located along the borders of Sogdiana. This is also confirmed by ancient historians of a later period.

According to their data, the border of Sogd passed from the south along the Amu Darya, and from the east - along the Syrdarya. In particular, Claudius Ptolemy writes that the border of Sogd in the south runs along the Oks (Amu Darya) and the Caucasus Mountains (meaning the Badakhshan Mountains, which are sometimes called the Indian Mountains), in the north the mountains "Oks", "Scythia", in the east the river Yaksart and Mount Comed are considered the borders between the Sogdians and the Scythians [P'yankov IV, 1965. - pp. 35-50; Pyankov I.V., 1971. - S. 68-79].

Studying written sources and numismatic data, E.V. Zeimal also comes to the opinion that the border between Bactria and Sogdiana passed along the Amu Darya [Zeimal E.V., 1978. - pp. 192-214].

According to Quintus Curtius Ruf, the territory of Sogd, in addition to agricultural oases, also included huge steppe and desert areas. In particular, he notes that "Sogdiana is a country, mostly deserted: vast uninhabited places stretch about 80 stades wide. And in the forward direction this country is huge [Quintus Curtius Rufus, 1961. - S. 61]. Compared to other historians of the ancient world, Quintus Curtius Rufus describes the nature of Sogdiana more.

Arrian also has data on the borders of Sogdiana. In particular, he notes that "in the north, Sogd bordered on the land of the Saks, in the northeastern part, this border passed along the Yaksart River [Arrian, 1962. - P. 137].

Among Arrian's messages, the most valuable is that "the border of Sogdiana passes with the Scythian desert in the immediate vicinity of the Politimet River and not far from Marokand."

So, almost all ancient historians unanimously include the territory between the Amu Darya and the Syr Darya in Sogdiana. At the same time, as evidenced by the archaeological work carried out first by E.V. Rtveladze, and later by the Uzbek-French expedition on the Derbent defensive wall, near the Iron Gate, it was built in the II-I millennium BC, and after the creation The Kushan Empire, it turns into a defensive wall between the latter and Sogdiana [Rtveladze E.V.,

1986. - pp. 34-39. Rakhmanov Sh.A., 2005. - S. 132-144; Rakhmanov Sh.A., Rapen K., 2002. - S. 45-49].

Since the borders of Sogd were in direct contact with the steppe areas, and the population of the oases was always in close contact with the population of the steppe, the two peoples formed close traditions and customs. Proceeding from this, another ancient historian Strabo writes that “the way of life of the Sogdians and the Bactrians was similar, but at the same time did not differ much from the way of life of the nomads [Strabo, 1964. - p. 488].

If in the Kushan period the territory of Sogd narrows down to the south and the south is written about Sogd, basically the Zarafshan valley is understood, only in some sources the territory of the Kashkadarya valley is also included [Isamidinov M.Kh., 2002. - pp. 4-5].

Studying the ethnographic data of the Kitab oasis in the XIX, early XX centuries. B.Kh. Karmysheva notes that “the natives of Shakhrisabs considered themselves “Suguti” - Sogdians” [Karmysheva B.Kh., 1960. - pp. 47-59].

Other medieval sources, in particular Yakubi, the valleys of Kashkadarya, Zarafshan include Sogd. At the same time, at the end of the 19th - beginning of the 20th centuries, the territory of Sogd narrowed to the limit. At the same time, historically and culturally, the territory of Kashkadarya Sogd (South Sogd), Bukhara Sogd (Western Sogd) and Samarkand Sogd (Central Sogd) have always been included in the common territory of Sogd with the capital city of Samarkand.

Thus, territorially, Sogd mainly included the valleys of Zarafshan and Kashkadarya, the main steppe areas, mountains and foothills.

The Zarafshan Valley is located in the center of Central Asia and is surrounded by high mountains on three sides. Only from the west, from the north-west and south-west it is surrounded by steppe areas. In the north-east, it borders on the Turkestan and Pamir-Alai mountain systems. In particular, from the north there are the Chumgar, Gobdintov, Nurata mountains, Acts and Korats mountains. From the south, the valley is surrounded by the Zarafshan mountain systems, which include the Chakalikalon, Karatepa, Zirabulak-Ziyoviddin mountains, from the south-west it is surrounded by the Sandikli steppe and from the north-west by the Kyzylkum mountains [Akramov Z.M., 1961. - p. 32].

At the foot of these mountains, there are large and small adyrs. In these adyr and foothill regions, in spring and in the first half of summer, abundant meadows grow, which are excellent food for livestock.

The Zarafshan River flows in the center of the valley, originating from the glaciers in the eastern part of the Turkestan-Alay mountain system.

The Zarafshan River itself played an important role in creating the relief of the central and lower parts of the valley. With the exit to the plain, it becomes wider. The width of the valley here reaches 35-40 km, and in some places even more. 7 km north-east of Samarkand, the Zarafshan river is divided into two branches: the northern one - Akdarya and the southern one - Karadarya, forming the Miankal island, which is 100 km long and 10-12 km wide.

At the confluence of the Akdarya and Karadarya, the valley expands somewhat again and reaches 18-20 km. And to the west, the valley gradually narrows and its width in the area of the

city of Navoi does not exceed 8-10 km. In this area, the Kenimekh oasis separates from the valley, wedging into the steppe in the northwest direction. Its width reaches 3-4 km [Mukhamedzhanov AR, 1978. - P. 22].

Coming out of the Khazar gorge, the river flows into the lower part of the valley, to the southwest and forms a cone-shaped Bukhara oasis, bordering from the north and west with the lands of ancient irrigation, covered with sands adjacent to the Kyzyl Kum. Chulimalik, Kyzyltepa and Kuyumazar adyrs adjoin it from the east, and the Karshi steppe from the south. 25 km below Yakkatut, the Zarafshan-Karakuldarya river forms its lowest fan-shaped oasis with the same name [Mukhamedzhanov AR, 1978. - P. 2-22]. A.R. Mukhamedzhanov was able to establish that the Zarafshan River in the Neolithic period still flowed into the Amu Darya through Mahandarya.

At the same time, according to ancient sources, at the beginning of Hellenism, Zarafshan did not reach the Amu Darya and was absorbed by the sands [Strabo, 1964. - p. 484]. Arrian also writes about this [Arrian, 1962. - P. 138].

The valley of Kashkadarya from the north is surrounded by the Zarafshan mountain system, in particular, Zirabulak-Ziyovuddin, the western borders pass through the low plateaus Zharkok, Muborak and Dengizkul. From the southern and southwestern sides, it adjoins the Karakum desert through Zanzhirlikum. On the east side it is surrounded by the Gissar, and on the southeast - by the Baysun mountains.

For the valley, the most important source of water is the Kashkadarya River, 332 km long. Its total collection area is 8750 sq. Km [Kashkadarya region, 1959. - P. 94]. It begins in the Gissar mountains at an altitude of about 3000 m in the form of a small mountain river, which at the exit to the valley turns into a fairly large artery. At present, all water is used for irrigation of the Karshi oasis.

As a result of archaeological research of the ancient channels of Kashkadarya, 2-3 km from the southern and eastern shores of Lake Paikend, covered with sand dunes, at five points were discovered monuments of the Neolithic period, and at ten points in the southern part of the lake, along Arni - a monument of the end of the Bronze Age [Mukhamedzhanov A .P., 1978. - S. 50; Gulyamov Ya.G., Islamov U.I., Askarov A.A., 1966. - S. 194-196].

This confirms that Kashkadarya, even in the Neolithic and Late Bronze Age, poured its waters into the Zarafshan River. At the confluence of the Kashkadarya in Zarafshan, there is an archaeological site of Kumsultan dating back to the ancient period, which indicates that in the era of Hellenism and antiquity, Kashkadarya also reached Zarafshan itself [Mirsoatova S.T., 2017. - P. 80].

On the territory of Eastern Kashkadarya, a plain strip is distinguished, bordered on two sides by adyrs: Karatepinsky, Mirakinsky in the north, and Yakkabag, Guzarsky in the south, foothill and mountainous regions. In the lower reaches of the Kashkadarya, the Karshi oasis is surrounded by steppe strips, and in the west by the Karakum.

Plain territories, oases of the Zarafshan and Kashkadarya valleys have been the main agricultural regions since ancient times.

The soil cover is formed by loess loams and gray soils, and loess-like rocks at the foot of the mountains are the products of weathering of bedrock rocks washed off the slopes and deposited at the bottom by temporary streams. The soils are fertile. The flora is a part of the South Turkestan ephemeral and ephemeral regions, mainly in the form of meadow-like vegetation. Among them there are a lot of camel thorns, wheatgrass, wheatgrass. In particular, meadow-sierozem and sierozem soils were widespread in the Kashkadarya region [Kashkadarya region, 1959. - P. 94]. In the foothills, mountainous light-brown soils, calcareous, clayey or loamy, predominate, suitable for the development of rainfed agriculture and pasture cattle breeding [Omelchenko A.V., 2003. - P. 8].

The climate in the Samarkand, Bukhara and Kashkadarya regions is pronounced continental, manifested in sharp fluctuations in meteorological elements both in the off-season, and in the annual and daily variations.

The annual amplitude varies differently in individual years, and its maximum value over the entire observation period was 32.4 ° C in 1934, from -7.2 ° C in January to 25 ° C in July. The amplitude of the absolute minimum and maximum temperatures is 68 ° C, from -25.7 ° C in January 1883 to 42.3 ° C in July 1972 [Petrov Yu.M., 1982. - P. 47].

In these parts, the irregularity of precipitation is characteristic throughout the year, and significant variations in the annual amount are determined by the maximum precipitation in March-April and the minimum in June-August.

Winters are moderately mild. With an average long-term temperature of 1.5 ° C. Only in some years are severe cold weather observed, associated with the penetration of Arctic air masses.

“A severe winter was in Maverannahr in 885-886, when the Amu Darya near Farab froze to a considerable depth and the army of the Khorasan ruler crossed the river on the ice. In 921-922. cold winters were observed in Samarkand and Khorezm. The Amu Darya was frozen in some places to the bottom, and in the lower reaches the ice thickness reached 17 quarters ”[Voeikov AI, 1957. - p. 11]. Another source reports that in 1003 the Samanid Muntasir with a detachment of 700 infantry and cavalry crossed the Amu Darya on the ice at Dargan in late autumn [Vyatkin V.L., 1896. - pp. 30-37, 40-41].

In summer, “... the temperature of the soil surface in open areas rises to 68-74 ° C” [Petrov Yu.M., 1982. - P. 73]. Precipitation in July does not fall every year: 36 times in 100 years. They are insignificant and average only 1 mm.

Describing the events associated with the campaign of Alexander the Great, ancient authors left fragmentary written evidence about the weather and the climate of the whole Sogd. “... the heat of the summer sun ignites the deserts,” writes the historian Alexandra, “when they start to burn, a continuous heat scorches the entire space. Then the haze from the excessive heat of the earth blocks the light, and the plains become like a vast and deep sea. The night hike seemed not very difficult, as the dew and morning cold brought relief. However, the heat begins at sunrise and dryness absorbs all moisture in nature ... ”[Kvint, 1963. - P. 265, 267, 301].

Such a sharply continental climate determined the flora of both the Zarfshan and Kashkadarya valleys, and the foothill, mountainous and steppe regions.

The abundance of spring rains (March-April) enables rapid growth of pasture plants in adyr and steppe zones. In adyr and foothill zones, due to good favorable weather, dry wheat gave a good harvest. And in Samarkand and, in the upper Kashkadarya, there were a lot of rainfed lands and, judging by written sources, they got a good harvest here. Suffice it to recall Ibn Hawqal and al-Mukaddasi, who noted the possibilities of the Abgar Rustak rainfed lands, where there was no artificial irrigation. "There are more villages in Abgar than in other volosts. Ibn Haukal assured that in a productive year the products of Abgar fields can feed the entire population of Sogd"[Bartold V.V., 1963. - P. 145].

This suggests that in favorable years, i.e. rainy, the area where dry wheat was sown gave a good harvest [Isamidinov M.Kh., 2002. - S. 15-30]. The meadows of the adyr and steppe zones were in the same condition. Until now, in favorable climatic years, the local population mows grass to feed livestock in winter.

Considering that in the era of antiquity the climate of Central Asia was relatively mild and humid, then the conditions for the development of cattle breeding, and especially for distant pasture cattle breeding, were favorable here. Suffice it to recall the historians Alexander, who described the wooded area of Basist, located not far from Samarkand or Bazair (according to Quintus Curtius Rufus), where Alexander killed a lion with his own hand in one of the largest reserves near Samarkand [Arrian, 1962. - p. 123].

The historians of Alexander, when describing the battle of the Macedonian soldiers in Ustrushan, tell about the vast and dense thickets of tugai along the banks of the Politymet [Arrian, 1962. Quint, 1963].

Studying the climate of Samarkand, Yu.M. Petrov comes to the conclusion that "in the wooded mountains near the present village of Agalyk (20 km from Samarkand), mountain goats were found. The northern slopes of the mountains between Shakhrisabz and Samarkand as early as the 8th century. AD were covered with vast and dense forests [Petrov Yu.M., 1982. - P. 10].

In the Late Neolithic and Bronze Age, the climate was relatively humid. The aridization of the climate of Central Asia and Kazakhstan and the formation of severe xerothermal conditions close to modern ones began at the turn of the 3rd-2nd millennium BC.

A significant change in temperature could be observed by changing the direction of large rivers. In particular, the Amu Darya flowed into the Caspian Sea in the Lower and Middle Pleistocene, and Zarafshan and Kashkadarya served as one of the major tributaries. Suffice it to recall Herodotus that the Araks (Amu Darya) at the mouth is divided into 40 branches, one of which flows into the Caspian Sea from the east, and the rest into swamps and lagoons. Or Aristobulus in the III century. BC. wrote that the Amu Darya waters along the Uzboy channel reach the Caspian Sea, and the Yaksart (Syrdarya) is connected by a channel with the Amu Darya [Bartold V.V., 1965. - p. 101].

Strabo gives a similar point of view: "... the Caspian Sea does not represent a special sea, different from Meotida," he concludes from the fact that "Tanais flows into Meotida. From the very Indian mountains, from where the Oaks and some other rivers flow, the Yaxart flows out and, like those rivers, flows into the Caspian Sea, this is the northernmost of all these rivers ..."[History of Uzbekistan ..., 1984. - P. 173].

As mentioned above, in the lower reaches of Kashkadarya, near its confluence with Zarafshan, there are monuments of ancient times (Kumsultan), and in the lower reaches of Zarafshan beyond the Varakhshinsky massif there are monuments of the middle of the 1st millennium BC. (Bashtepa group of monuments - Urtatepa, Chektepa, Kushkirtepa) and monuments around Kanimekh (Kumrabad, Arabon-I, Arabon-II and Chordar).

In the course of exploration work in this region, it was established that at present the mountain rivers do not reach Kumtepa, Koytepa, Balandtep, Yarkutantep, Galatep and other monuments located somewhat lower from the mountain system. At the same time, these monuments could exist only in the presence of water from mountain rivers.

In this part of the Zarafshan mountains, in particular, on the Karatepa ridge, there are absolutely no glaciers from which water could flow in hot weather. Currently, in this part of the mountains there are several dry beds of mountain rivers, which only during large mudflows receive water, and the rest of the time they are fed from several springs. In particular, in the upper parts of Sazagansay and Tavakbulak, there are permanent spring waters.

Irrigation facilities located to the west of Koitep also testify to the significant degree of watering of mountain rivers in the era of the Early Iron Age and the era of antiquity. These structures are large and long dams for collecting rainwater from mountainous and foothill areas. Part of the ancient drainage system is presented between Koytepa and the village of Eski Angor. It was built perpendicular to the direction of the mountain river beds.

The dam collected the waters of mountain rivers and then the water flowed along a saddle-shaped hollow, forming a deep ravine in its lower course (near the village of Parchakara). The stone cylindrical seal of the Nameless Tepa with the image of a running wild goat, into which an arrow flies, and a fantastic animal with bull horns, whose tail is raised, and a rider (?) Sits on its back [Isamidinov M.Kh., 2002. Fig. 92 (photo), Fig. 93 (drawing)].

Despite the fact that the climate of these areas was relatively humid, it did not differ much from the modern climate. All the same in adyr and non-irrigated steppe lands in late May and early June, the grass begins to turn yellow, i.e. burns out due to extreme heat. Until some time, this dried grass is the main food for grazing livestock. But, it never provided grazing for large numbers of livestock. Therefore, cattle breeders had to migrate up to the meadows of mountainous regions, or to the north, northeast, to the steppe regions, where the climate was relatively cool.

Continental climate, low rainfall, large temperature fluctuations between summer and winter, or day and night, a small number of cloudy days, such phenomena are also observed in vertical climate change. If in the summer on the flat areas there is a heat of 45-50 ° C, then there is still snow in the upper reaches of the mountains.

In the foothills of the cultivated lands, fields, gardens, villages are gradually replaced by a strip of dry adyrs, densely crossed by ravines, streams and rivers. Even higher is the zone with steppe vegetation, further. Closer to water sources, there are juniper forests, alpine and subalpine forests.

In the delta areas and river valleys, tugai prevail, where meadow-bog, meadow, meadow-saline, saline and sandy plants are represented. In places where the groundwater is close to the surface, there are abundant reeds, kuga, kirk bugin, yulgun, tal, etc. All these plants have always been the

main food for animals. Especially cane, which is not only an excellent building material, but also a good feed for cattle.

A desert landscape begins on the northern outskirts of Sogdiana. These areas are suitable for grazing sheep and post camels all year round. Here feather grass, zhusan, kiyak, solyanka, biyurgun, kokpek are preserved on winter pastures.

## CONCLUSION/RECOMMENDATIONS

Since ancient times, nature and natural conditions have themselves dictated the conduct of this or that method of economy. If in the central regions of Kashkadarya or Zarafshan it was possible to conduct an agricultural economy, then in the intermediate regions, between irrigated fields or in the steppe belts, a semi-settled, cattle-breeding and agricultural economy developed. They were mainly located closer to agricultural areas.

In general, it is customary to attribute the presence of several economic and cultural types to the Central Asian-Kazakhstani historical and cultural region: sedentary arable farmers (with irrigation) and pastoralists, semi-sedentary pastoralists-farmers and, finally, nomads and semi-nomads - pastoralists of the steppes.

In winter, cattle were sheltered in deep valleys, and in summer they were grazed on alpine pastures. The migration routes were determined by the presence of wells and water sources along the way. In the mountains, distant pasture, nomadic, pasture, stall-pasture-yailag cattle breeding developed [Karmysheva B.Kh., 1960. - S. 45-60].

Such a geographic environment, climatic conditions created the economic structure of pastoralists, adapted for the mountain-valley method of migration and south-north - along the latitudinal direction, i.e. in search of grasses and pastures, the nomads moved to the north and northeast.

All these data indicate that in the era of antiquity, the climate of the territory of Sogdiana and Central Asia as a whole was relatively mild, somewhat humid and abundant in water. Judging by the theme that on the banks and lower reaches of the mountain rivers Djama, Sazagan, Ilansay and Tersaksay there are monuments from the middle of the 1st millennium BC. and antiquity, this indicates that these mountain rivers were relatively abundant and, before the construction of long, main canals, were the main sources of water for agriculture in these regions.

So, both on the territory of Sogdiana and its surroundings there were favorable climatic and natural conditions for the development of agriculture and cattle breeding.

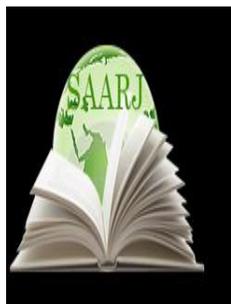
All these physical and geographical features played a very important role in the formation of archaeological complexes, both sedentary and pastoralist population in different parts of Sogdiana and adjacent territories.

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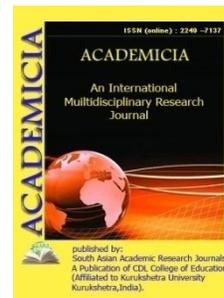
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## PEDAGOGICAL VIEWS OF ABU NASR FARABI

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### ABSTRACT

*This article provides detailed information about the life and creative legacy of the great scholar Abu Nasr Farabi. The important ideas of education put forward in the works of the scientist were analyzed, the role of the scientist in the development of Eastern pedagogy, the attitude to the didactic significance of his works were expressed.*

**KEYWORDS:** *Farabi, Education, Upbringing, Happiness, Bliss, Virtue, Intellect, Intelligence, Didactics, Pedagogy.*

### INTRODUCTION

The rich philosophical and didactic heritage of Eastern scholars has long been one of the leading sources in the education of human spiritual maturity. As the head of our state Shavkat Mirziyoyev noted: “Abu Rayhan Beruni and Abu Nasr Farabi, Khoja Ahmad Yassavi and Bahauddin Naqshband, Alisher Navoi and Abay Kononbaev, Oybek and Mukhtor Avezov, Gafur Gulom and Sabit Mukanov and many other famous scientists, poets and thinkers’ heritage is our common wealth. We must preserve and enrich this spiritual heritage, which is full of ideas of humanity and goodness.”

Indeed, we always feel the need for the example of adults, we learn and teach. In this regard, the unique scientific and enlightenment heritage of the great thinker Abu Nasr al-Farabi plays an extremely important role. Throughout his creative career, the scientist conducts important research on the education of a harmoniously developed person, the formation of a perfect society, and creates the most important works in this regard.

In his works, the scholar thinks about the importance of education, what to pay attention to, the methods and techniques of education. Socio-educational views such as "The City of Noble People", "On the Achievement of Happiness", "Ihsa-al-Ulum", "The Origin of Science", "On the Meanings of the Mind" has served as an important source of directions. Therefore, the deep study and promotion of Farabi's rich spiritual heritage, especially his works of a pedagogical nature, will always remain relevant.

### **THE MAIN PART**

It is known that Abu Nasr al-Farabi made great scientific contributions to all areas of natural, scientific and social knowledge and made a great contribution to the development of medieval science. He left behind a very rich scientific and spiritual heritage. The scientist creates immortal masterpieces in philosophy, music, philology and various other fields of natural, scientific knowledge. Although Farabi in his work has taught how to conduct education in an organic unity, he emphasizes that each of them has its own place and character in the development of man.

According to Farabi's interpretation, in order for a person to be happy, he or she must be a team leader who can make them happy. He is the ruler of the noble city, by nature: 1 - to be healthy and not to have any difficulty in carrying out his duties; 2 - delicate in nature, intelligent; 3 - strong memory, 4 - sharp mind, 5 - eloquent speaker, 6 - eager for knowledge, 7 - not afraid to eat, drink, have sex with women, but to be able to control himself (from gambling or other games) pleasure - far from enjoyment, 8 - love of truth and truth, righteous and truthful people, hate lies and liars, 9 - self-esteem and modesty, 10 - not chasing the material world, 11 - just, 12 - firm, steadfast, emphasizes the importance of being bold, courageous. Farabi wants to see these qualities in every mature person.

Farabi divides people in his noble community into groups according to different characteristics. At the same time, he says, it is necessary to pay attention not to the religious sect, nationality, race of people, but to their natural features, abilities, mental abilities, cognitive skills. In his booklet *On the Ways to Happiness*, he writes, "The task of the state is to lead people to happiness." It is achieved through knowledge and good morals. Farabi says the state should be ruled by a mature person; that is, the one who governs the community must be fair, wise, able to follow the laws and create laws, foresee the future, and care for others [3].

Farabi in his book "On the Achievement of Happiness" also expressed important ideas about the order of learning knowledge. He emphasizes that the science that needs to be known first is the study of the fundamentals of the universe. After studying it, it is necessary to study the natural sciences, the structure of natural bodies, their shape, their knowledge of the sky. He then goes on to say that in general, the science of living plants and animals is studied. According to the All-Knowing, man cannot attain perfection alone. He will need to be in touch with others, their support or relationship.

In his philosophical views, Farabi pays very serious attention to the issue of education. In his opinion, it is extremely important that the educational process is organized by an experienced pedagogue, a teacher. Because not everyone can know happiness and things on their own. He needs a teacher for that.

Farabi says this can be achieved by getting education right. Because purposeful education makes a person both mentally and morally perfect, in particular, a person knows the rules of nature and society correctly and behaves properly in life, treats others properly, follows the rules of society. He believes that the main task of education is to bring up a mature person who can meet the requirements of society and serve that society.

In Eastern pedagogy, Farabi was the first scholar to describe education and upbringing. Education means teaching a person, giving theoretical knowledge on the basis of explanation; education is the teaching of theoretical qualities, norms of behavior and practical skills necessary to master a certain profession, says the scientist.

Abu Nasr al-Farabi stated: "Education means the unification of theoretical qualities between peoples and cities, and education means the unification of innate qualities and practical professional qualities between these peoples."

In fact, education is just a matter of words and teaching. Tarbiyaesa is the study of practical work by experience, that is, the work of this people, this nation, which consists of practical skills - action, devotion to the profession.

In his pamphlet *On What to Know Before Studying Philosophy*, Farabi describes the extent to which anyone who begins to acquire theoretical knowledge should be morally clean: let the lust for perfection remain.

This can be achieved by purifying behavior not only verbally but also in reality (practice). Then it is necessary to purify the nafs, the soul, the spirit, which protects one from error and misguidance, and which begins to understand the path of truth (the speaker is the speaker, in the sense of thinking).

Farabi means moral qualities such as knowledge, wisdom and prudence, conscientiousness, humility, putting the interests of the majority first, truth, striving for spiritual heights, justice. But the most important of these qualities is that everyone should be knowledgeable and enlightened. This is why Farabi sees the concept of morality as an ethic based on reason, inextricably linked with reason. From this we see that Farabi interpreted morality not only as an expression of moral norms, but also as a result of human mental activity.

Another of Farabi's leading pedagogical works is the pamphlet *On the Meanings of the Mind*, in which the author analyzes the problem of the mind and tries to justify the important role of the science of logic in his teaching about the mind. He noted the commonality between the science of logic and grammar: "The relation of logic to reason is like the relation of grammar to language. Just as grammar educates people's speech, so the science of logic corrects the mind to guide thinking in the right way."

Farabi also became famous as a great medieval musicologist with his multi-volume work, *The Great Book of Music*. He illuminated the science of music theoretically and practically, and regarded music as a means of promoting human morality and strengthening health. His legacy in the field of music is significant in the history of music culture.

Farabi's views on the ways, methods and means of education are also valuable in the rich pedagogical heritage. In this regard, the scientist puts forward the following doctrine: In man, beautiful qualities are created in two ways - through education and upbringing. While education

combines theoretical qualities, education combines innate qualities - theoretical knowledge and practical skills, moral qualities. He says that education through words and learning is done through practical work and experience. When both are combined, maturity is manifested, but this maturity depends on the extent to which one has learned knowledge and practical skills.

Farabi says that if the theoretical foundations of all disciplines are studied in education, spiritual and moral rules, etiquette will be studied in education, and professional skills will be formed.

This highlights the need for this important task to be accomplished by experienced educators using a variety of teaching methods. The scientist intends to carry out educational work in two ways:

When it comes to "practical qualities and applied arts (professions) and the habit of getting used to doing them", this habit is formed in two ways: the first is the formation of a habit with the help of satisfying words, provocative, inspiring words, skills, enthusiasm, revenge is converted into action.

The second way (or method) is the way of coercion. This method is applied to stubborn, stubborn urbanites and other desert peoples. Because they are not the ones who are zealous with the word as they please. If any of them embark on the study of theoretical knowledge, his virtue will be good. Such people should not be coerced unless there is a desire to acquire professions and fine arts. Because the purpose of educating the people of the city is to bring them up as virtues and turn them into artists.

The scientist put forward methods of motivation, habituation, and coercion in education. Both methods ultimately aim at the full development of man.

## CONCLUSION

It is clear from Farabi's works that the main direction of the scientist's research is the study of the structure, psyche, material and spiritual world of man as a mature philosopher he seeks to study and interpret mental processes in relation to the mental, moral, spiritual development of man. That is why in his works he pays great attention to such processes as perception and mental cognition, thinking, and in connection with other mental processes about them, such as memory, imagination, attention, emotion, will, ability, skill, cognition of personal qualities speaks. Recommends ways to form and develop these personal qualities in moral maturity, in the educational process.

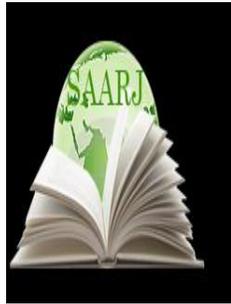
In short, Farabi's pedagogical teaching is based on the philosophical view that the formation of the perfect man, the essence of man is social, that is, only in society, in the process of interaction.

The interrelationship of both mental and moral upbringing plays an important role in human development. It is noteworthy that the teaching methods, pedagogical theories and recommendations recommended by Farabi have not lost their relevance today.

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## THE MANIFESTATION OF THE “LAW ON THE UNITY OF CONTRADICTIONS AND STRUGGLE”

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### ABSTRACT

*In this article, the basics of the Law on “The unities of struggle and the contradictions” in the dialectics of Jalaluddin Rumi and other aspects are analyzed. Here, also other aspects of the Rumi dialectics through the concept of “conflict” are covered. On the basis of the article, a comparative analysis of the Rumi dialectics with the Western dialectics occupies an important place. These parallels in it are analyzed in harmony with the modern dialect of philosophy. The article plays an important role in highlighting the interaction of eastern and Western philosophies. The main conclusions in this article show that the primacy of the dialectics of the connection of the divine spirit and the human consciousness in the philosophical views of the Rumi is discernible.*

**KEYWORDS:** *Dialectics (General Attachment), Conflict (Relation Of Differences), The Law Of Struggle And Unity Of Contradictions (Internal And External Adjectives And Conflict Of Separate Objects), The Divine Spirit (Absolute View Of The Absolute Idea), Agnosticism (Object And Sub-Agnostic Views), Heuristics (Simple Explanation Of Things), The Basis Of The World (Motion).*

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### INTRODUCTION

At the end of the first awakening period (9 – 10<sup>th</sup> centuries) in the world, that is In the 11–13<sup>th</sup> centuries, sufiism gives rise to a specific rise to Uzi. Sufi sects such as Yassaviya, Qadiriya, Kubravia, Shazilia, Rafaiya, Sukhravardia, Mavlaviyya come into existence. During this period, scientists such as Omar Khayyam, Al- Ghazzali, Abdulkhalik Gijduvani Muhyiddin Ibn Al-

Urabi and Jalaliddin Rumi lived and worked. In the same period, the philosophical foundations of mysticism in the East are laid new eyes. In the history of the peoples of the East, the analysis of these vital and divine truths is a period widely spread by scientists. Especially important in this direction are the ideas in the works of Jalaluddin Rumi. In the works of Jalaluddin Rumi, the dialectical connection of events, motifs, forms – windy, contradictions and changes are analyzed in depth. At present, six works of scientists have reached. The most important of them is “Masnaviyi-ma’naviy”, which was written in Farsi in years 1259-1269.

The book is a truly “Encyclopaedia of Sufism”, consisting of 6 daftar 25730 baytes, more than 270 stories and 70 percent Qur’anic verses commentary. (1.2007. P.5 ). the influence of Yussuf Khamadani’s ideas is initially observed (Relations of Allah and human (2.2018. P.30).

But in “Masnavi...” while” the stories in the manner of sermons separated into pieces by some lyrical retreats are cited (the stories are interrupted in certain places, the poet’s attitude to the issue raised in the story is explained, then again those tales are continued, such places are expressed in different forms of human values, the idea of loving life and being active in it). The main conflict in these proverbs is between the inward and the outward, the content and the form. The contradictions between these elements are based on various life events”(1.2007. P.5). In this regard, it is worthwhile to give brief explanations about the existence, essence, interdependence, conflict and change of philosophical concepts in the works, etc.

## MAIN PART

In brief, dialectics is called “the art of arguing” in ancient Greek. Then this concept begins to be interpreted as a philosophical system, which implies the general attachment of what is in existence – phenomena. The groundbreaking dialectics of tolerance is a scientific worldview system that is constantly evolving without becoming a hardened dogma. During his evolution, he has gone through several interrelated stages and has grown from simple antique dialectics to now highly developed dialectics. In it, the system of “thesis – antithesis – synthesis” in the fundamental content of Hegel is a logical end to a certain level of dialectical evolution.

At that time, many ancient scientists deeply understood the importance of dialectics in understanding the world and the place of man in it. Those who support different methods of understanding and covering the truth in it. The same methods have been used in dialogues and maevtics Kump kullanılmış Bolsa in ancient times, especially much in the Middle Ages, the euristics in Europe. When knowing the world and understanding the truth, it is worth considering that in Jalaluddin Rumi there is a multiplicity of methods of comparison, as well as exactly these methods of dialectics. In it, the concept of being takes the main place. The whole is a holistic system, consisting of a unit of different substrates. The content of the being is reflected in the directions of his attitude. And the directions of the relationship are the following phrase:

- the emergence of borli from lack is a form of the beginning of the injury of the olam and it is the beginning of the course of relations;
- if the process of absorption occurs as a result of the transition from being and not being (regressive process), the emergence and development occurs when going from being to being (progressive process);
- the decline of the process of ascent in existence towards the absence and, conversely, the ascent from the absence to the presence is a general dialectic of the development of the scientist.

In the development of existence, the dependence on the universe is the source and strength of action that carried it forward. In philosophy, dependence is the fact that two concepts deny each other, while each others is Bolsa, in logic, one of the two contradictory things is definitely wrong, and in them there is a wedge load. In both cases, they are isolated by the concept of general contradiction (contraception), but as a basis, they are all different from each other anyway. This is a bit different from dialectics and formal logic.

In ancient times, the concept of conflict was isolated by Geraklit. In it, the allogism of the movement “donkey, which prefers gold”, is a simple but perfect example definition given to the conflict.

The problem of contradictions in the Middle Ages N.Kuzansky and D.Bruno. It is believed that it was isolated by the Brunos as a “system of minimum and maximum contradictions”.

The interpretation of the concept of conflict rises to its highest peak in German classical philosophy. And this is due to individual details on the conflict.

I.Kant interprets the problem of contradictions through “pure mind antinomy”. It is revealed that the composition and form of antinomies for the first time differ from the composition and form of formal logic.

I.Fichte and Shelling, who developed Kant ideas, basically analyzed the features of the conflict. As a result, they see the “creative” power of the conflict as the priority.

The essence of the concept of contradictions in Hegel is much broader coverage. In it it will be possible to note the following specifications:

- Conflict thing-the internal state of events (internal conflict – this thing is in conflict with the rational progressive specifications contained therein in the internal negative minus aspects of the phenomenon). In Mavlaviyya, this is the conflict between “nafs and patience”. Because of the natural - inspirational quality of nafs, patience is divine-inspirational quality;
- Logical conflict-the absolute is in the relationship between the soul and the mind as a conflict. For the whole life of Man, the absolute spirit manifests itself as a process of self – realization in this human consciousness. In Mavlaviyya, this is observed as a relationship between " God and reason". And in this case, the priority of irrationalist conciseness is noticeable (later this is G.Vetter and K. Popper are reflected in the idea of “the relationship of allogism and irrationalism”);
- In Hegel: Essence “A” can not be in essence without “A” at all. But they can be added to each other, passed on and will not exist without each other. In Mavlaviyya, this is observed in the “manifestation of the spirit in different worlds, interrelated in different contradictions” (link of deterministic bases);
- Conflicts occur as a process of interchange of events (Energy Exchange, metabolism and information exchange) – something in the universe. This is observed in the attitude to the “thing - its neighbor in events” in the Mavlaviyya stream;
- Contradictions in the universe are cash. This is evident in the contradictions of the predicate on the basis of what is in the universe – in phenomena and in human relations;

- the thing is that the external contradictions of phenomena are manifested as “separate poles”. Although the poles of contradictions are different, there will certainly be some kind of commonality that connects them (although the world religions are different, the level of humanism in all of them is the main criterion);

-In Hegel, the schematic expression of the conflict is: “originality – difference – difference – contradictions – basis” (2. fil. wikiading. ru. 3. www. boksit.ru > filitext 4. dik.academic.ru > dik nsf > ru wki 5. ponjatija. ru > taxonomy > term 6. studfile net > preview > paje). Here the originality returns to its first base, that’s to “absolute”.

The struggle against dependence and the conundrum of unity are the most basic laws of dialectics. Because any action occurs as a result of interdependence. Since these are the living conditions of the matter, it means that contradictions are the basis of the life of the world. Proceeding from this, it becomes possible to account for the fact that the unity of contradictions of actions in the derived form.

How many things and phenomena in existence are different, no matter what kind of variety they are similar, even if in terms of some kind of divergence between them. Hence the difference is a figurative concept of different aspects of things and phenomena. The discrepancy is divided into “significant” and “non-significant” types of discrepancies, and this will necessarily be related to the degree of discrepancies (7. 1991. P.120–125).

It happens that people live in a stable society, where there is less mutual conflict, their ideas differ little from each other, and therefore the head hurts. These Goyas in science are called “conflictology” (conflict studies, Logos-education). They are the causes of the origin of the confluence, the ways of preventing them are about to become dizzy (1. 2007. P.5)

In the East, the “Supreme spiritual world of Allah” is compared with the “Natural basis of existence”, and they contradict each other. As a result, there is a conflict of “Inward” and “Apparent”. In it, the divine permission is defined as the primary basis. The deviation of the people towards the requirements of theocratic propaganda in relation to the correct organization of economic relations in here causes relatively negative consequences in the socio– economic development of society (8. 1978. P.170–185 ). And this is the basis of social revolutions of development in society.

And Rumi was the first to express his thoughts about the interdependence, interconnectedness, interacting with each other, the development of dialectics (from simple to complex development and their transition to each other, the existence of the unity and struggle of all worlds), from particle to Universe. In his works, mawlono argues on hundreds of issues such as imagination and contemplation, the emergence of human thought, the influence of existence on consciousness, the existence of consciousness, the signs that determine the existence of Man, the deception of man, false assumptions and true knowledge, experience and analysis, partial and whole and, concreteness and abstract, true qualities and man. These indicate that the ideas of Sufism are in their essence a system of thoughtful philosophical, religious orifical views (1. 2007. P.5).

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universe), from particle to Universe. In his works, Mavlana argues on hundreds of issues such as imagination and contemplation, the emergence of human thought, the influence of existence on consciousness, the existence of consciousness, the signs that determine the existence of Man, the deception of man, false assumptions and true knowledge, experience and analysis, partial and whole, concreteness and abstract, true qualities and man. These indicate that the ideas of Sufism are in their essence a system of thoughtful philosophical, religious enlightened views

Two contradictory things in one heart can not settle, can not agree. Since the soul is a century to the pleasures of the world, Islam will continue to move away from its glory and glory and go downhill. As a result, the status of Islamic comfort is ruined and secular pleasure becomes administrator and prosperous in prosperity. After all, “Two contradictory things will not combine in one place”.

**If someone asks:** “The children of Adam (alayhissalam) are hot and cold, profit and loss, hunger and thirst, they do not like each other in the way of satisfying the dreams of greedy Nafs air, such as nudity. Once this is within the natural desires, will not any of them be able to fully achieve Islamic reality?”

**Answer:** May Allah succeed. You should know that eating, drinking, dressing, marrying and fasting are in accordance with religion if it is at the level of need and does not contradict the realities of Islam. When religious affairs, Shari’ah duties and Islamic arches become a place of comfort for a Muslim, these natural desires will be satisfied at the level of the need if the exquisite tastes appear obscene and tasteless according to his Islamic idea. If it were possible to spend the day without the pleasures of the world, a person would have known that it was a necessary motivation for himself. But a person eats, sleeps and perseveres with the exertion of his earthly dreams in the face of the necessity for the continuation of his physical life, tolerates the bitter juice of carnal pleasures. Because body - is an asset entrusted to savings and is a bathhouse that performs of religion and Sharia functions. The body is not as Tuban as it is not preferred by religion to the goose’s horse and Haji’s camel. In the case of jihad and Hajj, the right to feed a horse and a camel is one of worship and religious practices, and even more preferable is obedience and closeness to the Haqq to feed the body that fulfils the Shari’ah and religious rules (1.2007. P.5 – 6).

The law of contradictions (in logic) is a law that shows that two opposing views can not be right at the same time and in the same proportion. The object relationship between objects and phenomena in the process of correct thinking dictates that one thought in the human brain can not be used in two meanings at the same time. This is one of the inseparable properties of Innate thinking and genuine discussion. The law of conflict requires not to allow two contradictory opinions about one subject at a time, without denying the conflict of views against the dependent in the development of thought, that is, time, the predicate refers to one-unit in terms of proportion. For example: the rain can not be called harmful or useful at all, it is harmful for certain plants in a certain period, it can be useful in another cycle. Violation of the law of conflict leads to confusion and erroneous conclusions in thinking (1. 2007. P.5)

Mavlana expresses specific thoughts about the **conflicts** between religions: “The idea is one, even if the roads are different and divergent. After all, you do not see how many roads lead to the Kaaba. Who is from Byzance, who is from Damascus, who is from Iran, who is from China and someone else is going to leave from India and Yemen. If we feed on the roads, there are great

differences. If we look at the goal, the idea, then they are all in One Direction. The work here is very glorious. Because in this there is no understanding, no. When you come to the Kaaba, you will find the quarrels on the roads, the fighting squabbles destroyed. Because no matter what they say to each other on the road, they understand that with their arrival in the Kaaba their goals are one.” Mavlana continues his opinion about the goals and aspirations of people in this world, there are many ways to achieve the goal, but denies the contradictions, noting that their destination is one. Religious conflicts are in different ways, that is, in form. When the intersection of these roads leads to the Kaaba, the purpose of all is clear, the essence is opened, and when understanding the essence, conflicts are eliminated.

*“If the contradiction is in peace, the product is life,*

*If the contradiction fights, the product is death”*

According to Jalaluddin Rumi, the total internal conflict and development in nature, growth and maturation, some miracles of the Soul also exist in man. The understanding of the ore, names, power and essence of the Lord who created the universe and man is also realized by the study and understanding of the properties of the human spirit. Therefore, the spirituality in the universe and in the little Olam man is always in conflict. The great astronomical scientist Ali Qushchi in his “Muqaddima”(consisting of three chapters: geometry, geometry, summed up materials of Natural Science) everything in nature is simple and complex, divided into celestial bodies and Earth bodies. The celestial bodies the world of stars and the Earth’s bodies also appeared from four elements (water, fire, air earth). Everything and the body is divided into simple and complex parts. They occur in one circle simply, in another circle in a complex. They are constantly in motion, in mutual conflict. The world that surrounds us is made up of material things, they are made of simple and complex. It is said that in themselves there is a manifestation of dependence, conflict and mutual coexistence.

If a person left without knowledge, he would burn, would not stay. Accordingly, since the price of existence is possible without knowledge, ignorance is a Matlub (desired, sought- *Translated.*). Knowledge is also desired from the cause of knowing Alah. So it turns out that both are assistants to each other, and all the contradictory things are also one. Day and night are considered both contradictory and assistant. Because if the night was permanent, no work would come to the field. The presence of a constant daytime harms some of the human organs, and on the contrary, the presence of a constant night is the same. But these things do not contradict each other, do not do the same thing. There is nothing in the world that only if it is bad or only good.”When we had a discussion with the Gentiles, they said, “there are two gods: one creates good and the other creates evil.” We answered: show you one good without evil, that we may confess the two gods who created evil and good. This is impossible” From this it can be seen that the creator is the only one. Allah says, “Do they not think that they are resurrected on the day of their glory-the day when the worlds are standing before the Lord of the worlds?”

*Sorry, Not Find Your response,*

*Allah forbid you.*

*Do not think that anger contradicts love,*

*Two is one thing, do not act separately (9. 2007. P. 56.)*

The law of “struggle and unity of the contradictions”: Beautiful and ugly (great Universe) Akbar and Asgar (small Universe), unconscious and Hell, Night and day, strong and weak, good and evil, kindness and anger these concepts are against each other, but these are contradictory, they are contrary to each other. Uniqueness creates a single whole.

*Picture of suprat Ichra ask yourself,*

*But actual picture of the greatest yourself (9. 2007. P.56)*

Mawlono points out that in this bayt there is another being and one more being. The desire to remove the contradictions from the middle, that is, to know the absolute truth, but the impossibility of achieving it, constitutes the essence of the Roman poetic dialect of Jalaluddin. Absolute, even so its difference from the traditional mysticism of the caregiver that within possible to know the truth.

Rumi as a great thinker writes, analyzes and studies about world contradictions, the mutual vobasticity of contradictions (“unity of contradictions”), the interrelationships of substances that exist in the billions of forms shamoyil in the world, the interrelationship of transition-evolutions, the interchange of matter from particle to Universe, the causes of life and death (“reconciliation”, “reconciliation”, “Battle” of death – contradictions), body and Soul, Man and Allah. In “Masnavi” 690 hadiths were given a rumor comment. Even before our eyes, the glorious scholar of the word science, Orif man, who brought the doctrine of mysticism to the peak of pride, is an almighty genius poet. From simple anecdotes, proverbs make extraordinary philosophical-Sufi meanings, thoughtful contemplation goes from circle to circle, from level to level. He notes that “the Qur’an has three different layered meanings, and he consistently understands those meanings”.

The poet’s attempt to acquire absolute, identity with the Spirit, to dissolve himself in it, was an attempt to know his true essence, in his own words, the divine truth. But the absolute with the second person of one person; unless the fostering mixture is achieved, the knowledge of the truth is also relative. The conflict between identity and non - identity remains, therefore, the aspiration to eliminate it.

*Look though it’s dark, humanity,*

*Live long flower orchard inwardly of the inner.*

“One thing or two that did good and evil?” they asked. Answer: “there must be absolutely two things according to which they are in a state of debate. Because a person can not be in opposition to himself. In this regard, evil does not depart from good. The good is to leave this evil. If there is no evil, then it is also impossible to throw it away. If there was no reason to do evil, there would be no rejection of good either. So, the foil (done, performed - Translator) is not two, but one. The benefit is not known until something is bluish. The bad speak of the good of the Orif, in fact, which worsened the Orif. The Orif is removed from the deterioration. “With the contrary of the appliances will be known”” Orif says,” My enemy is not the enemy of my enemy who has made me worse, but the enemy of my enemy who has made me worse. “I’m happy. But around me there is a wall on which the top is covered with thorns. Looking from the outside, they do not see the flower bed inside, but their eyes fall on the Thorns above the wall, making it worse. But flower orchard does not find any harm from this. The harm of deterioration is the self of the

person who has worsened. Because he is moving away from the flower orchard with his words”.  
(10.2017. P.140)

Therefore, Mustafa said, “I am a lot of laughing and a lot of killing” (Hadis). That is, he does not kill anyone with anger. There are only two things for humanity either wants or not. Absolutely reluctance is inherent only in Allah. Of course, a person wants one of two, because that desire motivates him to find what he does not have. Allah Almighty said To Bayazid: “O Bayazid! what do you want?” he ordered. Bayazid said that I want nothing to be desired. It turns out that a person wants either a flour or a bun. Wanting nothing is inherent only in him (10.2017. P.140)

A bird flew into the meadow. And there the Hunter put a trap, sprinkled a pinch of wheat, he himself lay on the edge, hiding among the grass.

The bird came and began to fly around it. It seemed strange to him that a man was hiding in a such a poppy:

- Who are you? Why are you hiding, what are you waiting for in such a hunting place? Do not you see wild animals? - he asked.

- I'm a hermit. I shook the skirt to the world. In the same remote place I feed on grass-oats and live in this way, - said the man. The bird asked the man a few more questions, the man answered. Finally, the bird was able to see its prey.

- What are these?

- These are the savings of an orphan who does not like me at all.

- I'm very hungry, if you let me eat from this and feed my winter, because from this I need. If necessary, even eating losh (Lesh) is a dispute.

- These people left a deposit because they believed in me, it is a sin to eat the orphan's right.

But the bird was incredibly hungry, insisted strongly:

“O Pious man, let me eat from this and feed my blood,” he said.

- You thought yourself a fatva about necessity. If this is not the case in reality, you will be sinful. Even if it is necessary, but be careful, it is better to avoid the Haram.

The bird did not tolerate excess, with great appetite jumped and began to eat the cereal. One or two grains were stuck in a trap without enamel. To get rid of while typists in the soul craze, self -

:

- The case of the one who deceived the falsifiers ‘ spells will be ruined.

The man who heard these words told him:

- This is the punishment worthy of those who have eaten the orphan's property unjustly and covered their eyes with greed, - he said. (11. 435-6.)

At first glance, the effect of this story seems to be weaker. Before our eyes, a person who has set traps for birds and who speaks volumes is ravaged. But MawlanaRumi briefly goes through the important things he wanted to say among the description of the event. From the language of the hunter, who introduced himself as a “pious”, he gives a definition with an analogy to the life of the world:

“Children enjoy the game, but in the evening they are dragged out of their hands and taken to their homes. Since the young boy is interested in the game, he takes off his shirt, cap, shoes. And the thief will come and hang them. The child is so given to the game that his clothes do not even remember. He will not leave the game even if he enters late, he will not dream of returning home” In this regard, mavlana reminds the content of the verses of the Qur’an: “The Life of the world consists of only one game”(An’am, 32, Ankabut, 29, Muhammad, 36). “If you were, you were given the game, you threw your clothes on the shoulder, now you’re scared. Find your clothes from the darkening, do not take away your time in futility with rumors (idyllic words).” In the same place, Rumi shows the peculiarities of repentance:

*Find the bunny with the comb without the eyebrow darkening,*

*Do not waste your day ruined...*

*Control the repentance, follow the correctness*

*Take the meat and the grain from the thief.*

*Repentance tulpori wonderfully tulpor erur,*

*In the dialect, the Hunter rises to the Fortune.*

*Asra tulporingni, thief nogahon*

*Nihon as if he had taken the whole, not stole.*

From the bird’s tongue to the one that stands between the bushes and claims to be hermit, reminds that it is better not to do so:

*The bird said: so desolate intercostal,*

*Tarahhub is not welcome in Ahmad’s religion.*

*Like tarahhub was banned by Rasul,*

*Though shalt not bid at this newness, O virtuous(12. 2010. Issue 8)*

Unless any conflict is resolved positively in a timely manner, regardless of where the situation is from, there will be negative consequences.

His views on the “unity of the world from the conflict, the expression of the mutual battle” in the ideas of the Rumi helped to establish the dialectical method, according to the German philosopher Gegel. It is natural that those who have learned philosophy from Hegel and Marx, Shopengauer and Kant, Nisshe and Freud read Rumi and say that it is all said that we have already(12. 2010. P. 8).

## CONCLUSION

Proceeding from the above information, it will be possible to note the following points of view in the birth of views on the conflict in mavlaviyya:

- As a stream of any doctrine, mavlaviyya certainly has its own system of religious – philosophical views.
- In the “Allah – Univers relationship” in mawlavia, Allah is the first and the occurrence of the universe takes place in the form of Emanation;

- The attitude of “Allah – man” in mawlaviana is in apparent and genuine forms, and the effect of “fatalism” is felt in it;

- In mawlaviana, the influence of the idea of “the other” on the doctrine of “the return of the absolute idea to itself” in Hegel is evident;

And in mawlaviana, the idea of “the interior is in the interior” is felt by the influence of agnosticism on the foundations of “something in itself”. One of such comments belongs to the pen of the American Orientalist scientist Devin Davis, according to which Hussein Khorezmi (1368-1435) was the first review book with the name “Javahir ul-Asror and zavahir ul-Anwar” (“The jewel of secrets and the glow of light”). (13.1966. V. 2. –P. 820-839.).

It is written in this work that in 1430-1431 years only three notebooks were interpreted, because this is the last treatise of Hussein Khorezmi.

The poet Alisher Navai’s “Majolis un-nafais” tazkira, Mavlana Husayn Abulvafa Khorezmi’s disciple in Zahir science and apprentice is in inner science. Rumi’s Masnaviyi ma’naviy” and “Qasidai Burda”, famous in the Islamic world, are finished with a deliberate interpretation of the Khorezm Turkish language. Morals and virtues deserve the high status of mysticism;

- The idea of growing “from particle to Universe” in mawlaviana has to some extent influenced the formation of the idea of dialectics “from simple to complex” (14. 1983. C. 69);

-In the comments on the concept of “contradictions” in mawlaviana, the priority of mainly “internal contradictions” aspects is considered;

-The expression of primary and secondary differences in the interpretations of the concept of “difference” in mawlaviana is priority;

-In mawlaviana: the Moon and the sun; day and night; Heaven and earth; right and wrong; benefit and harm; darkness and light; struggle and victory; absence and being; body and soul; so deeply and comprehensively illuminated that we call Rumi the man who laid the foundation of the foundation of philosophy freely (15.2019 – 4).

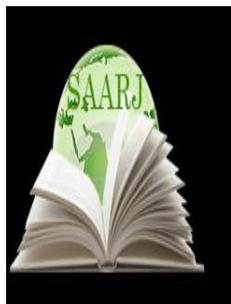
The views of Jalaluddin Rumi have been of great importance in the medieval culture of Movarounnahr (16. TEST.Engineering @Management. Features of Material Culture of Bukhara.2020.6). Especially Rumi’s views on nature, society, the existence of Man have a positive impact on the ideas of hurphicry in the country (17. International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 08, 2020 ISSN: 1475-7192 Received: 02 Jan 2020 / Revised: 12 Feb 2020 / Accepted: 17 Mar 2020 1996 Reflection of the “Law of unity and struggle of contradictions” in the dialectic of Jalaluddin Rumi Ashurova Marhabo Sayfulloyevna )

For some reason, mawlaviana is in the system of philosophy – religion (18.1991. P.–5- 671) as a specific doctrine occupies an important place in the development of world civilization, and Jalaluddin Rumi has its own unique place among the great philosophers.

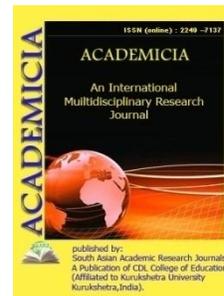
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## THEORETICAL APPROACH TO THE ESSENCE OF SPIRITUAL EDUCATION IN YOUTH EDUCATION

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### ABSTRACT

*The article describes the theoretical aspects of educating young people in the spiritual spirit at the current stage of development. The stages of development of knowledge and thinking, the formation of a healthy worldview, spiritual and moral education in the education of young people are also discussed in detail. The role of spiritual education in the elimination of neglect and delinquency, crime among young people is shown.*

**KEYWORDS:** *Youth, Spirituality, Education, Harmoniously Developed Generation, Spiritual Propaganda, Society, Knowledge, Higher Education Institutions, Skill, And Idea.*

### INTRODUCTION

Spiritual education is crucial in the life of any society and country. A country that is not sufficiently engaged in educating the younger generation, every member of society, in general, will face stagnation and ultimately crisis. One of the urgent problems is to bring the personnel trained in educational institutions to the level of developed countries in terms of intellectual, spiritual and moral level.

Today, the acquisition of modern professions by young people, the use of information and communication technologies, etc. are fully implemented in the educational process. Attention to the upbringing of the younger generation is one of the most important areas of state policy. Youth is our future. What our future holds depends on how we raise our children. In this regard, it is the main task of every family, educational institution to make them educated, wise and, of course, happy. When the knowledge and thinking of the people is high, there is all-round progress. The first President of our country I.Karimov has repeatedly acknowledged that

development is impossible without the development of spirituality, emphasizing that "strengthening and developing the spiritual spirit of the people is the most important task of the state and society in Uzbekistan."

The standard of living of any country is determined by the general level of the people living in that area. This requires young people not to succumb to the mood of peace and indifference, to train them as necessary personnel for a developing country. However, it should be noted that in some cases, there is a lack of control and delinquency among juveniles, and even the commission of crimes. In order to overcome these situations, it is necessary to raise the level of legal culture and political culture of young people. Scholars have argued that "there can be no legal culture without legal knowledge".

### **THE MAIN PART.**

There are also children among the youth who have a difficult upbringing and do not attend classes regularly. Everything stems from idleness and negligence. Therefore, there is a need to prevent crime and delinquency among young people, to coordinate the activities of businesses that provide services via the Internet, computers. According to the first President IA Karimov, "our ancient ancestors developed a whole set of moral requirements for a perfect man, in modern language, an Eastern code of ethics. In the heart of man there must be an unforgiving rebellion against impurity, impurity and injustice.

In this regard, the Ministry of Public Education, the Ministry of Internal Affairs, the Center for Secondary Special and Vocational Education of the Republic of Uzbekistan, the Center for Spirituality and the Enlightenment Center, the regional branches of the Youth Union of Uzbekistan, coordinate the activities of local Internet networks and computer service providers, monitor compliance with the law, and strictly limit the presence of minors in such institutions during classes and at night.

It is no secret that in some Internet cafes and computer clubs in some places there are posters, pictures, sites, movies that contradict our national spirituality, promote militancy, cruelty and shamelessness. This has a negative impact on the minds of minors and is one of the main reasons for the increase in delinquency among them. The buildings where some such facilities are located do not meet the requirements. The conditions in it have a negative impact on the educational process of young people.

A threat to spirituality is a threat to our identity and our future. Under the guise of "popular culture" such threats as moral depravity and violence, the spread of ideas of individualism, egocentrism, and, if necessary, enrichment, thousands of years of traditions and values of peoples, disregard for the spiritual foundations of life do not bother any conscious and enlightened person. So, spirituality is the most basic criterion that defines a person's humanity.

A spiritual person must constantly be free from vices and fight against them. This is a very important issue for the upbringing of young people. In society, the ruthless struggle between good and evil, virtue and evil, good and evil, enlightenment and ignorance will continue. When goodness, goodness, and enlightenment are enhanced at a high level, of course, it triumphs over evil, vices, wickedness, and ignorance. Thus goodness brings goodness, goodness gives birth to goodness. "Of all the creatures created by Allah, the most mature and miraculous is man. The task entrusted to man is to beautify the Earth, to make it perfect, to strive for perfection.

Bringing up a healthy generation does not mean physical health, but the upbringing of a person who has matured in the spirit of Eastern morality and universal ideas. That is, the upbringing of a spiritually, intellectually and physically harmoniously developed generation is not only a national need, but also a matter of national importance. It is a noble goal for all fraternal peoples born and raised in the land of multi-ethnic Uzbekistan. It unites national and universal values, the best traditions of our rich spiritual heritage and emerging new traditions, and it becomes a powerful factor of education.

As the reforms in the field of youth education are becoming the most pressing issue of today, the problem of our future, the projects aimed at large-scale work in this area are being brought to the public's attention. At present, great attention is paid to the activities of mahallas in educating young people. The positive influence of community elders and activists, advisers on religious enlightenment and spiritual and moral issues of citizens' assemblies, who make a significant contribution to the transformation of this unique structure into a self-governing body, is growing.

One of the urgent tasks before us today is to bring up a new generation of young people with such high knowledge and practical skills, who can find their way into the human heart and gain the trust of the people, to protect the Motherland, to be loyal, fair, honest and polite. The most important thing is for young people to live on the basis of high spirituality and the rule of law, to develop their unique human qualities such as loyalty to their country, justice, honesty, courage, bravery and a culture of behavior. "One of the most important tasks is to instill in citizens, especially young people, a deep sense of the Motherland, to serve it faithfully, to constantly care for its future. The deeper the duty and responsibility of the nation, the Motherland, the spirit of the ancestors, the deeper the national consciousness, the higher the national pride, the more creative ideas will appear."

The role of the family is invaluable in ensuring that our young people perform the duty of service to the people with honor and gain the knowledge, skills and experience necessary to gain the trust of citizens. Based on today's requirements, it should be noted that qualified personnel, in any case, serve the people, to perform their duties with honor, to gain the trust of citizens, to become qualified professionals, to become spiritual, mental, spiritual, legal, political, ideological, physical, reach maturity they are required to have the qualities of initiative, organization and dedication.

## CONCLUSION

This is because an important factor in the educational process is the achievement of cooperation between educators and coaches, as well as representatives of public structures, who are engaged in the formation of human qualities, knowledge, practical skills and experiences of young people. Violation of these requirements in the educational process, failure to take advantage of the above-mentioned factors and opportunities, of course, leads to various negative consequences. Because spiritual and moral education forms in young people such qualities as honesty, purity, duty, conscience, nobility, devotion.

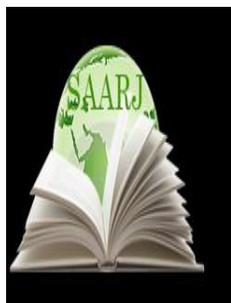
Cultural moral education as a broad concept affects all aspects of human activity. Cultural and moral education in all spheres: in production, in life and in the family. In his spare time, he regulates people's behavior and human relations. Cultural and moral education, unlike other forms of social consciousness, performs economic, political and spiritual functions. It plays an important role in strengthening society and directing people to a common goal. Spiritual moral

education is a unique way of knowing the world, regulating people's behavior in terms of good and evil.

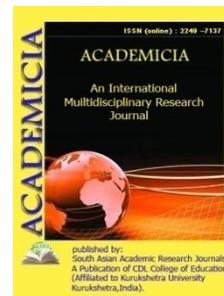
In conclusion, it should be noted that morality, which is an integral part of spiritual education, is the basis of spiritual education. In general, to bring up young people in the spirit of patriotism, to be worthy generations of our ancestors, to form in the minds of emerging professionals a sense of readiness to constantly contribute to the development of our country, and therefore to support the aspirations and practical actions of selfless people are our highest goals.

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## USE OF INFORMATION AND COMMUNICATIVE TECHNOLOGIES IN STUDYING FOREIGN LANGUAGES

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### ABSTRACT

*This article is about using information technology and communicative technology in learning foreign languages. It discusses various information and communication technologies that are becoming more diverse and are being intensively used in the field of education and in universities as well. Currently, distance learning is practiced among university students who, due to illness or other problems, cannot attend the full-time education system. This is a great learning aid. Students receive all assignments by e-mail and complete them, and at a certain time take exams remotely.*

**KEYWORDS:** *Information Technology, Communicative Technology, Intensification Of Training, World Community, Science And Technology, Educational Problems, Distance Learning.*

### INTRODUCTION

Currently, in the age of computerization, there are various information and communication technologies that are becoming more diverse and are being intensively used in the field of education and in universities as well. The improvement and application of information and communication technologies require intensification of training, as well as modern forms, methods and means of training. Now much attention is paid to the study of foreign languages in Uzbekistan, which seeks to take a worthy place in the world community, as our people strive to see their future in harmony, peace and cooperation with foreign partners, conclude agreements in various fields of science and technology, for the sake of the prosperity of our Homeland. Now in the modern world, English has become the language of use and application in all areas of science, technology, education, culture, has become the language of international communication in the world. Therefore, at present, teaching a foreign language relies on the latest forms of organizing training, finding and using modern techniques with an orientation towards verbal

communication, relying on advanced pedagogical technologies and new developments in the creation of educational - methodological complexes in foreign languages, the use of which leads to the ultimate goal when teaching foreign languages - this is the development of colloquial speech, communication. Modern teaching of foreign languages requires solving educational problems, goals, teaching methods that accelerate the process of mastering and using a foreign language, which will ensure its solid assimilation with an output to verbal communication, determining the levels of learning, from levels A to C, when teaching foreign languages, it is necessary to rely on customs, traditions of the country whose language we are studying, i.e. it is necessary to become closely acquainted with the country's geography. This will greatly facilitate the assimilation and speed up the work when translating various texts.

### **THE MAIN PART**

Since, only knowing everything about the country, the translator will be able to convey to the reader the accuracy of the translation from the original. Often, sometimes funny stories are obtained during translation, since there are not many word matches that convey correctly the translation of words from one language to another. This puts translators in a difficult situation. Currently, distance learning is practiced among university students who, due to illness or other problems, cannot attend the full-time education system. This is a great learning aid. Students receive all assignments by e-mail and complete them, and at a certain time take exams remotely. This type of training allows students to feel like full members of society, and successful passing of tests and exams instills in them the confidence that there are no obstacles, everything can be overcome in this life, you just have to want to, with distance learning there are problems like the creation of new methods and technologies, meeting the telecommunications environment of communication. At the same time, there are problems associated with the fact that the teaching staff does not have the required level of knowledge in information and communication technologies. At the same time, they are responsible for a huge amount of work on the development of electronic resources, which include electronic textbooks and training programs. When working remotely, it happens that students work better with new forms of education, in comparison with teachers.

As the teachers write [Toshpulatov MA, Paizieva MT, and Obidov A. from TUIT in their article "Features of the use of information and communication technologies in the educational process of the university." Collection of reports JizPI "Current state and prospects for the use of information technology in management" ... .. Distance learning as an educational technology can be easily integrated into any form of education. But considering the opportunities that it provides, based on the experience gained, we can conclude that when introducing distance learning in universities, distance education should serve as the basis. The level of use of the latest network technologies in the learning process determines the "watershed" that runs between traditional correspondence and modern distance learning.]

Hence, we conclude that distance learning is one of the forms of training at a university, but of course the best training is a full-time training system, when there is live communication between a teacher and a student. A very important role for university teachers is played by advanced training courses at the Uzbek State University of World Languages, in the Republican Scientific Information Center, where teaching is carried out by highly qualified teachers who intelligibly and clearly explain all the subtleties and nuances of modern requirements for languages that meet

international standards and requirements. ... We are grateful to the University, its teachers, that in two months of study, we have learned a lot, new, especially in independent work. But since the main training is carried out in the traditional form "teacher - student", and communication with the teacher brings the best result in the learning process, it brings the best results in assimilation. Such communication cannot be fully replaced by communication with a computer. But there are cases when teachers have to study repeatedly, online, i.e. do it remotely. It also gives lectures on all subjects that need to be mastered and pass the assistance in all six blocks of training, pass pedagogical practice, portfolio, and at the end pass weekend tests and defend the final work. This greatly facilitates the work and study of teachers who are retrained. Thank you all for this opportunity. Let us now consider the possibilities of the educational process through the introduction of information and communication technologies. Information technology and a computer are a tool for their implementation, are powerful means of intensifying the educational process. But we must not forget that such an intensification is achieved only with a certain organization of the educational process. The computer is not only a technological device that provides mechanization of individual procedures of the educational process, but also one of the equal components of the didactic system along with its other links, goals, content, forms and methods of teaching. All these links of the educational process are interconnected, and changes in one of them entail changes in all others. Therefore, the introduction of computerization into the educational process entails changes in all other components, the number of which corresponds to the number of students, does not mean the achievement of the goal of computerization, but is only the beginning of it - the beginning of the system of restructuring the entire teaching technology.

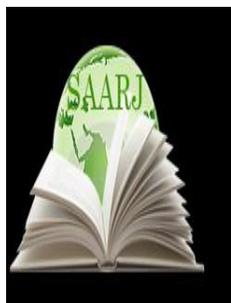
## CONCLUSION

Information technology, multimedia and a computer are powerful means of improving the educational process, since they are used to implement and assimilate educational material, which increases the process of assimilating educational material several times.

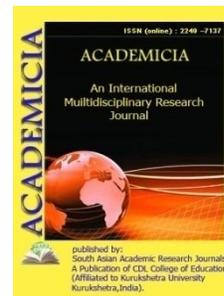
Everyone knows that the ultimate goal of learning a foreign language is communication, i.e. communication in a foreign language of all levels, we will focus on gaming technologies when teaching foreign languages. Gaming technologies are a natural occupation of students, where they must speak a foreign language as much as possible, and this contributes to the emergence of students' interest in the subject and the learning process becomes more effective. Gaming technologies increase the motivation of learning and the interest of students in the subject, create an atmosphere of creative cooperation, actualize the personality of the student, foster a sense of self-esteem in students, give them a sense of creative freedom and, most importantly, bring joy, satisfaction and self-affirmation. The use of gaming technologies in the classroom allows you to transfer knowledge to students in the most interesting form. Game activity as an element of the lesson can be applied at any stage of the lesson. In the classroom, role-playing games, competition games, intellectual games are often held, which students really like, because here individual abilities of students are revealed, where they show their knowledge and skills, and also learn from each other something new, i.e. enrich their knowledge.

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## DIFFERENT METHODS OF TRANSLATING PHRASEOLOGICAL UNITS FROM ONE LANGUAGE INTO ANOTHER

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### ABSTRACT

*Phraseological units are quite complicated phenomenon from the point of view of translation. Characteristically they have figurative meaning and consist of the lexemes, which meanings cannot be deduced from the meanings of separate words. Hence, the central problem of the translator is to find the phraseological unit in the text and to produce an adequate target text corresponding to the stylistic norms of the source text. Primarily, the one should start the translation from the context analysis to interpret the meaning of each phraseological unit correctly.*

**KEYWORDS:** *Phraseological Unit; Pivotal Component; Translation Techniques, Methods Of Translation.*

### INTRODUCTION

Although the theory of translation began to form as an independent philological science in our country in the 1950s, the practice of translation mainly has a history of more than a thousand years. One should not conclude that it developed without a theory for more than a thousand years. There are many scientific, historical, political, religious, philosophical and fiction books that have been translated by specialists in this field from Arabic, Persian, Hindi, Azerbaijani, Turkish and Russian into our language, adhering to certain translation ideologies that have been adopted and followed throughout centuries. The importance of studying linguistic translation makes it known that the translator does not refer to intuition when translating a text.

### THE MAIN PART

The founder of the Uzbek linguistic translation Gaybulla Salomov described translation as follows: "Translation is a theoretical and creative process, consisting of a combination of

relevant scientific works and deep philological knowledge with inspiration, great talent and intuition, continuous vocabulary". Translation means friendship, brotherhood and cooperation of different peoples, it is a tool that serves to expand economic, scientific, cultural and literary relations between them. Translation accelerates the process of interaction between different peoples and the interaction of literature. Thanks to the translated works, there is a chance to enjoy the masterpieces of world literature.

Translation is a necessary tool for improving languages, accelerates their development, increases and improves vocabulary. Translation enriches the spiritual life of a person, reveals the potential of the native language. Thanks to translation, the reader's thinking is sharpened and enriched in new ways with ideas and concepts. Translation serves to create new relationships and attitudes in society. Translation has a positive effect on the spirituality and culture of different nations.

It is well known that when translating phraseological units and idioms from one language to another, there are specific conversion problems. This is typical of linguistic units, speaking of this feature, the Russian linguist S.I. Ojegov writes the following: "Idioms are not literally translated, which is their main feature. Consequently, the content of idioms is unusually broad and is a means of expression and accepts all the traditional events of the language. "

From the above, it is clear that the author's focus is on idioms. In the translation of these units, depending on the semantic nature of the language, it is necessary to know the social, historical and cultural linguistic features.

L.A. Bulakhovsky describes the translation of idioms as follows: "Idiomatic units of a word are represented in a particular language as a whole and in one sense and are specific expressions, as a rule, without a clear translation into other languages, and in translation requiring a similar stylistic coloration" 2. Therefore, translating idioms is a very complex process, it is argued that the search for alternatives to these expressions depends on the high skill of the translator.

Idiomatic units in the Uzbek language are distinguished by their world of unexpected colors, images, comparisons, as if drawn by an artist. In the fund of the Uzbek language, we can find wonderful fairy tales, proverbs that were included in the dialect by the creative Uzbek people. Like other world languages, the Uzbek language is rich in phraseological units connected with the names of animals. Phraseological units of this language are distinguished by emotional expressiveness, sensitivity, diversity and complexity. For instance: битимгасотиболаманми, итлагангадойдек, илонёғиниялаган, бўринингкўзиниқўрган, иткунинибошигасолмоқ. Proceeding from mental considerations and culture, you can find alternatives to phraseological units of the English language in the Uzbek language. Given the fact that the function of translation consists in the need to completely translate information into another language using a language tool, then when translating phraseological units it is necessary to produce an adequate translation, since phraseological units are found in different versions.

Phraseological units play a large role in the development of the language, the enrichment of these linguistic synonymous lines in the native language, in fact, translation creates a wide range of opportunities for the development of skills. For example, when viewing phraseological units or animalistic units in both languages, both compatibility and incompatibility are observed. In this case, the natural result of translation properties will of course depend on the skills of the translator.

Naturally, each linguist uses his own style of translation. For example, V.G. Gak in the translation of phraseological units is as follows.

**Let's look at the methods:**

1. Descriptive style. In this case, the phraseological units of the language in another language are free, translated by independent phrases. In this style, the lexical meaning of phraseological units is mainly given. In the figurative construction of expressions, the translation does not provide an internal form, a clear picture of the animal world, that is, the translation of phraseological units from one language into another language occurs without changing the meaning, only the components may differ.

In addition, one phraseological compound can have more than one meaning in another language.

2. Translation with compatible variants - does not mean translation of phraseological units of one language into a second language with free, independent phrases, but rather translated through several phraseological variants, where components and meaning are replaced by the corresponding component and meaning of the second language. The translation comes from the contextual meaning, some stylistic differences are also acceptable.

3. Equivalent. In this case, the phraseological unit of the same language will be translated through a specific equivalent version in the second language. When translating, the meaning of the context is not considered important, but the available equivalent in the translated languages.

Let's give examples of the above methods. According to the first method, some sayings or proverbs are translated without changing the component and meaning.

For example wolf in sheep's clothing- қўзичоқтерисиниёпинганбўри (be careful with this kind of people, they can be dangerous)

The wolf may change his coat, but not his disposition – бўриниқанчабоқма,

тозибўлмайд. (a person's character is difficult to change or fix)

greedy as a wolf – буридайоч, (to be very hungry)

The above examples are translated from English into Uzbek does not include major changes.

Some phraseological units differ in some components while retaining the meaning of the original: to put one's head in the lion's mouth – арриуйигабошинисуқмоқ, both options mean risk, but in the Uzbek translation, instead of the snake of the English version, the wasp is taken in the Uzbek version.

Translation with joint variants comes from the context, for example, the phraseme Part and parcel is translated as a basic part of something, but the literal translation will sound like a part and a premise. In this case, translation from the context is appropriate.

An equivalent translation has an exact version in both languages.

For instance: «To lose one's head» into Uzbek is translated as “Ақлинийўқотибқуйди” this means that a person cannot adequately perform an action.

“To gain a time”-“Вақтданютмоқ” take time to do something

“To bear in mind”-“Миядасақламоқ” means not forgetting, to remember something

“To watch the step”-“Қадамини уйлаб босмоқ” means to be careful when doing any action.

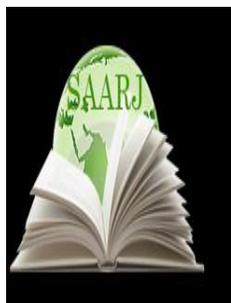
### CONCLUSION

Therefore, as can be seen from the translations of the above phraseological units, certain expressions in one language are translated into another language using different methods, and we have also witnessed what can be translated into a second language using simple phrases.

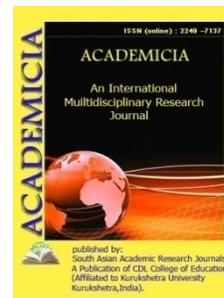
Lexical variation in the translation of phrases occurs depending on the creative freedom of the translator, as well as on the linguistic nature of languages. In both cases, although one of the components of the phrasal verb is replaced by the lexical variant, the phrasal object remains unchanged and the content is consistent.

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**EXPRESSION OF TEMPORALITY AND LOCALITY THROUGH NOUN  
 LEXEMES IN MAHMUD KASHGARI'S "DEVON"**

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**ABSTRACT**

*Noun lexemes expressing time and place used in "Devonu lug'otit turk" of Mahmud Koshgari are analysed in this article. "The elements of the world around us and their various signs, which are reflected in the human mind, are expressed in his language through special linguistic means, in particular, through lexemes.*

**KEYWORDS:** *Lexeme, Noun Lexeme, Temporality, Locality, Thesaurus.*

**INTRODUCTION**

Mahmud Kashgari's "Devonu lug'otit turk" is a common monument for all Turkic peoples. The work covers words from all spheres of social life, the analysis of which on the basis of different lexical-semantic groups allows to draw theoretical conclusions about the first periods of the history of the Uzbek language. Devon also actively uses noun lexemes to express the concept of space and time, and this article is devoted to the study of such lexemes.

**METHODS**

In this study, the methods of classification, description, semantic-stylistic, comparative-historical, component analysis were used.

**RESULTS AND DISCUSSIONS**

Things and events in existence are inextricably linked and form a certain system. The activation of each member of the system is closely related to space and time. F. de Saussure stated: "If we had imagined that language existed only in a unit of period, in time (i.e., man lived alone for centuries) without the masses speaking it, time would not have an effect on language and no

change would have taken place in language. And, conversely, if the language-speaking masses were to be thought of as timeless (that is, when human life came to a standstill), the effect of social phenomena on language would not be observed” (F. de Saussure, 1933). Hence, the influence of time and space is of great importance in the life of language. While temporality was previously studied as a grammatical tense, it is now being studied at the lexical level as a major phenomenon of national culture.

In Mahmud Kashgari's “Devonu lug'otit turk” lexemes meaning period and time are used and the meaning of time is expressed by synonymous lexemes such as *öd* (time, period, I, 50)<sup>1</sup>, *oğur* (time, I, 56), *коч* (time, phase, I, 220), *jāp* (time (in Oguz, 221), *özlāk* (period, time, I, 87). The lexeme *чәрик* in the work was used in the meaning of “time, phase of everything” (in Oguz, I, 261).

Time-meaning lexemes used in the work can be divided into the following groups:

1. The duration of an event that occurs and of things measured through centuries, years, hours, minutes, etc., is an objective event with such a measure (OTIL, I, 448). “Time equal to one-twelfth of the astronomical year - the period of the Moon's orbit around the Sun once, the unit of measurement is a period of 30, 28, 29 or 31 days” is called as *a:j* (month; time, period of 30 days, I, 73).

Our ancestors had their own annual account before the Arab conquest. An account based on a muchal account is one of such year accounts. This type of calculation has long been used by Turkic peoples, including the Uzbek, Kazakh, Uighur, Chinese, Turkmen and Mongol peoples, and has been used in written sources, documents, to determine or record the date of various events. (Ashirboev, 2006) We learn about its history from Mahmud Kashgari's “Devon”. According to him, the Turks drove twelve different animals to the very large body of water in the Ila River, naming the twelve years by the names of these twelve animals, depending on how the animals crossed the water. The first animal to cross the water was a mouse – *сичған јілі*. That is why the beginning of the year is called by its name, and the word year is added and called as *сичған јілі* – the year of the mouse. After the mouse, animals crossed the water in the following order and their names became the names of years: *уд јілі* – the year of cow, *барс јілі* – the year of tiger, *тавишган јілі* – the year of rabbit, *нәк јілі* – the year of crocodile, *јілан јілі* – the year of snake, *јунд јілі* – the year of horse, *қој јілі* – the year of ship, *бијин јілі* – the year of monkey, *тақағу јілі* – the year of hen, *им јілі* – the year of dog, *тоғуз јілі* – the year of pig. After reaching the pig, the count starts with the mouse. “The year we wrote this book was the year of snake in the month of Muharram, four hundred and sixty-six (466). This year, when the four hundred and sixty-seventh year comes, the *јунд јілі* - the year of the horse enters. The calculation is done in the order indicated by me” (I, 234).

Similarly, the names of the moon are used in Arabic in cities. Nomadic and non-Muslim Turks call the months by four seasons. Every three months are run under the same name. That's how they know the year will pass. For example, in the first spring after Navruz, it is called *оғлақ aj*, and then *улуг (great) оғлақ aj* because the moon will be big at this time. The next one is called *улуг aj*, because this month is in the middle of summer, during which time there is an abundance of milk, hunting and land. We did not consider it appropriate to say them all because these names were rarely used (I, 235).

2. The interval, part of the exchange of this objective event in minutes, hours, days, years, etc. (OTIL, I, 448). In Devon, “the part of the day from sunset to sunrise, from evening to dawn”, as in modern Uzbek literary language, *тўн* (night, evening, I, 230), “the part of the day from sunrise to sunset” *кўн* (day, daylight, I, 305) and by the word *кўндўз* are used.

3. A period of time, a phase, set for a purpose or used for a purpose, in a continuous and consistent exchange of hours, days, months, years, etc. (OTIL<sup>2</sup>, I, 449). The seme of “The time of transition from night to day, the time of the end of the morning, morning” is expressed by the lexeme *эртä* (early, morning, morning time, I, 101) the seme of “the period of sunrise, morning, early morning” is expressed by *таң* (morning, I, 130), “time after sunrise” is expressed by *қушлуқ* (Oguz, I, 314), “half the day is over” is expressed by *öjlä*, in the Kipchaks *özlä* (noon, I, 94), “the period between sunset and night, evening time” is expressed by *ахшам* (evening; evening time; sunset, I,89)

4. A definite time of day, month, year, etc.; season, period. The seme “cold season of the year after autumn” is expressed by the lexeme of *қйи* (winter, I, 130) as in modern Uzbek literary language, while the semantics of “the hottest season of the year between spring and autumn” is expressed by *жај* (summer, I, 130), “the season between summer and winter season” is expressed by the lexeme *кўз* (autumn, I, 223).

5. The time when a work is done and enters into the judgement of habit. In Devon, the word *тўрк* is used to mean “the interval of time when something, event, incident, etc. occurs or will occur”, which is interpreted as follows: *тўрк* is a word used in the sense of time, which means the middle of the ripening of all fruits (I, 237): *тўрк ўзўм өдї* – grape ripening time (I, 237); *тўрк қујаш өдї* – the middle of the day (I, 237).

In short, the study of time-meaning lexemes used in Devon serves to clarify the perceptions of our ancestors about time.

“The elements of the world around us and their various signs, which are reflected in the human mind, are expressed in his language through special linguistic means, in particular, through lexemes. That is, there are certain lexemes that take place in the lexical system of each language, in the semantic structure of which the local sema occupies a central place, in which case the local sema is considered the central sema. Such lexemes are lexemes adapted to express locality. In modern Uzbek, there are a number of lexemes that express local meaning, such as o’rin, joy, makon, qishloq, shahar, ovul, o’lka, in which the local sema is the central sema, and this sema is the common sema uniting in the local area”. (Qurbonova) Similarly, lexemes, the local sema being the central sema, are widely used in Mahmud Kashgari's “Devonu lug’otit turk”, a unique manuscript of the 11th century. In the work, the word “känd” means “city” (I, 233)<sup>3</sup>. The word also means "village" in the language of the Oguzs and those close to them, and in the eyes of many Turks it is a "city", so they call Fergana “*өзкәнд*” - "our own city" and Samarkand “*сәміз кәнд*” – “fat city” for its size. The author also gives information about the use of “*сәміз кәнд*” as Samarkand in the Persian language. (I, 233-234). The following example confirms that in the 11th century the word “*кәнд*” was also used in the sense of "fortress": *бәг кәнд әгірсәдї* - bek wanted to surround the fortress. (I, 208).

Similarly, the word *улуш* is used in Chigils to mean “village”, but means “city” in the language of the people of Bolasogun and the Arguns living near them, so it is said that the city of Bolasogun is also called as *Қуз улуш* (I, 61). In Devon, the word *қаршї* with a local sema is

interpreted in one place as "palace" (I, 180) and in another as "royal palace" (I, 284). This word is used in "Qutadg'u bilig" in the form of a pair word *сарой қарши*. In Devonu lug'otit turk, the word *орду* is defined as "the city where the king lives; o'rda." Therefore, Kashgar is called *Ордуканд*, the city where kings live (I, 101).

In the modern Uzbek language, the word "maydon" is used for an "open land near the yard, a garden or a small garden, a backyard; generally open land or arable land which means a place intended for an action, an event, or a place where such an action takes place" (OTIL, 2, 527). In Devon, the word *қўму* is used instead of the word "maydon" in the modern Uzbek literary language. In the Moscow edition, the word is given in the form of *кōмū*, which means "roof" (I, 188).

Lexemes with local semantics used in Devon can be divided into the following groups:

1. Local lexemes denoting human habitation: in the work it is emphasized that the pair word *эв барқ* is always used together, not alone, and that it means "house and yard", "dwelling" (I, 235). The word *эв*, which has a local sema, is also used in the Old Turkic language in the form *эб*, meaning "home." The word *Алачу* means "alajuq; shelter, tent, hut" (I, 109). The Thesaurus Dictionary of the Uzbek Language also states that it is "кара, чайла." (OTIL, 3,107). Similarly, the word *кәпәрй* is said to be a "tent" in the Turkmen language, but in the eyes of the nomads it is a "winter house" (I, 299).

It is noted that the meaning of "tent" is used in such variants as *чатір*, *чачір* as well as *шатір* in Kujo language (I, 273), and *јашір* in Oguz (I, 273). In Devon, the Turkic word *түркүн* is interpreted as "place of people, tribal gathering, house of parents" (I, 295). The interpretation of the lexeme *чїт* in the work as "a tent made of reeds or plants with thorns" (I, 219) shows that this word is also related to the place where people live.

Localization is also expressed in secondary names formed by derivation. Such local lexemes are formed on the basis of a word-formation model of a particular language using special constructive tools. In the Uzbek language, such lexemes are formed with the help of suffixes such as *-zor*, *-iston*, *-goh*, *-lik*. (Qurbonova) In the language of the Karakhanid period, affixes such as *-лағ*, *-лік*, *-луқ* were used to form local lexemes. For example, like *туруғлағ* (accommodation, I, 329), *кїшлағ* (wintering place, I, 308), *кїшлік* (winter house; everything prepared for winter, I, 314), *қонуклуқ эв* (banquet house, guest house, hotel, I, 332).

The work also contains a number of other local semantic lexemes related to people, such as *кэрәм* ("basement" (I, 268) in the language of the Upper and Lower Chinese, *түнәк* (dungeon, prison (barsagancha) I, 274)). In "Devon", the word *түнәрик жәр* means "a dark place".

The word is also used to denote the meaning of "grave" on the basis of the semantic "darkness": *түнәрик* (*әр түнәриккә кирді* – a man entered the grave, I, 321), the word *тублу* (I, 288) also means "grave".

In the work, the word *кәбір* is interpreted as "liquor store, tavern" (I, 239). The editors of "Devonu lug'oti-t-turk" suggest that the word "kibitka" in Russian must be derived from this word *кәбір*. () In the work, we can meet words like *фурхан* (temple), *қарғу* (a tower-shaped building built on the highest ground to avoid the danger of the enemy, a place to light a fire to signify all rapid armament with the appearance of the enemy, I, 285), *сатма* (gardener's

scaffolding, I, 289), атіч (a deep place where children play walnuts, I, 55), and чумушлук (toilet, I, 331) that have the meaning of locality.

2. Local lexemes related to geographical objects: Lexical units with local meanings, such as valley, pass, gorge, mountain, ridge, road, etc., occupy a significant place in the work. For example, *cizpa* (gorge, valley in the Oghuz language, I, 283), *apm* (pass, I, 48), *öz* (gorge, mountain valley, I, 50), *qir* (flat mountain, ridge, I, 222), *act* (narrow road, narrow street in Chigil language, I, 48), *ybyz* (hard land), *yj ybyz* (low and desert land, I, 57), *ämiz* (border between two ravines, I, 57), *буқач apt* (a pass that is difficult to cross, I, 276), *алін* (round and high side of the mountain, I, 70), *тыруз* (fortress in the mountains, abode (I, 250), *тармұт* (hills and valleys of the mountains, I, 301), *бөктіp* (high and low lands in the mountains, I, 303), *талғиқ* (the place where mountains meet, I, 307), *јахшақ* (rocky place on the mountain tops, I, 311), *қадрaқ* (bent, ravine areas of the mountain), *ашақ* (foot of the mountain, I, 63), *узy* (hill, top, the city of argus is also called үзүкәнд I, 76), *үжүк* (in Oghuz language height, hilly places, I, 75), *özi* (in Chigil language, a wide road between two mountains, I, 78), *apғy* (between two mountains; the lands between Tiroz and Bolasogun are also called Apғy. Because it is between two mountains, I, 103), *қадрaқ* (corners of the rocks I, 219), *сәкрік* (places to jump on a mountain, I, 316), *әзизлік* (height, hill, I, 119), *азрiш* (the beginning of a split road, I, 83), *жол* (road, I, 132) *күткі* (soil pile, hill, I, 288), *таблук* (cracked land, I, 310), *әртiк* (walking path, I, 87), *опрi* (deep (burnt place), I, 102), *үжүк жәp* (sandy place, which sinks when it is stepped on by foot because of the abundance of water and other things, I, 75), *оңур* (cave 81), *қарқағ* (grassless and waterless place, arid I, 309), *отруғ* (island I, 84). "Mountains, plains, lowlands, hills, flat mountains, hills, ridges, valleys and ravines are the landforms of the earth's surface." (Islomov)

3. Local lexemes related to water structures. The following lexemes used in the work can be included in this group: *Кižir* (the shore of sea, stream, valley. The edge of anything is also called like this (I, 252), *түшүргү* (the place where the smaller water joins the river, the place where the mill water enters the river I, 323), *сүндiрi* (sea, I, 325), *сувлағ* (waterway, place where cattle drink water, I, 308), *қапчaқ* (place where water (stream) networks meet, collide, I, 313), *оғруғ* (crossing, breaking of the stream: *тағ оғруғi* - the place of breaking of the mountain, I, 84), *әрпim* (whirlpool, the place where the water whirls, I, 90), *алiш* (place where water flows into the pool, I, 60).

4. Local lexemes denoting the place where the plant grows include *бурдуз* (field, garden, orchard, I, 304), *тарiғлағ* (crop field, I, 329), *қабaқлiк* (a place or field where pumpkin grows I, 331), *қағунлук* (melon field, I, 332), *кәбәзлiк* (cotton field), *чәчәклiк* (a place where flowers grow I, 334), *тәрәклiк* (a place where poplars grow I, 334) *әрүклүк* (a place where peach trees grow), *сөкүтлүк* (place where the willows grow, I, 335) and others.

5. From the local lexemes associated with birds we find the word *қушлағ* (a place where birds are numerous, where they are hunted, I, 309).

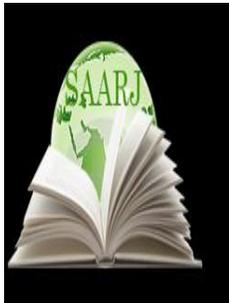
6. Local lexemes meaning the place where products are stored are also used in the work in a significant amount, such as *отунлук* (a place where wood is stored, I, 125), *тарiғлiғ* (grain warehouse, I, 330) // *тарiғлiғ* (grain storage, I, 331), *бузлук* (ice-storage place, I, 309), *үзүрлүк* k (place where millet is placed. When the last sound “kof” is soft, it means “owner of millet”),

*таварлик* (treasure, place of various goods, I, 331), *опу* (trench dug for the storage of wheat, turnips, and other things, I, 77).

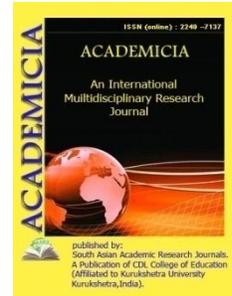
7. Local lexemes denoting the place where products are made: *tämiplik* (place where iron is melted and iron is removed, I, 333), *käpälik* (place where flour is made, bran is made, I, 334) and etc.

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## INTERPRETATION OF "LOST GENERATION" IN THE CREATION OF ERIH MARIA REMARK

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### ABSTRACT

*In the article issue of "lost generation", which is reflected in the E.M.Remark novels, has been investigated. This problem was studied by the example of the writer's novels "All Quiet on the Western Front" and "Three Comrades". Since a more extensive and in-depth study of works on the topic "the Lost generation" will serve as the basis for new results and materials in the field of comparative literary studies, this article is of urgent importance. From the article it is aimed to study the issue of interpretation of "lost generation" in the artistic literature on the example of Remark works. A scientific analysis of the artistic interpretation of war men through the novels "All Quiet on the Western Front" and "Three comrades", the classification of the features of the images of the "front soldier" and "former soldier" are the main tasks set before the article. On the issue posed in the article H.Kleyn, M.Parvanova, O.Pokhalenkov scientific materials of such researchers as were used. In the process of the analysis, examples from the artistic text of the works are presented, opinions are proven. At the end of the article, the results obtained through the analysis were summarized.*

**KEYWORDS:** "Lost Generation", The Novel, "All Quiet On The Western Front", "Three Comrades", Image, Interpretation.

### INTRODUCTION

One of the topical issues is the study of the direction "lost generation" in modern literature on a scientific basis. This direction, which was formed in Western literature in the first quarter of the XX century, is important in the comparative study of works on the topic of war. In comparative literature, there is not much scientific research carried out on the works created on the theme of

the first World War, exactly in the direction of the "lost generation". This problem is addressed by the well-known German researcher H.Kleyn also noted: "in modern comparative literature, works on the theme of the first World War have not been studied extensively enough" [1,17]. By studying the works of western writers on the theme of the first World War, it is possible to take a step to a new stage in the field of scientific research of the Uzbek military prose, further enriching the issues of comparative literature. In particular, the study of the novels of the German writer Erich Maria Remarque about the "Lost Generation" is in good effect in this regard. Various scientific studies have been conducted on the issue of the interpretation of the "lost generation" in the creation of Remarque. In particular, the issues of motivation, image and interpretation, expressed by the writer in his works on this topic, M.Parvanova, O.Pokhalev, A.Matveev it was studied in detail by such researchers. Including M.Parvanova focuses her main attention on the expression of motivations in Remarque novels in her monograph, which came out in Germany in 2003-th year. The researcher notes the study of the process of generating motivations using symbolic images, elements of symbolism in Remarque works as one of the main objectives of the work [2, 11]. Russian researcher O.Pokhalev Remarque's novel "All Quiet on the Western Front" ("Im Westen nicht Neues") divides the life of the protagonist in the work into 3 stages, comparing it with another German writer Arno Zweig's novel "Fatherland without a father" ("Vaterland ohne Väter"): 1) moving away from people; 2) front past; 3) rebirth [3, 110-111]. These stages are arranged on the basis of the processes in the consciousness and psyche of the heroes. In general, the theme of the war in the creation of Remarque, the image of the "lost generation" takes the leading place. In particular, the direct front-line past of representatives of the "Lost generation" forms the basis of the novel "All Quiet on the Western Front" ("Im Westen nicht Neues"). In this novel of the Remarque, the image of the tragic circumstances on the battlefield is reflected, the changes that have arisen in the minds, psyche of the heroes, who have seen the horrors of the front with their own eyes, teenager thrown into the battlefield. The following short sentences, which are listed at the beginning of the novel, serve as the author's preface: "This book is neither an accusation nor pardon. It is simply an interpretation of the dream about a generation that was died from the very beginning of the war, although it survived the lily of the arrow, but became victims of this war." (*"Dieses Buch soll weder eine Anklage noch ein Bekenntnis sein. Es soll nur den Versuch machen, über eine Generation zu berichten, die vom Kriege zerstört wurde – auch wenn sie seinen Granaten entkam*) [4,2]. From the initial sentences, brief information is provided about the content of the work. During the events of the work, this small information is described as living life landscapes through artistic images. The tragic fate of the younger generation, who took part in the war, is described by the example of the fate of several typical images: Boymer, Kropp, Muller, Tyaden, Leyer, Kemmerix, Katchinsky. These heroes dream of sacrificing life for Homeland, not winning or becoming a hero, but quickly returning to their homes, to a peaceful life. At this time, these heroes are described in a situation where they lost their spiritual appearance in the influence of war, became people devoid of high dreams or goals. However, they nevertheless managed to preserve their human qualities to some extent. They realize the original truth as soon as the war itself. The following points from the language of the work, the protagonist Paul Boymer, are evidence of this: "they were still writing articles, speaking speeches; and we could see that the portable hospital soul was surrendering. They still have no higher blessing than to serve the motherland, ayuhannos said; and we knew that the horror of death was stronger than it... we fell from the it to the whirlpool of a terrible loneliness, now we need to find ourselves the way out of this

whirlpool." (*Während sie noch schrieben und redeten, ashen wir Lazarette und Sterbende; – während sie den Deinst am Staate als das Größte bezeichneten, wußten wir bereits daß die Todesangst starker ist... Wir waren plötzlich auf furchtbare Weise allein; – und wir mußten allein damit fertig werden*) [4,12]. In this small fragment, the attitude of the younger generation to the war process is expressed. It also reflected the conflict between the younger generation sent to war and the representatives of the government who sent them to the front. The ruling circles, which are supposed to be "they", are shown as the main cause of the tragedy of young people in the front. This is also important with the feature of exposing sentences. In this way, the novel "All Quiet on the Western Front" reflects the visions experienced on the front of young people who were deceived by the ruling circles and sent to war, their attitude to war and the evolutions in their minds. The novel is told from the language of the protagonist Paul Boymer. Paul's past reflects the experience of a whole generation involved in the war. Boymer and his friends are described as young people whose worldview has changed as a result of the war, thinking about life as old people. The longer the hero lives in the war, the more he hates and suffers from such a life. Also in this novel is described a "cliff", which appeared due to the war between the two generations. The writer assesses the beating as an injustice committed against the younger generation. This attitude of the author is expressed through the experiences of the heroes. The concept of "enemy", which the author interprets, requires special attention in this novel. A.Pokhalenkov, focusing on this issue in his candidacy dissertation, which he chose in 2011, emphasizes that from the very first stage of Remark's creation, he emphasized the notion of the enemy: "in Remark's creation, both "military enemy" and "ideological enemy" appearances are reflected in the novel "All Quiet on the Western Front", one of the first major works "[5,11]. In the novel, When Paul Boymer and his friends talk about enemies, they mean their high-ranking leaders, and not the soldiers on the other side. The heroes of the work see their bosses much worse than the Franks, who are "military enemies". Especially important in this regard are the images of Kantorek and Khimmelshtoss. Kantorek is a school teacher, Boymer and his classmates, among which the whole school brought up teenage boys in a chauvinistic spirit, under false patriotism ideas, personage, who supplied young soldiers to the front through ideological propaganda. And khimmelshtoss is a small officer who teaches them military exercises before sending these "trained" young people to the front. In the novel, Kantorek and Khimmelshtoss are interpreted as typical representatives of the state, which mobilized German youth for war. But the attitude of the young soldiers who saw the war to them is described in a negative way. They often remember Kantorek and have a critical attitude towards him. They beat khimmelshtoss by the moment. In the ninth chapter of the novel, the meeting of the soldiers with the Kaiser is described. Here in the process, thoughts about the war, which were told from the Katchinsky language, determine one of the main ideas of the work: "...true, but it should be taken into account that we are ordinary people. In France, too, there are a lot of workers, craftsmen and petty servants. But did any French locksmith or kosibi attack us? No such work will be solved in the government office. I did not meet any frantic until I got here, they did not see German either. Just like us, no one asked them." (*...Richtig, aber bedenk doch mal, daß wir fast alle einfache Leute sind. Und in Frenkreich sind die moisten Menschen doch auch Arbeiter, Handwerker oder kleine Beamte. Weshalb soll nun wohl ein französischer Schlosser oder Schuhmacher uns angreifen wollen? Nein, das sind nur die Regierungen. Ich habe nie einen Franzosen gesehen, bevor ich hierherkam, und den moisten Franzosen wird es ähnlich mit uns gehen. Die sind ebensowenig gefragt wie wir*) [4,150]. For Katchinsky, all soldiers are victims, regardless of their

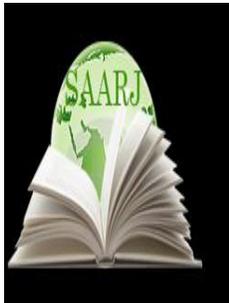
origin and where they are. While the Remark describes the tragic fate of German youth in the war, the problem raised in the novel is interpreted as a global problem not only of the German people, but of all the nations involved in the war, of all mankind. Remark's novel "Three comrades" also depicts various destinies and characters who took part in the first World War, striving to find their way in life after the war. The writer tells about the rather grown-up representatives of those soldiers in the novel "Three comrades", when a soldier of teenage age in the novel "All Quiet on the Western Front" describes the life of a young man directly on the front. The game explains what happened ten years after the war. However, the heroes of the work could not get rid of the negative impact of the war. In the images of their spirituality, their relationship with society, this is clearly expressed. In the dialogue, actions of the heroes of the work, in the comments of the protagonist Robert Lokamp, the characteristics characteristic of the "lost generation" are clearly visible. Heroes such as Robert Lokamp, Otto Kester, Godfrid Lents are considered images of generalization of people who have lost their faith in any ideas and ideologies, who consider the laws of society meaningless and useless, and artistic reflection of the characteristics inherent in people of 20-30-ies. They are people with their own etiqod and worldview, even if they are described as "little people" who have not found their position in society. In the following sentences from the language of the novel's protagonist Robert Lokamp, the character and spirit of the heroes are reflected: "We wanted to fight against all that has been committed to our past – against forgery and selfishness, greed and cruelty; we remained tolerant and did not believe anything other than our close friend, the sky that never deceived us, tobacco, trees, ..." (*Wir hatten marschieren wollen gegen die Lüge, die Ichsucht, die Gier, die Trägheit des Herzens, die all das verschuldet hatten, was hinter uns lag – wir waren hart gewesen, ohne anderes Vertrauen als das zu dem Kameraden neben uns und das eine andere, das nie getrogen hatte: zu den Dingen – zu Himmel, Tabak, Baum und Brot und Erde...*) [6,71]. In this passage, the definition of the hero to that period and society was also expressed.

In the novel, details such as various sketches about the social life of that period, in particular economic hardship, unemployment, confusion in people and the loss of confidence in the future, are explained by the image of Jesse. He is described as follows in the game: "...he is afraid of being unemployed and lives in constant danger. If he is expelled from work-that's all. He was forty-five years old. No one can hire a person at this age. Earlier it was not so, the fallen man could again stand on his feet, and now the layman is doomed to lifelong unemployment." (*...der Mann hatte ständig Angst, seinen kleinen Posten zu verlieren. Dann war er fertig. Er war fünfundvierzig Jahre alt. Niemand nahm ihn mehr, wenn er einmal arbeitslos wurde. Das war das Elend – früher sackte man langsam ab, und es gab immer noch wieder Möglichkeiten, hochzukommen –, aber heute stand hinter jeder Kündigung sofort der Abgrund der ewigen Arbeitslosigkeit*) [6,30]. Through this image, the social problems of the era and their impact on the life, psyche of man are expressed. Deprived of family happiness, peace and well-being, this personage is a typical image of people who became victims of a difficult life and environment in the post-war period. Among the heroes of the novel, The image of Ferdinand Grau stands out separately. He is a personage who, looking at the photo of the deceased people, draws a portrait of them and makes a living through it. Grau could have been a mature artist or philosopher in other contexts. His worldview, characteristic of the Creators, his deep philosophical orientation to various aspects of life are described separately. Remark claims that the war through it also had a negative impact on the fate of the creators. The image of Grau is reflected in the post-war era as a typical representative of talented artists who suffer in a spiritually disturbed environment,

have not found their way and place. The image of Valentine Gauzer also has a distinctive feature. This hero is a personage who survived death because of a happy coincidence in the war, received a great inheritance after the war, spends his time drinking only in cafes and restaurants. This hero has more opportunities than the rest of the personages to change his life on the positive side, but he also does not live with high goals and sublime ideas, like other images in the work. The presence of such a mood in the psyche of all the heroes of the work is their common feature. This is also an important aspect inherent in the heroes of the "Lost Generation". Well, the theme "lost generation", in which the negative complications of the first World War are described in the work of Erich Maria Remarque, is the leading one. It is desirable to classify the images in these works as follows. 1) soldiers fighting on the front. For example: Boymer, Tyaden, Muller, Katchinsky and etc. ("All Quiet on the Western Front"); 2) former fighters who returned from the war, but live under the negative complications of this war. Ex: Lokamp, Kester, Lents, Gauzer ("Three comrades"); 3) people of different categories whose life was in ruins because of the negative consequences of the same war, even if they did not participate in the war. Ex: Grau, Xasse. ("Three comrade"). All these heroes are united by the characteristic of suffering from a negative complication of the war.

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**MOMINJON TASHKIN'S EXPRESSIONS OF OLD SCHOOL  
 EDUCATION IN THE WORKS OF LIFE**

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**ABSTRACT**

*This article describes the social, cultural and educational life of the early twentieth century, the events that took place during this period, and views on the root causes of these events. The work on marriage attempts illuminates the views of the old school education of this period with evidence.*

**KEYWORDS:** *Marriage Attempts, "Memory Novel", Jadid, Korpa Mahdum, Old Age Science, Old School, Student Science, Hashar.*

**INTRODUCTION**

In the history of Uzbek literature, there are not many works that reflect the cultural and educational life of the early twentieth century and provide information about the events that took place during this period. Mominjon Tashkin narrates her experiences in her book, *Trying to Get Married*. This work by Mominjon Tashkin is called the *Novel of Memory* in recent scientific researches. In it, the author tells as much as possible about his childhood, adolescence and adulthood. Mominjon Tashkin, as a literary scholar, journalist and Jadid representative of his time, like other Jadid writers, tried to describe the old school and madrasa education, the state of science of teachers and students, the backwardness of the old school system, the superstitious people and the new madrasa, the new way of life. through them, to put it mildly, in order to exemplify at least a little of the ignorant and ignorant people.

Mominjon Tashkin says that as a child he was educated in the old way and had no idea about the new school. Therefore, he remembers studying in an old-fashioned school. In the ancient school, "Zahidkhan Qori, nicknamed Korpa Makhdum, began his studies as a teacher, and the style of dress, which was very suitable for a dusty school where the teacher worked a little, and the flaws in the character of the people of Turkestan at that time.

"Some school children, who had in their nature many of the old patients of Turkestan, and who had black eyebrows and black eyes like a red apple, had fewer than the edges of their eyes," he said. In this play, Mominjon Tashkin describes in detail the social, political, cultural and educational life of the time, from the teaching methods to the appearance of the old schools. The old school has a capacity of 30-40 students in a kindergarten that can barely accommodate 25 people. It is clear from the author's description that those who read the Qur'an do not understand its meaning, do not feel what they are reading, and blindly organize themselves: We lived on horses and carts. We would throw our balls at each other, beat up our parents and grandparents, ride on each other's shoulders and necks, scatter school dust, and make noise and riots. According to the modern times of our school, gymnastics (educational body) was the same, and the east was the same. "[2] When he had a teacher, he would shout, shout, and shout, "Chorkitob, someone Sofi Allah," "Sabot-ul-Ojizin," "Maslak-ul Muttaqiyn," Khoja Hafiz, Navoi, Fuzuli, Bedil, "Quran, Haftiyak, and small suras." -the vibrations flow, and these shouts flow only because they are afraid of the teacher's staff and sticks, which allow the reader to clearly imagine the state of the student's science of these times. According to Boz Mominjon Tashkin, the students were acquainted with the works of Sofi Alloyar, Navoi, Fuzuli, Bedil, Khoja Hafiz. To whatever extent, they have studied the works of the above-named writers. Not only is this education unsystematic, they have learned it in a complicated way. Moreover, "The situation, which is called the science of old age, was so bad that it was left to the different purposes of the madrasa teachers at the same time. In fact, reciters in Islam have memorized all the surahs of the Qur'an and are considered to be the ones who recite them, but by being knowledgeable, we can see how greedy the people of that time were and how they used this knowledge in a hypocritical way. "Even though this is a conspiracy in the Islamic world to buy the Qur'an during Ramadan and to spend time on food, there were some interesting beliefs among Muslims about it," he said. A person who is a reciter of the Qur'an will have a higher rank than the great scholars.

To achieve such an honor, to praise his father for being a good man for his son, he wanted his father to be a qori, to try for three or four years in this arduous work and to do nothing, and to say that his life was wasted: and took his son as a qori, Kob was a good man! My father wanted me to be a qori in order to get the compliment, and my teacher was determined to do the same. [4]!"

Although they did not organize anything, his teacher, like all schoolteachers, took him to the garden yards and used him for a few days under the name of hashar, which neither the parents nor the mullahs could say a word against. For the time of the author's life, the school was not a sacred place of learning, a place of learning, but a place where a child feels sad when he grows up, and a little like a prisoner in childhood. Behind this "old age" he ate a lot of sticks and fled to faraway places, recalling the hardships he experienced: Kob's sticks were broken, his back was cracked, but I couldn't take advantage of a penny mania, a baby. One day I escaped from this school prison, where a heavy freedom that I could not lift was lost and my life was wasted. When I left school, I was 12 or 13 years old, I was illiterate and illiterate, and I was very dry. "[5]

This is just one example of the life of the old schools and student sciences of the late nineteenth and early twentieth century's. As Mominjon Tashkin remembers his school years as a child, his method embodies a vivid picture of the ancient schools of the early twentieth century. The hard work of the people of that time in mastering the profession of greed and hypocrisy under the guise of old age, and the fact that six- or seven-year-olds are engaged in hard work instead of

learning, are evidence that most teachers are dishonest and do not follow the flow of knowledge. According to this work of Mominjon Muhammadjanov, due to the social environment of this period, in accordance with the requirements of the time, mullahs had to master the science of old age in order to live a good life in the future and become a respectable person. However, the marriage system states that the education system and procedures of that time did not achieve this goal: "Although we started this work as a long-suffering and great tool of tama with 6-7 children, we tried for 3-4 years and could not achieve anything. our lives have been in vain." [6]

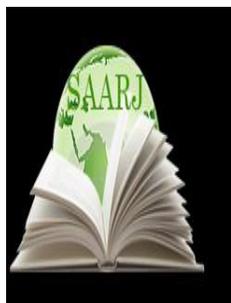
One of the reasons for this is that the ancient schools were both economically and spiritually backward. It is known that until the beginning of the XX century, people who graduated from madrasas in mosques, those who were interested in education, opened schools in their homes, in special buildings of the neighborhood and called them schoolchildren. There was no official curriculum for the old schools, and after learning the Arabic alphabet, the main focus was on reciting and memorizing the surahs of the Qur'an and teaching the works of great poets. The author's primary education was in such circumstances.

For centuries, the local schools, which brought up great scholars and thinkers, and included them in the ranks of scientists, were completely cut off from world development for the last 3-4 centuries, and the education system was in disarray. The fanatics who distort the laws of Islam and the verses of the Holy Qur'an are, moreover, colonialists. Conditions had exacerbated the situation. Therefore, as described in the play, encountering situations had become commonplace at that time.

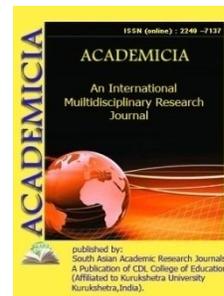
According to Korina, M. Tashkin's work *The Ways of Marriage in the early twentieth century* gives the reader a vivid picture of the ancient schools and madrasas and the social landscape of the period. This is the peculiarity of the work.

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## ISSUES OF EXPANSION OF TERRITORIAL PARTICIPATION IN THE CONTROL OVER THE IMPLEMENTATION OF LAWS

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### ABSTRACT

*The issues of implementation of the laws adopted today and control over the state of their execution are becoming an integral part of the legislative process. After all, in the process of controlling the implementation and enforcement of laws, the need to improve them or adopt new laws is determined. "Unfortunately, - the President of Uzbekistan Sh. Mirziyoyev noted – at the moment, the impact of laws on the effectiveness of reforms is quite noticeable. Their role in the direct regulation of social relations remains low"[1]. Elimination of these shortcomings sets the task of ensuring the implementation of laws in places, as well as further the control of the parliament and the public, including territorial communities.*

**KEYWORDS:** *Implementation, Unfortunately, Enforcement*

### INTRODUCTION

The law, which does not have a mechanism of implementation and the necessary social economic conditions, does not yield as much as expected, practically remains in motion. As a result, the subjects of the legal attitude are deprived of the opportunity to exercise their rights and protect their interests as prescribed by law. This leads to reverse negative consequences [2]. The implementation of laws and the control over their implementation confirm that their entry into the competence of local authorities and self-government bodies is one of the pressing issues of improving their activities in this regard.

In the practice of Uzbekistan and other countries, laws are implemented by the head of state, the government, ministries, local authorities through the adoption of legal acts, that is, under the law. The self-governing bodies of citizens also have the authority to establish public control over the execution of laws[3]. This means that local authorities and self-governing bodies of citizens

participate in the adoption of legal acts aimed at their execution in the implementation of laws and carry out it in the form of control over the compliance of subordinate acts with the laws. But today, the participation of local authorities and citizens in the implementation of laws, including the development of under-law documents, as well as the lack of efforts to establish public control, territorial participation plays an important role in the effective implementation of mass policy in general.

The stage of implementation of laws according to the proposed model of mass policy-making in the European Union[4]: understanding the factors for achieving the intended goal; assessing opportunities; setting responsibilities; selecting the means; harmonizing; covering the actions for the responsible. These activities provide for the involvement of the general public, including local authorities and self-government bodies of citizens, in the adoption and implementation of legislation. After all, in order for the right to serve to prevent deviations in social development by supporting social communicative relations, it is necessary to apply the intermediary rules aimed at ensuring the participation of citizens in the process of applying the right. The legitimacy of the law is ensured by the means of democratic food, thanks to which the concept of deliberative democracy, developed on the basis of communicative understanding of law, can be the basis of solving problems in law[5].

Today, various models of relations between the subjects of the political network have been developed. Conflicts of these relations can be attributed to other models of systemic regulatory regulator [6]. The normative regulatory model of power and business cooperation consists of various norms that regulate the conduct of people in political life, in particular, setting their own requirements, turning these requirements into decisions and the processes of their implementation [7]. From the above, the unification of the laws and the adoption of legislative acts, subordination to general rules plays an urgent role. The difference of subsoil documents from laws is that they are aimed only at regulating issues within the framework established by the relevant law. It is thanks to this that the powers of local authorities and citizens self-governing bodies to implement the laws require them to engage in the preparation of all subsoil documents. After all, in Article 101 of the Constitution of Uzbekistan, it is established that local authorities shall implement the laws of the Republic of Uzbekistan, decrees of the president of the Republic of Uzbekistan, decisions of the higher bodies of state power, participate in the discussion of issues of Republican and local significance[8]. But both in the legislation and in practice of Uzbekistan, the failure to fulfill this requirement sufficiently can be cited as a situation that negatively affects the effective implementation of laws.

In Uzbekistan, like other countries, the government plays a key role in the implementation of laws. In Article 1 of the law "On the Cabinet of Ministers of the Republic of Uzbekistan" it is established that the Cabinet of Ministers the government of the Republic of Uzbekistan - is the executive authority that ensures the effective activity of the economy, social and spiritual sphere in the Republic of Uzbekistan, the laws of the Republic of Uzbekistan, the decisions of the Oliy Majlis due to this, ensuring the participation of territories in the adoption of decisions and orders of the Cabinet of Ministers is of urgent importance.

According to paragraph 18 of the regulation of the Cabinet of ministers, issues for consideration in the Cabinet of Ministers can be entered by members of the Cabinet of Ministers, Heads of state and economic management bodies, chairman of the Council of Ministers of the Republic of

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Karakalpakstan, khokims of regions and Tashkent city, and in exceptional cases their first places[10]. The introduction of issues for consideration in the Cabinet of Ministers by the chairman of the Council of Ministers of the Republic of Karakalpakstan, the governors of Regions and Tashkent City is an important form of regional participation. But the lack of information about such participation indicates that it is not actively used. However, such a norm allows to enter into the Cabinet of Ministers issues related to the implementation of laws in their territories through the relevant governors of the councils of people's deputies.

In Uzbekistan, general information is given to the population on the issues introduced in the Cabinet of Ministers not only by the governors, but also by members of the government. In practice, there is not enough importance attached to the development of government decisions, nor to the implementation of them, nor to the issues of population involvement. For example, in the main provisions of the Cabinet of Ministers' decrees of the president of the Republic of Uzbekistan, the organization and control over the execution of decisions and orders of the Cabinet of Ministers[11], in the standard document on the organization of proceedings and execution control in the apparatus of ministries, state bodies, agencies, corporations, concerts, associations, companies and other central institutions

Maintaining a public policy, ensuring the legality of the acts under the law that are being adopted, is not only a decision-making process of citizens, but also requires the participation of Buckley in any activities of the government, that is, to ensure awareness. For example, in 1976, the US Congress adopted a separate law "on transparency in the authorities". In accordance with this law, in addition to some exceptions, mainly related to national insecurity and inviolability of personal life, it was established that government meetings should be held in an open order for the public. It was determined that the state bodies should inform the general public in advance about the upcoming meetings, their agenda and conduct public records on the results of the meeting. In addition, a group of government officials, who gather to make decisions, has given a comprehensive definition to the concept of "Assembly" of this law so that their meetings do not make excuses that they are informal[13]. Such experience is available in a number of foreign countries, and the issues of its use in the CIS countries are studied in detail[14].

At the same time as the adoption of legislation, a departmental approach to their monitoring process or an approach only from the point of view of the interests of a particular social group should be strictly adhered to the transparency print-out in order to prevent them from taking precedence over the interests of society, human beings. It should be noted that the involvement of non-profit organizations, political parties and other interested organizations in the process of monitoring legislation in the formation of civil society is of great benefit. Participation of various political parties and other public associations, social groups in the implementation of legislative monitoring plays an important role in ensuring public participation in the legislative process. Ultimately, the democratic situation formed in the Republic allows to take into account the public opinion in the laws by publishing it in the press, embodying the interests and will of different social strata[15].

Along with the normative legal acts of the government, there is also the need to attract the general public to the development and adoption of projects of legal acts of some individual character. Because with such documents, programs with the implementation of the law, that is, important tools for the organization of management, are approved. They constitute a set of

resources, performers, scientific-research, production, socio-economic, organizational-economic and other activities related to the periods of implementation aimed at ensuring the effective economic, environmental, social and cultural development of the state. These programs are aimed at achieving the goals set by state bodies, solving important economic and social problems.

Although the development and implementation of state programs is considered to be one of the tools widely used in public administration, some criticize the software approach and Vex its inefficiency. In practice, however, it is necessary to critically approach and improve the forms and methods of developing and implementing programs, and not the programming approach. Because the programming style of public administration allows to concentrate the available opportunities for solving a particular problem, to unite the aspirations of all interested organizations and involve the population in this process, set specific goals and develop a strategy designed for the far off.

In general, only higher and central authorities in Uzbekistan annually develop and implement more than 150 state programs. This situation shows that the method of programming is widely used in public administration and the need to further enhance the participation of citizens in the development and implementation of state programs. It is also a direct link to the formation of criteria and measures for assessing the participation of citizens in the adoption, implementation of laws and underground attacks of the law. This process is recognized in jurisprudence as the study of the effectiveness of legislation kiss [16], its implementation meal is not sufficiently formed [17]. However, the evaluation is a set of methods and means of measuring, studying the results of which are aimed at improving the public policy or programmes implemented[18]. The legislative evaluation meal will serve to conduct a mass policy, giving them the opportunity to regularly improve.

Evaluation of laws according to the proposed model of mass policy-making in the European Union[19]: control (observation)/obtaining explanations; comparison of the results achieved and sought; conclusion; the implementation of measures for the introduction of amendments, depending on the need. It can be seen that effective control over the implementation of laws allows to correctly assess the results achieved, compare them with the results achieved and, if necessary, introduce amendments to them. Due to this, it is of urgent importance to clarify the assessment measures for the implementation of laws, to expand the participation of regions in this process.

Evaluation activities are generally divided into specific types, forms and stages, and it is clear that the formed monitoring system, that is, is a phrase from the collection, transmission and analysis of necessary information. Evaluation: 1) to evaluate the process of implementation; 2) to evaluate the results achieved; 3) to evaluate the consequences; 4) to evaluate the types of economic efficiency, while the evaluation research is divided into the types of scientific and traditional research[20]. Scientific research makes it possible to obtain complete and objective information.

The above types, styles and forms of evaluation together constitute the content of political communications. After all, the institutionalization of political activity of political communication is based on the expression of information exchange (information development, transmission, its understanding and interpretation) in the interaction of subjects of the political process in order to

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give it a new meaning and increase its legitimacy[21]. Due to this, the assessment is used in various processes, including at all stages of decision making, including in the implementation of political and administrative control. In turn, in the implementation of political or administrative control, parliamentary hearings of assessments, hearings of reports of officials and other traditional forms of reporting are used.

Today, control over the execution of laws is carried out by several organizations. The leading role of the parliament among these organizations indicates the development of parliamentary control, that is, its relevance in this process. President of the Republic of Uzbekistan as Mirziyoyev noted, "... life itself dictates the introduction of the procedure for examining the actual situation in cities and districts and introducing the report of the relevant leaders into the discussion of the session of the councils of people's deputies in order to form an effective framework of parliamentary and public control"[22]. In carrying out these tasks, public policy-making, including territorial participation, Serves development.

The French researcher B.Shantebu believes that even historically the legislative function came from him, noting the importance of the supervisory functions of the parliament[23]. The task of control in the practice of world parliamentarism is manifested differently and it reflects the uniqueness of the state system and the mutual ratio of its institutions[24], the questions of polls and parliaments, the work of committees and commissions, parliamentary hearings, distrust votum, rebuke, impichment, etc. it is carried out in the form of larvae[25]. As can be seen in the example of Uzbekistan and Russia, parliamentary control is the control over the execution of laws of federal and subjects of the federation on the basis of spheres of activity, control over the activities of the government of the Russian Federation and executive authorities of the regions; parliamentary financial control; control over observance of human rights; control over

Prof. A.Saidov gives the following definition of parliamentary control on the basis of an analysis of the concept of parliamentary control from different points of view: "parliamentary control – a set of measures aimed at checking the effectiveness and implementation of the current laws and checking the strict compliance of the activities of executive authorities with the legislation and norms of law, as well as measures Prof S.Odilkhuaeva, emphasizing that it is possible to strengthen functional relations between representative bodies of different levels with the help of legal, organizational and supervisory forms, and that today the councils of the Senate, people's deputies and their permanent commissions have sufficient powers, adequately criticizes their lack of full use of these methods. In his opinion, the legal form of cooperation is carried out through the adoption and strengthening of norms that have legal meaning in them[28].

Cooperation between representative bodies can be interpreted as a return link in the modern political process. Due to the slowdown in such relations, the political system is leading to the loss of social support[29]. However, in the social management system, control itself is an important type of return link, through which the subjects of power receive information about the current situation, the execution of decisions[30]. It should be noted that the establishment of effective return relations, on the one hand, affects the quality of decisions in the system of state bodies, since bilateral communication is a motivation for political action, on the other hand, increases the capacity of communication participants in the performance of the functions of state power entrusted to them[31]. In this regard, control is becoming one of the urgent issues of establishing irreversible relations, that is, modern political communication.

Parliament's powers aimed at controlling the activities of the government also serve to keep it in full swing and balance. From this point of view, a separate law "On parliamentary control" was adopted in Uzbekistan. Particular attention is paid to the control of government activity in the activities of the Parliament of Uzbekistan, work is being carried out to clarify and further strengthen the legal position of the institute of parliamentary inquiry, which is widely used in the parliaments of developed countries, to reflect in the legislation such control methods as parliamentary investigation, impeachment[32]. But often after a strong control-analysis work conducted, data on monitoring and analysis carried out on the execution of decisions are not made available to the general public[33].

At present, the accountability of the executive power before the legislative power is defined as one of the indicators of the "second generation" of public administration, that is, latest[34]. As noted by the head of our state "... On the basis of the system introduced by the first president of our country, when the respected speaker of the legislative chamber and the chairman of the Senate arrive at the places, the heads of local authorities, prosecutors and internal affairs should pay special attention to the extent to which they carry out their duties, the problems of thinking the population, how they

Improvement of the implementation of the powers of public control of meetings of citizens in the implementation of parliamentary control, in general, the implementation of laws, is of paramount importance. The study of the activities of the meetings of citizens shows that the activities of the exercise of public control on them are not well organized. For example, the reference on the results of the study of the implementation of the law of the Republic of Uzbekistan "on self-government bodies of citizens" in the region of Syrdarya indicates that public control over the execution of laws and other legislative acts, as well as their decisions at the meetings of citizens is quietly established[36].

Also, work on listening to the information of prosecutors of the self-governing bodies of citizens is not sufficiently tolerated. It is known that in accordance with the fifth part of Article 5 of the law of the Republic of Uzbekistan "On prosecutor's office" adopted in the new edition on August 29, 2001[37], prosecutors of regions, Tashkent cities, districts and cities and prosecutors equated to them inform the relevant councils of people's deputies, and, if necessary, the self-governing bodies of citizens about this norm creates the necessary legal basis for the prosecution authorities to attract the general public to control over the execution of laws by ministries, state bodies, departments, self-government bodies of citizens, public associations, enterprises, institutions, organizations, governors and other officials[38].

Even at meetings of citizens, hearing the information of prosecutors serves to ensure legitimacy in the relevant territory and increase the effectiveness of combating crime. Because, in addition to ensuring transparency of the activities of state bodies to hear the information of the prosecutor's office, the attention of the citizens' self-governing bodies serves to focus on topical issues, public activity and control.

In establishing public control over the execution of laws, it is of particular importance that the meetings of citizens hear reports of the heads of district, city and regional authorities on issues entering into the sphere of activity of self-governing bodies of citizens in every quarter of the year. But the implementation of this authority is also not well established at the meetings of the majority of citizens. As the head of our state noted, on the basis of the principle of "Justice is the

rule of law", we shall continue our work aimed at respecting the law in our society and feeling of intolerance to the cases of violations. To do this, it is necessary to make extensive use of the opportunities of the neighborhood first[39].

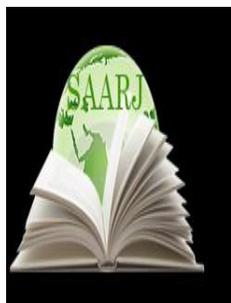
In conclusion, the adoption of laws and subcommittee documents as a continuous and interrelated process makes it possible to conduct a mass policy, that is, to involve various actors, including territories, in this process. Such a process serves to raise the role of the parliament in the implementation of state power and to estimate the practical participation of territories in this process. In turn, territorial participation leads to the harmonization of universal, territorial and individual interests in the decision-making process.

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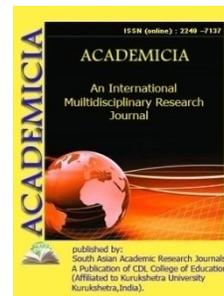
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## CONSISTENCY OF REFORMS IN EDUCATION

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### ABSTRACT

*Education at a narrow level means the concept of learning. But this is not just a learning process in various educational institutions, but a process of acquiring knowledge in the family, at work, and so on. This article outlines the features of the education system. Also mentioned is its regulatory framework.*

**KEYWORDS:** *Education, Education Sector, Continuity Of Education, Education System, Experience, Knowledge, Education, Pre-School Education, General Secondary Education, Secondary Education. Special Vocational Education, Higher Education, Postgraduate Education, Professional Development And Retraining, Out-Of-School Education.*

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### INTRODUCTION

Education in a narrow sense refers to the concept of teaching. But it is not only the process of training in various educational institutions, but also the process of mastering information in the family, production and similar fields.

Education embraces knowledge and education, pursues the goal of developing the power of the Republic in the field of intelligence and science, forming a harmonious free person in all respects, realizing his or her activity before society, family and the state. Therefore, it is also considered a priority sphere.

As we know, regardless of gender, language, age, race, national origin, religion, social origin, type of service, social status, residence, how long the hag lives in the territory of the Republic of Uzbekistan, equal rights in obtaining knowledge are guaranteed[1].

Education is declared a priority in the field of social development of the Republic of Uzbekistan.

The main principles of public policy in the field of education as follows[2]:

- The fact that education and training are of a humane, democratic character;
- Continuity and consistency of education;
- General secondary, as well as secondary maxis, compulsory vocational education;
- Secondary maxsis, the direction of vocational education:
- The choice of study in the academic lyceum or vocationalcollege;
- The fact that the educational system is of a secular character;
- Openness of education for all within the framework of state educational standards;
- differentiated approach to the selection of educational programs;
- To be educated and to be gifted talent;
- Harmonization of state and public administration in the educational system.

Educational activities include the following:

a) The acquisition of information about the necessary characteristics of the universe for the successful organization of a certain type of experimental and practical activity (the product of this process is knowledge);

b) Mastering the methods and means by which these types of activities occur (the product of these processes will consist of skills);

C) To choose the right way and method in accordance with the intended purpose and condition of the issue, as well as to master the methods of using the specified information for control (the product of this process will consist of qualification).

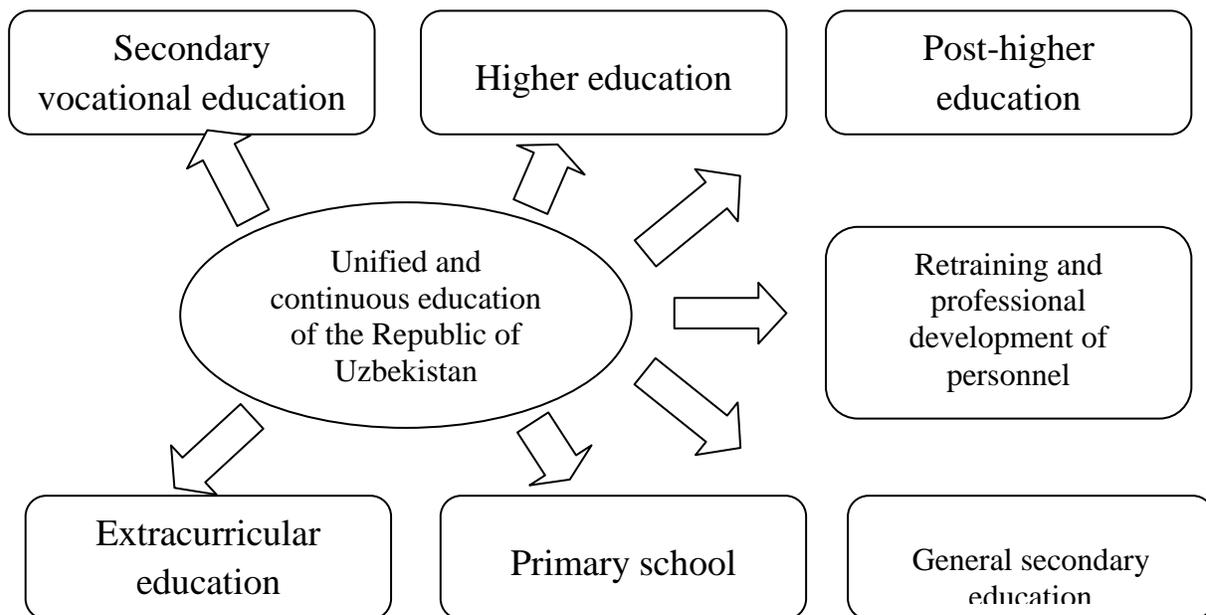
- State and non-state educational institutions implementing educational programs in accordance with state educational standards;

- Scientific-pedagogical organizations carrying out the necessary research work for the functioning and development of the educational system;

- State bodies of government in the field of education, as well as enterprises, institutions and organizations under their management. The education system of the Republic of Uzbekistan is unique and holistic. Education in the Republic of Uzbekistan is carried out in the following ways:

- Pre-school education;
- General secondary education;
- Secondary vocational education;
- Higher education;
- education after higher education;
- training and retraining of personnel;

- extracurricular education.



**1-picture. Education system of the Republic of Uzbekistan[3].**

The general management of the educational system is carried out by the Cabinet of Ministers. In addition, the Cabinet of ministers directly manages the branches of a separate higher education institution, Tashkent Islamic University, as well as International famous foreign universities (MSU, Westminster University, etc.).

The competence of the Cabinet of Ministers of the Republic of Uzbekistan is as follows:

- carrying out a unified state policy in the field of education;
- To lead the state educational management bodies;
- Development and implementation of educational development programs;
- establish procedures for the creation, reorganization and abolition of educational institutions;
- Determination of the procedures of accreditation, pedagogical and scientific personnel attestation of educational institutions;
- granting permission to educational institutions of other countries to provide education on the territory of the Republic of Uzbekistan;
- to establish the procedure for recognition of educational documents of foreign countries in accordance with the legislation and establish an equal-power;
- setting state educational standards;
- Determination of educational documents of the sample of the state and the order of their issuance;
- specify the order of admission to educational institutions and the amount of state grants;

- Appointment of rectors of state higher educational institutions;
- establish the procedure for transferring those who receive education from one accredited educational institution to another;
- other powers stipulated by the legislation.

General secondary education system. The purpose of general secondary education is to provide participants with systematic knowledge, skills and qualifications of the foundations of science necessary for the functioning of cultural and household, various spheres of the national economy, as well as to create the opportunity to receive special education (vocational, technical, secondary, higher).

In Uzbekistan there is a compulsory, free, general secondary education, the duration of which is 9 years, divided into primary (1-4 - school classes) and secondary (5-9 - school classes).

Primary education is aimed at the formation of the knowledge and skills necessary for obtaining a general secondary education, the basics of literacy. Children in the first class are accepted from the age of 6-7 years. Primary education is compulsory, free and compulsory in Uzbekistan. This means that all children who have reached school age go to general or special (children with disabilities and children behind development) primary school. Involvement of children in primary education is 100% of children of appropriate age. When the child finishes primary school, he must have gone to reading, writing and counting skills.

The reader is immersed in elements of theoretical thinking, the skill of managing the learned actions. It is also given the knowledge of the culture of speech, the basics of personal hygiene, a healthy lifestyle and behavior in society. The quality and trailing of teaching subjects varies in primary school, depending on the type of school and the conditions of teaching. All first-graders of the school are provided with free textbooks and teaching aids. 1-9-th grade students from low-income families since 1996 are provided with educational equipment and winter clothes every year from the account of the state budget.

The organization of primary and secondary education in Uzbekistan is directly related to each other. Each secondary school carries out general secondary education at both levels. This will ensure the full accounting of graduates in primary school and continuity in the overall secondary education system. General secondary education contributes to the development of the necessary volume of knowledge, the ability to think independently, laying the foundation of organizational skills and practical experience, choosing the initial professional direction and the next step of education.

Although general secondary education is a logical continuation of primary education, it differs according to its structural quality and method of teaching. General secondary education provides for the desire, interest and abilities to determine the social status of the participant, the formation of his personality. The student receives systematic knowledge on science in secondary school. In the educational process, a wide range of worldview formations and creative thinking abilities arise. By getting acquainted with the rich spiritual and cultural heritage of the people, the child evokes a sense of care for the surrounding world.

The secondary school provides students with a wide range of opportunities for independent study of school subjects. The component of secondary education includes compulsory and additional

components. Mandatory component is determined by the state educational institutions and determines the minimum required level of preparation of the participant. Its success is guaranteed by the secondary educational institutions. This component is determined on the basis of the order of the state and society, the interest and demand of the individual. Additional component is determined based on the needs and abilities of the participant, the level of material and technical and personnel management of the school, the requirements for the social economic development of the territory.

The volume of additional educational tasks is distributed on the basis of the norms established by the Ministry of education of the people. The educational work of the school is carried out through educational programs, approved by the Ministry of education of the people's Republic, a basic plan of education and general secondary education. General secondary education is carried out through the on-going study and the on-day attestation of graduates. Graduates are awarded state attests, and those who have achieved exceptional success are awarded preferential attests. Participants who independently mastered the general education program will be given the right to pass certification in accordance with the external procedure in accordance with the regulations on external approved by the Ministry of Education.

Secondary vocational education. Secondary special education is a form of vocational education, the main purpose of which is the training of organizers and job managers in the first tier of production, assistants of specialists of the higher category, such specialists as technical, agronomists, primary school students, feldsher, dentist, concierge, who independently perform a certain type of work that requires high qualification and skills. Among the specialists of secondary special education are ballet, circus artists, some artistic specialists, for whom a high stage of professional training is required. Secondary special education focuses on the development of practical and theoretical knowledge in general secondary education as well as vocational qualifications and skills in a particular field. Compulsory secondary vocational education (SVE), which is designed for three years are an independent view of the system of continuing education. It is carried out on the basis of the "Law on education" and "National program of Personnel Training" of the Republic of Uzbekistan.

Secondary vocational education is compulsory from 2009 year, graduates of the general Secondary school choose the direction of study – academic Lyceum or vocational college, according to their wishes. Secondary vocational education provides both vocational education and knowledge in general education in a specific direction so that graduates can find their place in the labor market. On the basis of general secondary education, each graduate can choose either a college of vocational education or an academic lyceum in the direction of study. Secondary vocational education is carried out in the daytime in two directions in academic lyceums and vocational colleges.

In addition to vocational education, vocational colleges also provide secondary special education, such as academic lyceums, which allow to continue further or continuing education, or to engage in work in the specialty without it.

The academic lyceum is a three-year secondary special-purpose educational institution, aimed at increasing the level of the students' knowledge in accordance with the state standard of Education, which is directed on the basis of their opportunities and interests, deepening. In academic lyceums, students voluntarily choose the direction of education - humanitarian, natural

Sciences. Academic lyceums are opened at higher educational institutions and, according to the rule, the main attention is paid to the involvement of qualified students in the educational process of the lyceum, if necessary, to create conditions for the use of lyceums in the fields of experience, libraries of the higher educational institutions.

Academic research institutions are also involved in the focused, deepened educational process in the lyceum if necessary. In such cases, work is carried out in accordance with the permission of the Ministry of Higher and secondary specialized vocational education.

Vocational colleges are an educational institution that provides secondary special and vocational education, in which they receive education for three years. In accordance with the state educational standards, general secondary education and deepening vocational education are taught and qualification is formed in the college. College graduates can gain one or more professions on the basis of their orientation.

For professional colleges, guardians from enterprises or institutions developed by the acting bodies of local government are appointed. He is also the trustee of the higher educational institution, which is in the direction of the direction corresponding to the direction of the college. The purpose of the educational institution is to provide secondary vocational education. In the college, knowledge is given on the basis of dual system of Education, bilateral vocational and educational programs.

The system of higher education is structured as follows:

- higher education institutions that implement educational and vocational training programs on the basis of the state educational standard, regardless of whether they are private or state dependent;
- Research institutes carrying out research work necessary for the development of higher education;
- Departments that govern education by the state, as well as enterprises, organizations and institutions that are subordinated to them.

Higher education consists of two stages: bachelor's and master's degree

Bachelor's degree is the first stage of higher education, which provides theoretical and practical knowledge, aimed at continuing for four years. Upon completion of the bachelor's program, the student will be deemed worthy of the bachelor's degree on the basis of the direction he / she studied in accordance with the state attestation and the diploma specified in the state sample will be given.

Master's degree-this is the stage of Higher Education, which provides theoretical and practical knowledge on the basis of a certain direction, which lasted two years, and which can be continued to receive education on the basis of choice only after graduating from Bachelor's degree. On the day of study in the magistracy, graduates will be given a diploma of the "Master" degree with a clear specialty in accordance with the kuniy conclusion of the state Attestation Commission and a state sample confirming the master's degree. Bachelor's and master's degrees of the state model allow holders of diplomas to engage in professional activities in their specialties or continue their further studies in an educational institution.

Higher education institutions. Higher education institutions have legal status. In our republic there are the following views of higher education institutions:

- in the implementation of the University - Higher Education Program, attention is paid to providing students with a wide range of knowledge in order to continue their studies in the field of education or in the future;
- Academy-prepares for a specific direction so that they can continue their studies later in addition to providing higher education in the performance of their higher education program;
- institute-like all higher education institutions, it fulfills the program of higher education, knowledge is given to one direction in the provision of knowledge.

The main purpose of higher education is to train specialists with high potential, capable of independent thinking, capable of contributing to the development of science, culture, economy, social spheres of the Republic, able to meet the requirements of a qualified, competitive, highly educated higher education specialist, able to meet the demand for his chosen direction.

Postgraduate education is aimed at satisfying the needs of the society for highly qualified scientific - pedagogical personnel, satisfying the creative and professional interests of the individual.

**TABLE 1 MUTUAL AGREEMENT OF UZBEKISTAN AND FOREIGN HIGHER EDUCATION INSTITUTIONS AND TRAINING ON THE BASIS OF JOINT EDUCATIONAL PROGRAMS[4]**

№	Number of higher education institutions	Number of educational directions and specialties		Number of partner foreign HEIs	Name of State
		bachelor or	master		
1	National University of Uzbekistan	5		2	Israel; Russia
2	Tashkent State Technical University	5		2	Russia; Belarus
3	Tashkent State Economic University	4		1	Russia
4	Tashkent State Pedagogical University	3		1	Belarus
5	Tashkent State University of Uzbek language and literature		1	1	Kazakhstan
6	Tashkent Institute of chemistry and technology		4	1	Belarus
7	Tashkent Institute of textile and light industry	2		1	Russia
8	Tashkent State Agrarian University	7	1	6	Germany; Russia; Poland

9	Tashkent Institute of irrigation and agricultural engineers		3	2	USA, Slovakia
10	Tashkent Medical Academy		1	1	South Korea
11	Tashkent State Institute of Dentistry	2		2	Italy; Russia
12	National Institute of Fine Arts and design	2		1	Thailand
13	Namangan State University	3		2	Russia
14	Namangan Institute of engineering and technology	3		2	Russia
15	Namangan engineering and Construction Institute	3		1	Russia
16	Andijan Machine-Building Institute	4		2	China; South Korea
Total		43	10	28	

Postgraduate education can be obtained in higher educational institutions and research institutions (postgraduate, postgraduate, doctorate, independent research).

Extracurricular education. In accordance with the Constitution of the Republic of Uzbekistan, the law of the Republic of Uzbekistan "On education", extracurricular institutions in all regions (towns, districts, cities, regions and the Republic) are opened in accordance with the decision of the relevant authorities. Extracurricular institutions can operate independently or as part of scientific-production, educational-training (center).

State bodies, public organizations, as well as other legal and physical persons for the purpose of satisfying the individual, increasing demand-needs for education of children and adolescents, organizing their leisure and leisure activities, organize extracurricular state and non-governmental educational institutions in the field of cultural aesthetics, scientific, technical, sports and other areas.

Extracurricular institutions are considered as part of the system of public education and they are intended for teaching and learning.

Extracurricular institutions (kamolot, museums, etc.) carry out their activities in accordance with the Constitution of the Republic of Uzbekistan, the law "on education" and other legislative acts, as well as the regulations "on extracurricular institutions".

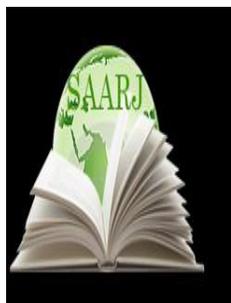
Legislative achievements on the reform of the educational system. From 1991 to 2002, the educational system in Uzbekistan has been developing and radically changed over the years. The graduates of the school in 2001, 2002 are the descendants who independently received education in Uzbekistan on new standards and educational programs.

The current normative and legal base of the general secondary education system is democratic and humanitarian attitude towards the people living in the Republic. In order to create conditions for children of different nationalities to have full school education in educational institutions of

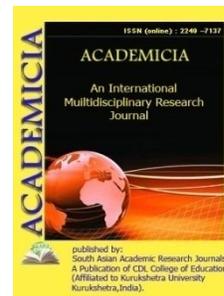
Uzbekistan, classes are conducted in Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Tajik and Turkmen languages.

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## EFFICIENCY OF USING INFORMATION RESOURCES AND TECHNOLOGY IN STUDENTS' RESEARCH WORK

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### ABSTRACT

*The use of information technologies in the educational process opens up wide opportunities for activating research work of students. The article deals with the main issues of effective use of information resources and technologies in the research work of students at the University.*

**KEYWORDS:** *Information Technologies, Research Work Of Students, Information Resources, Methods And Forms.*

### INTRODUCTION

The increasing role of information technologies in the professional training of modern specialists, both in the field of natural sciences and humanities, contributes to the growth of students' interest in information technologies and various aspects of their application. It becomes possible to use information technology tools to solve research, educational and non-educational tasks.

In modern conditions, an urgent problem of professional education is the implementation of educational programs for training scientific and pedagogical personnel at the third stage of higher education. This training is a unity of educational and scientific components. In the context of modernization of the education system, the main postgraduate program must reflect the promising trends in the development and application of information and communication technologies in the field of education. A graduate student should be able to navigate the global information space, have the necessary knowledge and skills to search, process and store information using modern technologies, computer systems and networks. Mastering them is

designed to improve the effectiveness of professional activities of teachers, the development of their information and communication competence (ICT competence).

It is noted that virtual training laboratories and virtual research laboratories are used to improve the effectiveness of research training of students of higher educational institutions. In conclusion, the authors come to the conclusion that it is necessary to use network resources more actively and apply them in various fields of students' activity, primarily in research work.

For example, a teacher should:

- master the basics of working with text editors, spreadsheets, email and browsers, and multimedia equipment;
- be able to apply modern educational technologies, including information and digital educational resources;
- use foreign language sources of information, translation tools, and pronunciation together with students;
- be able to use modern methods of assessment in the context of ICT (maintaining electronic forms of documentation, including an electronic journal and diaries of students).

Information technologies used in research work of students act as a means of communication, self-expression and self-realization. This is primarily due to the focus of research activities on the implementation of specific projects.

Research activities of students using information technologies contributes not only to better training of higher education graduates for professional activities in the context of rapidly developing informatization of society, but also to the formation of information culture of a specialist.

Today, the higher education successfully uses various software packages in the research activities of students. Modern tools for processing and preparing text documents are widely used in the preparation of various types of works, reports, presentations at scientific and practical conferences.

Indicators of the formation of ICT competence of bachelors in the context of this module are the following characteristics: students have basic concepts of probability theory and mathematical statistics, statistical data processing, the basics of variance, correlation and regression analysis; they are able to characterize the accuracy of computational results using mathematical methods; use office software (MS Word, MS Excel, etc.) to represent numerical data in the form of diagrams, graphs, and to solve standard statistical problems for finding the arithmetic mean, variance, mean square deviation, minimum and maximum values of an array using formulas and built-in mathematical and statistical functions. Examples of tasks for independent work of bachelors are calculations using ICT of the main numerical characteristics of a given sample: sample average, sample variance, standard deviation, median, mode, and so on.

MS Excel spreadsheets allow you to prepare training plans, various types of digital training reports, graphs, and charts. For example, the MS Power Point presentation preparation program helps students' research work develop solid material for equipping scientific and practical

conferences and seminars. In addition, students often prepare computer presentations using the MS Power Point program to protect their final qualification papers and coursework.

Using multimedia projectors, laptops, and web cameras, you can organize various events and scientific conferences. Students and teachers periodically use photo and video equipment to obtain photographic materials and videos for research papers.

Students study computer modeling, programming, computer networks, Internet and multimedia technologies, where they learn to create computer models, programs, and get acquainted with modern telecommunications technologies

Currently, the Internet has entered the system of research work of students and has opened up the widest opportunities for students to use useful educational resources: e-mail — for exchanging information between students, teachers and educational institutions; mailing lists — for sending General information to the study group and organizing collective discussions; also useful are data on research grants, scholarships, competitions; use of WWW technologies; access to world information resources via the Internet; websites of higher education institutions, research centers, public and state organizations that greatly facilitate the establishment of contacts between universities, organization of joint events, exchange of experience and information, holding conferences and seminars, etc. Internet resources can also be used for effective organization of research activities and educational research work of students. Internet resources are primarily websites of publishing houses and libraries. On these sites, you can find new books and reviews on them, order the necessary books and periodicals. Most of these sites also have free mailing lists, which allows you to easily track new work in areas of interest.

Creating local computer networks at the University, installing a dedicated line allows you to access the Internet from various points, including from computer classes, greatly expanding the possibilities, both in the educational process, and in the organization of scientific research, extracurricular work. This makes it easier to find the right information and allows you to view documents on the server, find electronic textbooks and much more, and also provides communication and communication via email, teleconferences and with other educational institutions.

Currently, virtual training laboratories and virtual research laboratories are used to improve the effectiveness of research training of students of higher educational institutions.

A virtual research space is a working environment that does not require physical space to organize research activities.

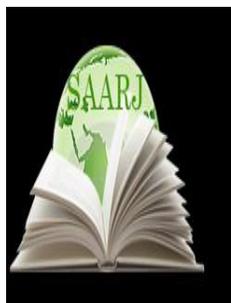
The basis of the virtual research space consists of information resources located in the global network. These sites and portals are dedicated to specific scientific topics. As a rule, they contain some fundamental works, as well as the results of research currently being conducted. These sites often work as collective information centers that select the most popular web sites on this topic. In addition, you can often find information that quickly introduces a novice to the subject area. As a rule, such resources have the opportunity to exchange opinions - both in the form of forums and via email.

Sometimes virtual laboratories function as part of an information resource. A virtual laboratory is an educational division of higher education equipped with computer equipment and software that simulates the processes occurring in real objects under study. In virtual laboratories, it is typical

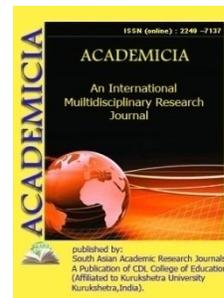
to use example modeling programs in the objects being studied or designed, as well as mathematical packages, optimization programs, databases, etc.

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## THE ROLE OF A FOREIGN LANGUAGE IN THE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS

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### ABSTRACT

*It is known that the effectiveness of the University is determined by the level of preparation of its graduates for the successful implementation of the acquired knowledge, formed skills, as well as the ability to quickly adapt to the constantly changing conditions of production and the labor market.*

**KEYWORDS:** *Effectiveness, Foreign Language, Professional Training, Specialist, Higher Education, Innovation.*

### INTRODUCTION

The methodology of teaching work, as well as any intellectual work, is based on the intellectual component of students. By the intellectual component of the personality in general, we understand the level of its cognitive activity formed in the learning process, the level of opportunities for abstract and logical thinking. The problem of developing the intellectual component of students is one of the most important psychological and pedagogical problems of higher education. Its solution should and can be based on the ideas of the internal needs of personal development, and the main task of the teacher is to create conditions conducive to such development.

Analysis of psychological and pedagogical, didactic, methodological, psychological and linguistic literature has shown that the development of the intellectual component of students is influenced by various factors. The main ones are heredity, environment, upbringing, learning process, individual's own activity, etc. The most promising in the framework of the pedagogical process are: educational and cognitive activities, educational and research activities, problem-based learning, the study and use of specific methods of knowledge representation.

Consequently, the development of the intellectual component depends on what cognitive means, and, accordingly, what methods of theoretical activity are provided for by the content of training and how their assimilation will be organized.

The requirements for a certified specialist presented in the state educational standard are both a guideline and a program of actions for us in our work [1]. Each subject studied in higher education should, to the extent possible, contribute to the development of those qualification skills that are necessary for students in educational and cognitive activities and will be in demand when solving professional problems.

In particular, a foreign language that is part of the cycle of general humanities in the higher education is multifunctional in terms of professional training of students. The process of mastering all types of speech activity (listening, speaking, reading, writing) is associated with the performance of complex mental operations: analysis, synthesis, systematization, generalization, comparison, contrast, concretization, abstraction.

As practice shows, such intellectual activity contributes to the development of professionally significant personal qualities, creates conditions for achieving consistently high academic results.

The peculiarity of our work is that teaching a foreign language is based on interactive methods. The use of the latter is aimed at updating the psychological mechanisms of intensifying the process of mastering a foreign language, activating the educational activity of students. The most promising and functional from the point of view of developing learning is the method of accelerated learning to translate scientific and technical texts, which we have been using for a fairly long period of time. Milashevich, and the system of step-by-step formation of mental actions developed by P. Y. Galperin.

As we noted earlier, professionally oriented language training makes it possible to obtain the necessary knowledge in the specialty from foreign literary sources, while simultaneously contributing to the intellectual and personal development of students.

When working with text, it is recommended to perform the following mental actions-micro-operations: navigate the content, identify basic meanings, structure and collapse them, build schemes for the deployment of meanings. First, you need to analyze the text by introductory, continuous, and then selective reading.

When mastering a foreign language, you need to know everything at once - phonetics, vocabulary, grammar, and have the skills of various types of speech activity (listening, speaking, reading, and writing). Each type of speech activity still needs to be taught. Thus, the teacher of foreign languages faces quite capacious and complex tasks: the formation and development of the intellectual component of students of higher education by means of a foreign language and ways of expressing them in their native language. The solution of these tasks will also make it easier to read special original literature in the future, while simultaneously extracting information from authentic foreign language materials, which in turn will lead to an increase in the level of professional competence of students.

Understanding the meaning of a scientific text is a complex process. To simplify it, it is proposed to work in the following sequence:

- Highlight the elements that make up the text, emphasizing the more informative parts;

- Compare the highlighted parts;
- Create diagrams of the ratio of parts of the scientific text;
- Form the provisions that follow from the comparison of parts of the studied text;
- Present brief diagrams that logically reflect the main content of the text;
- Present the text material in a detailed form.

Getting acquainted with the latest achievements of science and technology, best practices in the field that is related to their future profession, students learn to make a resume, abstract, theses, review, write a review, conclusion. At an advanced stage, they independently study foreign language material in order to prepare a report or even describe the solution of one of the current problems of a particular scientific discipline.

In terms of developing creative thinking, tasks for reproducing an authentic text in the specialty in their native and foreign languages are of interest; the presentation of the material is carried out in a short and detailed form, taking into account the opinions of students:

- Complete the phrase that contains the main idea of the text;
- Express doubts about the accuracy of the author's opinion or confirm their agreement with it;
- Make a critical comment on the content of the text;
- Analyze processes or phenomena using the concepts contained in the text about them;
- Compare different points of view presented in the article;
- Formulate conclusions and prove their reasonableness on the material of the read text;
- Establish a link between the developed material and future professional activities;
- Transmit the content of the text based on these keywords-terms.

Such types of work with scientific texts of professional orientation are especially relevant when studying a foreign language in groups of undergraduates and postgraduates. They should read a significant amount of foreign literature on a wide and narrow profile of the specialty, in order to use the information obtained when writing master's and PhD theses. By the way, it would be very useful in terms of expanding the information field and deepening the professional knowledge of students, so that teachers of graduate departments recommend using material from special foreign publications when performing term papers and theses.

As the theory of step-by-step formation of mental actions predicts, and the experience of practical training based on this method confirms, students not only develop translation skills, but also develop the ability to independently analyze grammatical means of the language. Everyone masters the language themselves, and in order to master it, the student learns and forms their own structures. Therefore, learning the structure is one of the most important stages in the process of language acquisition and learning. Consequently, the main task of the teacher in the classroom is to organize the cognitive activity of students, and as a result, the formation and development of the intellectual component, since the formation of complex ordered organized structures of knowledge representation is identical to mental development. These structures contain elements of knowledge about the language, levels of relations of individual elements, levels of

generalization and abstraction, cause-and-effect relationships, as well as knowledge, skills, and mental operations. These theses are based on the provisions of L.S.Vygotsky on the unity of structural and functional aspects of conceptual thinking. The main thing in these theses is that each generalization structure corresponds to its own specific system of logical operations possible for this structure, and the function of thinking depends on the structure of the thought itself. And how the thought itself is constructed depends on the nature of the operations available to this intelligence.

In parallel, the programs provide for the study of grammatical means of the language. But these tools are almost deliberately omitted by students in standard situations and in conditions of excessive language code, since understanding occurs only at the lexical level, without an accurate and detailed analysis of grammatical structures. Therefore, grammar is poorly learned. Memory is overloaded due to excessive memorization of lexical units. Undoubtedly, a dictionary is a repository of all known words of a given language. This is a complex verbal-semantic network with many nodes-cells corresponding to individual words, and with many links connecting them-vectors. The language system is represented by another representative structure, which consists of elements of words that are common to certain parts of speech. They are roots, prefixes, suffixes, and endings that are necessary for the correct design of speech, i.e. they are generalized typed samples.

The teacher cannot "transplant" an objective system of language into the student's head. What is formed in the minds of our students when mastering a foreign language system is not identical to this language system itself. We believe that in order to develop a good independent system for students to analyze grammatical means of language, we need a special method with purely formal speech features (syntactic elements, structures) with partial or complete exclusion of vocabulary. This method exists, and we actively use it in our practice.

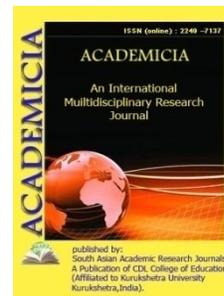
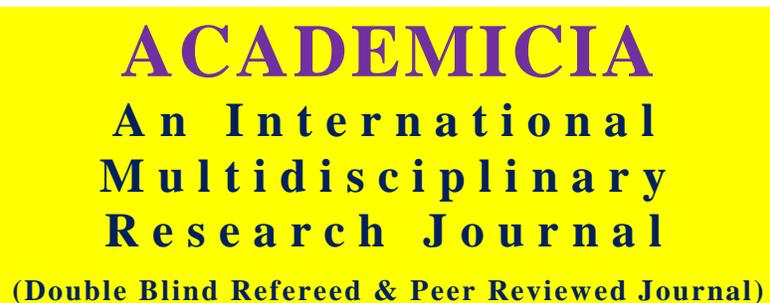
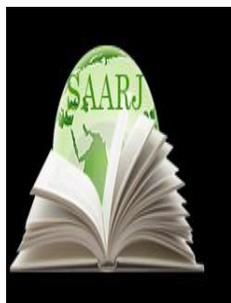
An important aspect of educational and cognitive activity when learning a foreign language is the development of oral speech skills in the mode of dialogue and monologue. Various exercises are based on lexical and grammatical means that are typical for communication in different communicative situations, including the professional sphere. As the vocabulary increases, the information presented becomes more complex and the structure of sentences becomes more complex. Gradually we move on to monologue speech, the mastery of which is a certain difficulty for students. Speech-thinking activity in a foreign language is associated with the process of perception of language and speech material, its transformation, techniques of involuntary and arbitrary memorization for the purpose of free reproduction, bringing speech actions to automatism. As a result of such intense intellectual work, students can communicate in the language they are learning, make oral presentations, and make presentations.

A foreign language, being a discipline of the humanities cycle, has organically entered the educational process of higher education. Along with specialized departments, we contribute to the preparation of young people for their chosen profession.

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## PROBLEMS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TRAINING OF LINGUISTS-TRANSLATORS

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### ABSTRACT

*In the last decade, the importance of information and communication technologies (ICTs) in the educational process of higher education has increased dramatically. Many experimental and theoretical studies aim to determine the effectiveness of ICT use. The article reveals the modern possibilities of training of linguists-translators with the use of information and communication technologies. The purpose of the work is to consider the role of modern technologies in the formation of information technology competence of future translators, their advantages, as well as the problems that both students and teachers face when teaching translation using ICT.*

**KEYWORDS:** *Information and Communication Technologies (Ict), Professional Competence Of The Translator, Electronic Dictionaries, Machine Translation, Translation Memory, Educational Forum.*

### INTRODUCTION

The processes of general globalization and integration, characterized by the rapid expansion of international contacts, the accumulation of a huge amount of information in various fields of human knowledge and the need for rapid exchange of this information, cause researchers to pay close attention to the problems of professional training of future linguists-translators who are able to solve problems related to these processes and ensure effective intercultural communication. Thus, today the translator is a key figure in international communication, and his professionalism depends, first of all, on a properly built system of training and mastering the necessary competencies. The effectiveness of ICT application depends on the ways and forms of using these technologies, on how well the teacher knows the methodology of working with them, and on the electronic resources used by them. First of all, it is particularly important to develop information technology competence in the professional training of translators. Information

technology competence is understood by us as a set of knowledge, skills and application of information resources and technologies in the professional activity of a translator, which contribute to their further self-improvement. Information technology skills of a translator are structured in the article depending on their functional purpose and are divided into linguistic, communicative, informational, etc. The possibilities of using electronic dictionaries, machine and automated translation programs, educational and translation Internet forums in training are also evaluated. The main conditions for using ICT in training, according to the authors, are the creation of a material base (computer classes and software); training of ICT teachers; development of modern methods of teaching translators using ICT.

The purpose of our research is to examine the role of modern technologies in shaping the information technology competence of future translators, as well as to study the problems faced by both students and teachers when teaching translation using information and communication technologies.

Traditionally, the following range of competencies is distinguished in the translator's activity: communicative (linguistic, pragmatic, and sociolinguistic); special (basic, subject, discursive, sociocultural, technological, and strategic); social; and personal. For example, A.V.Grebenshchikova believes that the professional competence of a translator includes linguistic, socio-cultural, psychological and informational competencies. And, in turn, K.V.Shaposhnikov designates such significant competencies as language, speech, socio-cultural, technological and personal.

These researchers rightly note the important role of the information (technological) component of translation competence. Indeed, translation theorists and practitioners, as well as professional translators have long stated that a modern linguist-translator should have extensive knowledge not only in the field of linguistics, but also in computer science; know the basics and prospects for the development of new technologies; have practical skills and abilities to use information and computer technologies in translation activities; be able to make the best choice of information and computer technologies when making translation decisions, etc. For example, V. A. Traynev in his research notes that an indispensable condition for conducting professional activities is the ability to work in the "human-machine information technology complex", where information technologies as a system of methods and methods for various use of information based on modern computer achievements play a key role.

Based on all of the above, the translator's competence model should include information technology competence in addition to the above-mentioned competencies.

Following N. G. Inyutin, we understand the information and technological competence of a translator as "an integral component of the professional competence of a translator, which is a set of knowledge, skills and abilities to use information resources and technologies, software and network tools for professional translation activities using a computer, the formation of which contributes to further self-improvement in professional translation activities".

This definition allows us to assume that the information technology competence of a translator is a complex structure and includes:

- The translator's desire and willingness to use information resources and technologies in their professional activities to solve specific tasks;

- Professional knowledge, skills and abilities in the field of information technology;
- a set of professional qualities of a translator (acting as a user of information technologies) that contribute to their further self-improvement and development in the professional environment.

Thus, the emphasis placed on the development of information technology competence in the process of teaching students a foreign language can have a significant impact on the modernization of education in terms of professional growth of the individual and the ability to navigate in the modern information space, knowledge, skills and abilities in the use of information and communication technologies, which is due to the social order of the society that has passed into the information age.

Students of the bachelor's program should have the following competencies, in particular:

- Knowledge of computer skills as a means of receiving, processing and managing information;
- Ability to work with various media, distributed databases and knowledge, with global computer networks;
- Ability to work with electronic dictionaries and other electronic resources for solving linguistic problems;
- ability to solve standard tasks of professional activity on the basis of information and bibliographic culture with the use of information and linguistic technologies and taking into account the basic requirements of information security;
- ability to work with the main information search and expert systems, knowledge representation systems, syntactic and morphological analysis, automatic speech synthesis and recognition, lexicographic information processing and automated translation, automated identification and verification systems.

Such requirements for training future linguists-translators make it necessary to consider in more detail the possibilities and advantages of information and communication technologies in solving specific translation tasks and determine the appropriate skills and abilities in the field of it.

Information technology skills and translator skills are divided according to their functional purpose as follows:

- 1) Translation skills that involve the use of a thesaurus, electronic dictionaries;
- 2) Communication skills related to receiving and transmitting information (e-mail communication, file transfer, participation in forums and conferences);
- 3) ability to conduct information search using electronic dictionaries, encyclopedias, Internet search engines, virtual libraries and archives, terminology banks, etc.;
- 4) Skills needed to increase productivity and efficiency (scanner, interactive voice menu, text editor, etc.).

Modern information technologies aimed at improving the efficiency of the translator's activity, their readiness and ability to learn new programs and services in order to minimize costs when performing translation are the main requirements imposed by the market. In the Arsenal of a modern translator there are such tools as: electronic educational resources of the Internet; specialized translation forums (proz, city of translators); numerous electronic dictionaries

(Multitran, Oxford dictionary) with the possibility of contextual word search (ABBYY, Linguee, Reverso Context); system machine translation engine (Yandex Translator, Google Translate, etc.); computer-aided translation, based on the technology accumulation of translation memory - Translation Memory (SDL Trados, SmartCAT, Deja vu, etc.).

It is also worth noting the important role of the educational Internet forum in teaching translation. The educational Internet forum is a tool for remote exchange of educational information between students and teachers, which is successfully used for organizing independent work of students. The moderator of the training forum is usually a teacher of translation practice, who regularly "puts out" tasks and exercises on translation. Completion of tasks and feedback from the teacher are mandatory for students.

This is not a complete list of electronic resources that modern translation students should master during their studies

However, we should not lose sight of the problems and challenges that students and teachers face when teaching translation using information and communication technologies.

Given such a rapid transition to the information age and the global computerization of society, we cannot ignore the fact that universities simply do not have time to equip their classrooms with the necessary equipment (computer classes and language rooms), special software, Internet connection, as well as educational and methodological literature, which is a prerequisite for training translators using information and communication technologies.

Summarizing the above, we can draw the following conclusion. The work of a translator in modern conditions against the background of widespread computerization of society is impossible without the use of information and communication technologies and working with electronic resources, and the development of information and technological competence becomes a priority. Accordingly, for high-quality training of linguists-translators, the following problems need to be solved:

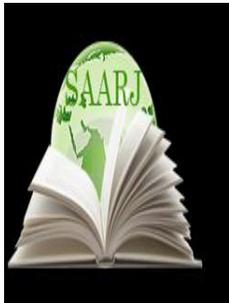
- equipping graduate departments with the necessary equipment and software;
- Professional development of teachers of translation disciplines in the field of modern information and communication technologies;
- Priority development and improvement of information technology competence for future translators;
- Development of methods and techniques for training translators using innovative technologies; providing the translation teacher with the necessary educational and methodological literature.

Thus, the formation and development of information technology competence for both the translation teacher and the students remains the same. This is still an urgent problem. The main factors that prevent the introduction of modern technologies in translation training are the psychological unavailability of translation teachers themselves and the lack of modern software in higher education institutions.

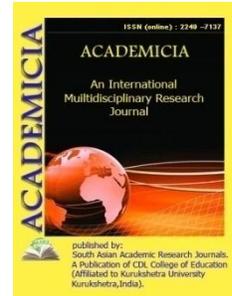
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## ‘HAPPINESS CURRICULUM’ TRANS FORMATIVE PROCESS TO ATTAIN HOLISTIC DEVELOPMENT

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### ABSTRACT

*Happiness is the key to achieve self satisfaction in life. Happiness of children can be understood by some indicators like friendship, cooperation and optimism. Positive experiences during childhood can shape better personality and perspective of human being in further life. It is ethical responsibility of teachers and parents to understand the requirements of children related to emotional, psychological and social needs. In psychology the concept of positive education is becoming more popular day by day. According to Seligman (2009) positive education focuses on the gap between what people want for their children and what does school teach. Parents want to see their children to be self aware, confident, happy and satisfied but schools only focus on marks, academic work and discipline. To bring balance in students' life is the noble responsibility of teachers and parents.*

**KEYWORDS:** *Happiness, Learning, School, Students, Teachers, Positive Education*

### INTRODUCTION

Education is important to nurture strengths and ensures growth and development of students. Positive attitude, behavior and well being of the students are essential key concerns for teachers to perform their role efficiently (Shankland & Rosset, 2017) Joyful learning is vital for overall development of each child. Parents always make efforts to promote the well-being of their children through full financial, emotional and psychological support. Being as a parent it is also important to prepare children for facing every kind of situation with courage in life. Parents play an essential role in determining the learning environment at home. It is an ethical responsibility

of the parents to take rational decisions for children's education related choices. Parents are the main stakeholder to decide the type of school in which children will attain the education.

### **Objectives of the paper**

This paper tries to understand the role of teachers and parents in ensuring the happiness of children. This paper throws light upon the important aspects of learning and happiness. This paper examines the initiative of Delhi government to initiate 'Happiness Curriculum'.

### **Methods**

This paper is based on secondary sources. Descriptive research design has been used for this paper.

### **Students' Situation in Present Scenario**

In the fast growing and changing society children are becoming overstressed due to unrealistic expectations of parents, peer pressure and cut throat competition. Students become clueless and vulnerable while facing adverse situations in life for e.g. securing poor marks or failure in the exams. They don't get any kind of training to cope up with such situations in life. Such depressed situation makes students more violent, deviant and sometimes it leads to student's suicide. Such social crisis or lack of proper understanding creates negative environment and stressful emotions among students. In today's technology driven society students face various adjustment related psychological and social problems with friends, teachers, and parents.

In Indian conventional society children get less opportunity or space to express themselves without any fear or openly in front of teachers and parents. The culture of silence does not allow students to talk about their dilemmas and weaknesses without having any hesitation. Secured marks in the exams is the parameter to judge the development and future success of the children by parents. Indian education system is focusing on marks rather than skills and holistic personality development. Parents generally don't give time in the school to understand their children's mental, emotional and social situation and relationship with teachers and peer groups of the students in the school. In government schools there are various challenges e.g. inadequate teacher-student ratio, lack of proper infrastructure and facilities. Due to extra burden of work teachers find less opportunity due to various expected role in the school to address the problems and needs of each and every child in the classroom. As far as happiness is concerned parents and teachers can play a crucial role to promote positive mental, emotional well-being of the students.

### **Challenges of Student's life**

Problems/challenges faced by students can be seen as follows:

- Exam pressure
- Peer pressure
- Stressful competitive situation
- Psychological causes
- Economic factors

### **Happiness: Ultimate Goal of Life**

The programme for international student Assessment (PISA) has introduced indicators of student's happiness in 2012 assessment to measure the happiness of students and their learning

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outcome. It was an initiative to understand the status of happiness in school. Bhutan has taken initiative and launched Gross National Happiness Index (GNHI) in 2010. This Index tries to measure a variety of aspects of psychological well-being and education. United Nations General Assembly identified 'pursuit of happiness as a fundamental human goal' in 2011 assembly. The Sustainable Development Goal four (SDG 4) has given importance to quality education and focuses on 'happy school', which would promote such healthy learning environment which includes safety, non-violence and leads to culture of peace. According to World Happiness Report, 2017, India ranked 122 out of 155 countries.

School is such a place where students not only learn academically but try to learn moral values and positive habits. Schools do impact upon students' overall personality development. Children spend most of the time of their childhood in the school. Major part of children's childhood would be affected by the environment of the school and behavior of the school functionaries.

### **Delhi Government's Initiative**

On 2<sup>nd</sup> July, 2018 Delhi government inaugurated and implemented 'Happiness Curriculum' in Delhi government schools for all students who are studying up to class VIII. The main objective of this Happiness Curriculum is to give assurance to students and parents that education should not focus only on acquiring good marks but also to promote such environment which would make students more satisfied, confident, happy and self aware.

This curriculum has included various activities based intervention such as:

- To promote mental health and peace of mind 'Meditation' has been included in the curriculum;
- To enhance the participation level through implementation of activities based joyful learning exercises;
- To inculcate habit of cooperation and enhancing harmonious relationship among students 'indoor games' should be initiated;
- To encourage active and sincere listening skill 'story telling' should be initiated;
- To promote free expression of views and learning acceptance for others 'group discussion' should be promoted;
- To inculcate habit of empathy practice of 'skits' should be initiated;
- To encourage public speaking and minimizing stage fear 'group presentation' has been included in the curriculum
- Other activities related to promote rapport building and team building has been initiated

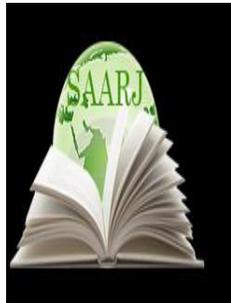
The main components of this Happiness Curriculum are meditation, mental activities and creating stress free joyful learning. The Delhi government has decided to give 45 minute 'happiness period' everyday for students from class I to VIII, while this class will be held only twice in a week for nursery and kindergarten children. This kind of reform and initiative can lead towards positive direction to attain the prime goal of becoming more decent and progressive citizen. This step will promote transformative process of positive change in the society. This initiative will determine the holistic approach as far as students' development is concerned. This concept will strengthen students from inside so that they can face success and failure both with positive attitude and balanced perspective.

### **CONCLUSION:**

It is crucial to understand the relationship between education and happiness. Students's leaning can be more enriching when they get joyful and supportive environment. Delhi government's initiative to implement happiness curriculum is giving an opportunity to students to become active participant in the learning process. A happy child can be a successful citizen in future. Practice of mindfulness can enhance the ability of students so that they can be more attentive, rational and cooperative. This initiative is strengthening the conventional education system and trying to blend it with modern education. Teachers, parents and students can be able to work in close relationship and can feel more connectedness to achieve their similar goal of holistic development of the students. Practice of moral values and mental exercise can strong citizen.

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## ESSENTIAL ROOTS AND SOURCES OF YOUTH PATRIOTISM AND ACTIVITY

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 UZBEKISTAN

### ABSTRACT

*This article reveals the essence of the formation and development of patriotism in young people, instilling in the hearts and minds of young people that patriotism is a sign of mature spirituality, one of the spiritual values that is of great importance for the development of society. Patriotism is a characteristic of people who have a deep respect for the motherland, the history and destiny of their people, who are able to show an example of devotion to the interests of the motherland. Influencing their activities, mobilizing them for responsible tasks and the essence of youth activism.*

**KEYWORDS:** *Youth, Youth Activism, Patriotism, Respect For The Motherland, The People, Love, Youth Consciousness, Modernization, Democratic, Vital Position, Spiritual Heritage, Sense Of Confidence, Historical Event.*

### INTRODUCTION

Strengthening independence is our main goal. One of the components of youth activism is patriotism. One of the urgent tasks is to inculcate the idea of patriotism in the minds of young people.

As noted by President Sh. Mirziyoyev: "In order to form a strong position in the hearts of the younger generation and a high sense of responsibility for the fate of our Motherland, a unique system of patriotic education has been created, which includes a wide range of people. should be learned from the rich spiritual heritage. To understand patriotism, let's focus on the word Homeland. There are different approaches to it. In particular, in the two-volume "Explanatory Dictionary of the Uzbek language" the word " Homeland " is interpreted as follows: " Homeland ": a country where a person was born and raised and considers himself a citizen. Country of

birth, city or village, homeland. Accommodation, shelter, place, house. Researcher Botirbek Hasanov's "Short Dictionary for the Works of Navoi" explains the word Vatan as follows: Homeland - (plural) "auton", Homeland. To make a homeland, to make a homeland, to settle down, to settle down, to be home ". Professor B. Kasimov approached the word Homeland as follows: "We will explain the next syllable of the word Homeland to "Tan ". By "body" we mean the human body, the body, the body. Now imagine how much suffering we suffer if our body or body suffers. Although we are a part of the Motherland, we are not patriotic if we do not feel every damage inflicted on the Motherland. As proof of this idea, it is appropriate to cite such an example from the work of the modern thinker Tavallo. "It simply came to our notice then," he said. One must preserve and protect the homeland as one's own body. In Arabic and classical Uzbek, "and" is used as an article in different senses. There is a hidden meaning in the word Homeland or Tan. Homeland is the source of body, soul, life, existence, both spiritual and physical being.

According to the philosophical teachings of the peoples of the East, especially Islam, the first Homeland of man was paradise, where Adam was created and man died and returned to that place. The meaning of the word "Homeland" is interpreted by Islamic thinkers as follows: Homeland is the paradise created by Adam; The belly of the motherland; Homeland is the world, the world of materialism; The grave where the body of the motherland is placed; The homeland is the world of spirits inhabited by the soul, the homeland is the space for the soul of the human body. Well-known scholars M.Imomnazarov and M.Eshmuhammedov in their book "Fundamentals of our national spirituality" describe the divine interpretation of the concept of homeland in a unique way. For example, they say, the body is the homeland for the soul in the eyes of the Naqshbandi pir, one of the mystical sects. "Homeland," says Hazrat Bahovuddin, following in the footsteps of his teachers. That is, the human soul must unite with the Truth without leaving the body, the material being, purify the mirror of the soul, and achieve the reflection of the beauty of the Truth in it. There is a sign here that the honor and dignity of the Motherland should be kept as pure as the human body. It is difficult to imagine a pure soul in an impure body. Alisher Navoi, in his famous ghazal, addresses the liquid gap and says, "Make the Motherland like a mardum in the eyes," and in this way he expresses the essence of the feeling of the Motherland in more depth. It is said that you live forever in the sight of this dear place, take it home. It is also worth quoting some of the wisdom of Eastern and Western thinkers about the Motherland and patriotism: Cicero said, "We value parents, children, relatives; but all our imaginations in the chapter on love are embodied in the word "Homeland". "G. Hegel" The true courage of enlightened peoples is reflected in their readiness to sacrifice for the sake of the Motherland. " J. Byron "He who does not love his country cannot love anything!" Hugo: "To tarnish one's homeland is to sell it." "Whoever is concerned about his homeland, he is not concerned about humanity," Belinsky said. Alisher Navoi: has found a job". Well-known scientists: A. Ibragimov, H. Sultanov, in N. Juraev's book "Sense of Homeland" says: "The term homeland is originally an Arabic word and means motherland. The concept of homeland is used both broadly and narrowly. This is a broad concept, given the area in which the representatives of a nation live together, where their ancestors have lived for a long time. When you think of the house, the neighborhood, the village where you were born and raised, it's a narrow concept. "

We have seen that different and colorful ideas have been expressed about the concept of homeland. Here are some of them: Abdullah Avloni, a Jadid intellectual and enlightened scholar,

said: the Arabs love Arabia, the sandy hot deserts, the Eskimos love the northern sides, the coldest and glaciers, more than any other land. If they did not love, they would leave their homeland and migrate to lands where the weather is good and life is easy.

In this regard, it is worth quoting Professor Qiyomiddin Nazarov's views on the homeland and patriotism: "The homeland begins with the honorable mother and dear father who gave birth to everyone. For a homeless baby, Mother's heart is the territory of the Motherland, her face is the sky of the Motherland, her eyes are the stars of the Motherland. It is no secret that breast milk is the water that life receives from the territory of the Motherland. The mother goddess appears as the first example of folk heritage and oral creation. But a human child does not stay as a baby. He falls from his mother's arms and walks to the door, seeing that there are other houses, neighborhoods, schools, and so on. Gradually he realizes that there is a district, a province, a republic, and then the whole earth is the common homeland of mankind. In this way, the "borders of the homeland" expand, and the sense of patriotism expands and improves in the same way.

In conclusion, the word Homeland is synonymous with the word space. So it means homeland. As a result of loving the motherland and carefully protecting it, the meaning of patriotism has emerged.

Academician Erkin Yusupov describes patriotism as follows: "Patriotism is a sign of mature spirituality. One of the spiritual values that is of great importance for the development of society is a sense of patriotism. Patriotism is a characteristic of those who have a deep respect for the motherland, the history and destiny of its people, and are able to set an example of devotion to the interests of the Motherland. Respect, love and trust for the homeland and the people are formed on the basis of certain common interests and goals and take a deep place in people's hearts. Influences their activities and mobilizes them to perform responsible tasks.

The Encyclopedic Dictionary of Philosophy defines the concept of patriotism as follows: Patriotism is the concept of responsibility and duty to the motherland. Patriotism is extremely multifaceted and is constantly improving and developing in the process of historical, political and economic development. The more the society understands the interests, values, destiny and prospects of the Motherland, the higher the sense of patriotism. The process is endless. Different stages of historical, socio-political, spiritual development are discovering new aspects of patriotism. The sense of homeland in each person is inextricably linked with the development of society. True patriotism is living in the interests of the nation, the homeland, working and fighting for its future and interests.

The First President of the Republic of Uzbekistan Islam Karimov wrote in his book "The Motherland is as sacred as a shrine": So, the truth is that patriotism justifies itself in front of the homeland! The highest form of patriotism is to sacrifice one's life for the Motherland. "In the National Encyclopedia of Uzbekistan, patriotism is a concept that expresses people's love and devotion to their homeland. Patriotism is one of the universal feelings, spiritual values that have been polished for centuries, common to all people, nations and peoples. "Historically, patriotism is a set of feelings that people have developed in the process of social development related to the fate of their homeland, the struggle of peoples for the inviolability and independence of the region in which they live."

First of all, patriotism means, in our opinion, that a person values his homeland and devotes his energy and zeal to it, regardless of his field. Although this definition does not cover all aspects of patriotism, but if the word patriotism itself is approached in a broad sense, the definition is understood correctly.

True, there are many works about patriotism. But each era has its own demands and needs. In this sense, it is useful to constantly think about patriotism. When we analyze how our ancestors approached patriotism, many aspects of our subject become clear. Because patriotism has played an important role in the historical life of our people. Great personalities Spitamen, Tomaris, Shirak, Muqanna, Jaloliddin Manguberdi, Najmiddin Kubro, Temur Malik, Amir Temur, Zahiriddin Muhammad Babur and others are seen as patriots. Furqat, Fitrat, Abdulla Qodiri, Cholpon, Abdulla Avloni It is necessary to study the characters in the works of Usmon Nosir, Hamid Olimjon, Gafur Gulam, Erkin Vahidov, Abdulla Aripov.

As mentioned above, patriotism means loyalty to the motherland. Loyalty is manifested in a person's daily life, in his way of life. This also applies to the concept of homeland. False patriotism, on the other hand, harms and hardens every nation. Patriotism must be ingrained in the blood of man. At the same time, loyalty to the country, the Motherland, humanistic feelings are ingrained in the blood of our people. Preservation and further development of these ancient aspects should determine the important direction of work in the field of spirituality, the issue of educating the next generation as worthy sons and daughters of Uzbekistan. Only when everyone has their own homeland can they be true patriots.

Patriotism requires moving from the general to the specific. The issue of patriotism should not be derived from public activity. But there are people in life for whom the whole earth is a homeland. Such people lack the concepts of national pride, loyalty, and pure patriotism. They will be dominated by the pride of homelessness, and will embody such inhuman patriotic qualities as living life, striving for supremacy in private life. More precisely, they are not interested in the feeling of homeland, but in the achievements of everyday life. But even such people only begin to realize their mistakes when their young people go somewhere. We see such mistakes more often in the example of those who fell during the Second World War and remained in other countries. Unfortunately, there are people among us who are selfish and not interested in the activities of their own nation and relatives. For them, it is the homeland where they feed their families and feed themselves. For some, the homeland is a family, a home built for children. Some, as mentioned above, understand the earth as the Homeland. They are called cosmopolitans. Such traits are very rare in our nation, of course. So we cannot include cosmopolitans, that is, such people, in the ranks of patriots. At this point, some people do not fully understand the concept of patriotism at all, or in particular, do not want to understand it objectively. They often live outside their homeland and throw stones at the soil of their homeland. A person who does not understand himself does not understand his nation deeply either. In turn, the more a nation realizes its nationality, the more it contributes to the social, economic, political, and cultural development of its country. To this end, we are analyzing the concepts of "homeland" and "patriotism" in more detail. Patriotism, respect for the country of birth, husband, people, care for its economic, social, political, cultural, spiritual development, make a worthy contribution to development, strive to preserve the independence of his country, and, if necessary, give his life for it. dedication. These cases are even more pronounced in the

process of modernizing society. During this period, he must demonstrate his patriotism with his own labor, not on a real battlefield.

Patriotism is closely connected with the word Motherland, and the Motherland creates this patriotism. Patriotic active young people have taken a step towards becoming a perfect person.

Vilamonvets-Mellendorf, who studied the work of Aristotle, wrote: "He who wants to create a perfect man must bring up perfect citizens, and he who wants to bring up a perfect citizen must create a perfect state." The ancient Chinese philosopher Xun-ji Zhao once said, "A perfect man is careful with uncontrollable words, actions and thoughts that have never been seen before."

This means that young people need to understand activism, not simple activity, but activity that goes from simplicity to complexity, from bottom to top, from ignorance to knowledge.

Youth activism is multifaceted. In fact, it can be negative or positive. Our goal is to deny the negative activity in young people and form in them an activity that improves human life, strengthens independence.

As long as our people take their destiny into their own hands, they have the right to build a new life, a new society. After all, our people are not inferior to anyone in the world, they deserve to be among the developed countries and live in peace, prosperity and tranquility. At the same time, it should be recognized that the patriotism of our ancestors served as the main source of activism as a legacy. "The oldest manuscripts and inscriptions, created by the noble activities and purposes of our ancestors, ranging from samples of folklore to the thousands of manuscripts stored in the treasury today, contain history, literature, art, politics, ethics, philosophy, medicine, mathematics. , the original works that need to be studied in mineralogy, chemistry, astronomy, architecture, agriculture and other fields are our spiritual wealth.

Knowledge also depends, first of all, on the mastery of this or that subject by young people. The subjects taught in Uzbekistan serve to train national staff. Helps to implement advanced pedagogical and information technologies. With the help of world development sciences, it is helping to unravel the mysteries of the universe day by day. In general, science serves to mobilize production, developing political thinking.

Indeed, science directly prepares the ground for young people to be scientifically strong in various fields, therefore: "will be a customer for the training of highly qualified, competitive personnel; directly and indirectly participates in the implementation of education; prepares highly qualified specialists for the education system, science and society; provides scientific and methodological support of the educational process at all levels of the system of continuing education.

It should also be noted that the modernization of society depends on the achievements of science. Modernization, on the other hand, does not reflect certain areas of society, but rather covers all areas that are necessary for society. In particular, the development of society also depends on equipping young people with democratic processes. To this end, the involvement of young people in various public organizations, especially those that shape patriotism, increases their activity. The roundtables, discussions and debates that take place in these organizations expand their worldview. After all, if our goal is to build a civil society, young people must integrate this area. "Civil society is a necessary, rational way of social life based on law and democracy, which

guarantees the free choice of forms of economic, political and cultural life, the rule of law and human rights and freedoms, multi-party, political institutions, diversity of ideologies and opinions. - a social system with high status and high status of self-governing bodies.

Although the formation of political, economic and ideological ideas in young people is not a one-day task, achieving it gradually is a requirement of the times. The economy and youth activism are two inseparable areas of life and development of any country. These areas do not deny each other, but rather support each other, integrate, develop and improve. In fact, if economic growth, development is the body of our society, the high spirituality-enlightenment and the maturity of political and legal consciousness determine its spirit, its whole activity. Thus, "The transition to market relations is a historical necessity that requires a high level of spiritual life of society, ideological, political, legal, cultural and spiritual maturity of man. The spiritual maturity of the people is one of the most important factors in ensuring the transition to a market economy. The development of the economy in the transition to market relations is itself patriotic. In fact, ensuring that these processes are integrated in young people also depends on values. Values are also a natural resource for young people to realize their noble intentions. Consequently, values are also one of the important factors in strengthening the foundation of independence.

It should be noted that every person will lead to a crisis as long as any nation does not understand its identity, especially its values. Unfortunately, most explanatory dictionaries do not include concepts that require the same content and form, such as "value", "national revival", "national consciousness", "national pride". For example, the two-volume "Explanatory Dictionary of the Uzbek language", published in 1981 by the Moscow publishing house "Russian language", which contains 60,000 words, does not define the meaning of these words. However, the above-mentioned concepts are a necessary condition for increasing youth activism. So, it can be concluded that until independence we did not try to increase the activity of local youth, on the contrary, barriers were built. So, colonialism is the result of the policy of turning the people of our country, including the youth, into mangroves, losing their centuries-old rich and unique national heritage and culture.

Focusing on value helps young people express their inner feelings. For example, one of the Russian scientists VP Tugarinov in his book "On tsennostyax jiznii kultury" gives such ideas. "Values are the essence or aspect of an event in nature and society, which are the real or ideal blessings of the life and culture of people belonging to a particular society or class. The reason these blessings are called values is that people value them because these values enrich their personal and social lives. That is why people defend the values at their disposal and strive to realize the values that are the goal or ideal for them. Values are first and foremost life itself, because the loss of life precludes the use of all other values, the remaining values are, in fact, the essence of the blessings of life, cultural values. So, when we define value, we need to understand the sum of natural and social phenomena that serve the interests and aspirations of the nation, people and social groups, society, and are therefore valued by the nation. After all, it must become necessary to accept value as a source of its importance for patriotism.

A correct understanding of the phenomena of nature and society, the analysis of its positive aspects and the drawing of positive conclusions also serve as a basis for increasing the activity of young people. Values serve to ensure the spiritual maturity of young people, which is the first; second, values are a means of linking history with the present and the future; third, values are

a powerful force that nurtures spiritually and enlightened mature, well-rounded people. Fourth, values are the primary vehicle that connects our society to the secular community. Therefore, the creative development of national values by enriching them in form and content is a requirement of the times. These are historically strong roots for increasing youth activism.

After all, while part of the national-spiritual heritage is values, spiritual heritage is more comprehensive than value. Because the structure of spiritual heritage is multifaceted. Spiritual heritage includes historical, historical heritage, historical memory, cultural monuments, fairy tales, artefacts, ancient manuscripts, masterpieces of science and philosophical thought, art and national literature, moral qualities, religious beliefs, customs, traditions and ceremonies, enlightenment, education and so on. Therefore, the inculcation of these processes in young people can play a significant role and motivate them to increase their activity, strengthen independence by young people, establish the necessary roots of patriotism and activism, the Motherland and national values and traditions.

In conclusion, the following conclusions can be drawn: first, in strengthening independence, young people must first embody the concept of homeland, understand its content, form, essence, develop in themselves a constant ability to speak the word homeland. Second, they need to feel the interconnectedness and dialectical relationship of the concepts of patriotism with the word Homeland through their conscious thinking. Third, in the process of modernization, they must understand the roots and sources of patriotism, the guidelines for achieving patriotism and have the skills to implement it. It is a requirement of the time that these areas become a necessity for the Uzbek people to accept their traditions and values.

After all, we must recognize that spiritual and moral growth is also an important factor in ensuring the activity of young people. The modernization of society, any society, is reflected in the spiritual and moral qualities of the peoples living in terms of their time. When the spiritual and moral qualities of the people living in the society, especially the youth, are enhanced, the renewal of the society is accelerated. Consequently, no matter how difficult it may be for young people to acquire high spiritual qualities, it is just as honorable. The more highly spiritual and moral people there are in a society, the faster the progress will be. As a result, people tend to stay away from lifestyle challenges. This does not mean that the contradictions and contradictions in the way of life of people will disappear, but any society, including the process of modernization, will continue to create new problems. The denial-denial continues. It is in this process that high-spirited young people easily overcome difficulties and contradictions.

## CONCLUSION

In our opinion, national-spiritual growth is of great importance. As mentioned above, the myths, legends, epics, works of art and literature passed down from ancestors to generations form the methodological basis of spiritual growth in the process of modernization. So:

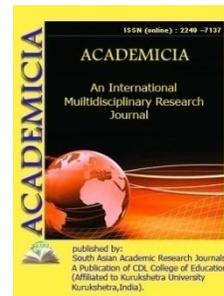
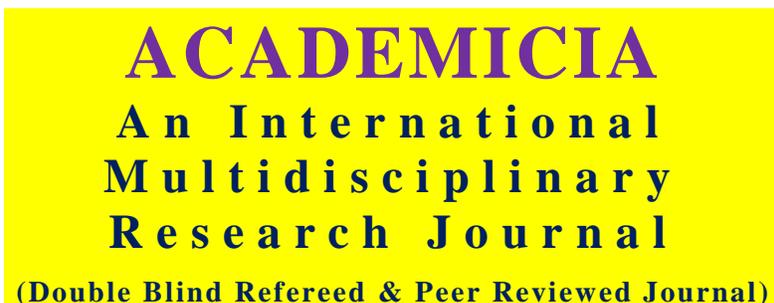
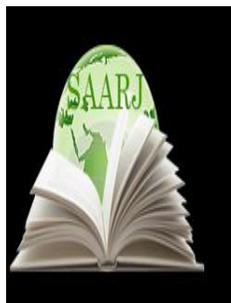
- First of all, for the modernization of society, it should be natural that the spiritual growth and content and form become a necessity for every age. Because the modernization of society requires the formation of tolerance, humanity, diligence and humility, and the elimination of dependency. Activity, on the other hand, requires interaction, connection, and relation with them;

- Secondly, the integration of spiritual and moral development requires a methodological framework. These foundations can be found in the history of the Uzbek people. Such methodological foundations still exist today.
- Thirdly, in order to improve and develop youth activism, it is necessary to draw conclusions from the difficulties and contradictions of the first quarter of the century of our independence, as well as the creative work done
- Fourth, the activity of young people in strengthening independence in the process of modernization will help to achieve certain results. Therefore, it is the sacred duty of every intellectual to arm the youth in detail and consistently with patriotism and the national idea, to take into account its continuity.
- Fifth, in order to strengthen independence, it is necessary to familiarize young people with the activities of those who sacrificed their lives for the Motherland and to make feature films about them, to make visual weapons, to translate patriotic works and instill them in young people.

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## PARADIGM OF PERMANENT COMPOUNDS

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### ABSTRACT

*The article focuses on the differential and integral features of permanent compounds, their semantic properties, different interpretations in the scientific literature. In terms of the stability of the lexical units in the composition, it is also possible to include riddles in the series of paremas. Because they also have the signs of "stability" and "readiness" typical of parems. Thus it is recognized that a group of proverbs merges with sayings, the disappearance of the distinguishing sign between them, as a result of which a single stable unit in its meaning becomes indistinguishable when a proverb can be considered a saying.*

**KEYWORDS:** *Permanent Compound, Parema, Proverb, Saying, Aphorism, Riddle, Semantic Transposition, Informative Completeness, Opposition, Relevant Signs.*

### INTRODUCTION

Permanent compounds in the scientific literature have been called differently by different authors up until now. In particular, in the "Linguistic Encyclopedic Dictionary", all such compounds are expressed under the term "phraseological unit", idioms, proverbs and sayings; winged words, aphorisms; such as How are things? Are you in a good mood? stamps are included in its

composition. Signs of "semantic transposition", "stability" and "readiness" are recognized as important and universal signs of phraseology [1,559].

In particular, the paremiological unit closest to the proverbs is the sayings. Proverbs and sayings are so close to each other that although in many literatures the names of proverbs and sayings are mentioned separately, but in most cases they do not differ from each other. In some literatures, however, different characters are considered as distinguishing marks. In particular, H. Berdiyurov and R. Rasulov describe proverbs as "grammatically complete, small, concise, sharp, wise folk expressions used in a figurative meaning, or in a figurative meaning, as well as in their own meaning", and the sayings as "short, concise phrases that express educational, instructive meanings, grammatically complete, but only in their own sense - used in the right sense."

It can be seen that in these definitions the distinctive sign between the above two units is taken as the sign of "portable usage", "semantic transpositivity". At the same time, it is stated that the proverbs are neutral in relation to this sign, some are used in a figurative sense, and some are not used in a figurative sense. Thus it is recognized that a group of proverbs merges with sayings, the disappearance of the distinguishing sign between them, as a result of which a single stable unit in its meaning becomes indistinguishable when a proverb can be considered a saying. Therefore, in the "Explanatory Dictionary of the Uzbek language" as a differential sign between a proverb and a saying is taken not the sign of "semantic transposition", but the sign of "informative completeness", and this sign serves to clearly distinguish members of the opposition.

In particular, the proverb is described as "a concise, figurative, complete and wise phrase, speech, created by the people on the basis of life experience, usually with a teaching content" [3,569], and the saying is described as "a figurative expression that does not express a complete meaning, a wise word (for example, when the Red Snow falls, when the penguins fly)" [3,555].

The two-volume Encyclopedic Dictionary also gives a similar definition to the proverb [5,498]. At such times, proverbs have the sign of "informative completeness", which is characterized by a strong member of the contradiction, and the saying does not have such a sign. This member is considered weaker than the character on which the opposition is based. Based on the sign that is the basis of this contradiction, it is possible to show the unifying and distinguishing signs between the proverb and the saying. The above two permanent compounds have something in common with the first two signs, these two signs are the integral signs for these compounds. It is partially contradicted by the third sign, because some of the proverbs have the sign of "semantic transpositivity". Proverbs are therefore considered partially marked according to this sign and are denoted by the sign ( $\perp$ ). Proverbs and sayings contradict each other with the fourth sign.

In the paradigm of permanent compounds (paremas), proverbs and aphorisms are also close to each other. In the "Explanatory Dictionary of the Uzbek language" aphorisms are considered as compact, profound, authoritative; words of wisdom "[2,118], H. Berdiyurov and R. Rasulov emphasize that aphorisms are "simple, wise expressions representing the general idea", stating that they are of two kinds: verbal and linguistic aphorisms, and aphorisms of a particular person are verbal, popular, and linguistic aphorisms that have become public property [6,12].

Indeed, aphorisms differ from proverbs in that the author of aphorism is known. Over time, aphorisms become proverbs as a result of becoming public property. Proverbs and aphorisms have in common with three signs, which is considered their integral sign. They are distinguished from each other by the next sign.

Nowadays, many authors recognize the distinctive signs that are unique to each of them and emphasize that they are separate units. So, proverbs, sayings and wise sayings, i.e., aphorisms, are recognized as components of paremas. Their unifying features are "stability", "readiness", "semantic transposition". If these three signs are important features of paremas, and these signs are paradigm-forming characters, then it is necessary to add riddles to the paradigm of paremas [8,36]. Because the riddles also embody the abovementioned three signs that make up the paradigm of paremas. For example, the stability of the components of a compound, such as no snow on the pile, it's one with thousand eyes, forms a commonality with permanent compounds according to the signs that it is ready to be introduced into the speech by the speaker. If we add riddles to the list of permanent compounds according to these integral features, then the structure of paremas consists of proverbs, sayings, aphorisms and riddles.

In terms of the stability of the lexical units in the composition, it is also possible to include riddles in the series of paremas. Because they also have the signs of "stability" and "readiness" typical of paremas. In the Explanatory Dictionary of the Uzbek Language, riddles are "a brief description of what is to be found, an event, and something like that, represented by symbols and analogies; puzzle" [4,148]. So, the important features of the puzzles are "stability", "readiness" and "puzzle". The last sign serves to distinguish puzzles from other permanent compounds.

Some authors, on the other hand, deny that proverbs, sayings, and aphorisms are separate units, emphasizing that they are different names for the same phenomenon. For example, in the preface to the book "Uzbek folk proverbs" by academician Sh. Shoabdurahmanov, we read: "Although proverbs come in many forms, such as proverbs, parables, sayings, wise sayings, aphorisms, they are strengthened in the form of proverbs in modern Uzbek." [10,5].

From the above, it is clear that the author understands proverbs, sayings and aphorisms as a single phenomenon and does not pay attention to their specific signs.

G.Salomov distinguishes proverbs and sayings from each other: "A proverb is a phraseology and speech that is widely used in language, figuratively expressing things and events. The proverb expresses the speaker's attitude to the content of his speech" he emphasizes. The author considers the idiom to be a stable phrase that has an indivisible, portable meaning [7,263].

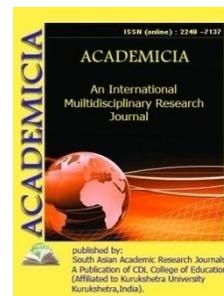
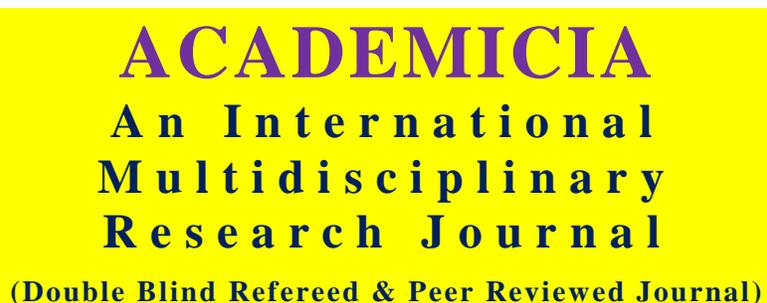
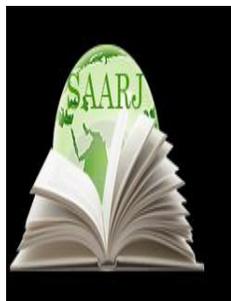
Permanent compounds have a total of six relevant signs, two of which are symbols that unite all permanent compounds, and the rest serve to distinguish them from each other. Phraseologisms differ from proverbs, sayings, aphorisms, and riddles, which are combined into a paradigm of paremas with the sign of "semantic transpositivity". Some of the proverbs approach phraseology with a figurative meaning. The transition from proverbs to phraseology reflects an intermediate point in the process of phraseologization. A similar intermediate situation is observed between aphorisms and proverbs. The over-popularization of some aphorisms obscures the sign of "copyrights" and leads to their praise.

Thus, phraseological units are distinguished by the features of "stability", "readiness", "semantic transpositivity", "informative completeness" in the composition of permanent compounds.

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## SPORTS SPHERE LEXICAL UNITS

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### ABSTRACT

*The article discusses the specific features of the sectoral layer, the differences in lexical content, the presence of specific lexemes of each industry, as well as the lexical units of the sports industry. A number of researchers, on the other hand, prefer to divide this layer into terms, professionalism, professional jargon, and nomenclature. The role of industry vocabulary in sports is also significant. The reason is that many units of common use are also used as terms in sports terminology.*

**KEYWORDS:** *Lexical-Semantic Group, Terminological System, Universal Lexical System, Layer, Term, Concept, Level Of Consumption, Sports Terminology, Specific Lexeme, Intermediate Field.*

### INTRODUCTION

It is known that not all lexical layers - lexical-semantic groups, including lexical units in terminological systems - cannot relate to each other in the same way to all types of semantic relations. Only some of the types of semantic communication in this or that field can be seen

under the influence of interleaving factors, such as the specific features of each field layer, the difference in lexical composition, the presence of specific lexemes of each field [1,8]. With this in mind, it is expedient to study the field lexicon from the object itself.

M.Abdiev in his monograph "Problems of system analysis of field lexicon" [2,117] gave a detailed explanation of the general lexical system, words, terms, concepts, and said that even if the word is used at the terminological level, also writes that the scope of consumption cannot be completely limited. It follows that as a result of the use of common units in the formation of a particular terminological (lexical-semantic) level, these units form an intermediate level. The scientist distinguishes them as two-plan lexical units used in both term function and non-term function, recommending their expression by word / term term [2,9]. Such issues were also raised at the end of the last century and have been one of the most problematic situations in defining levels [3,112-119].

There are some works on terms and terminology in Uzbek linguistics [5; 6; 7; 8; 9]. A. Madvaliev, one of the scholars who has conducted extensive research in this area, defines the term as follows: "The term as a lexical unit belonging to a limited lexical layer is the main object of terminological research, an important source of terminological dictionaries" [9,29].

G. Ismailov's research on the semantic analysis of the terminological system of the Uzbek language refers to the methods of formation of terms, in which the development of terminology is widely discussed. According to the author: "Simple vocabulary and terminological vocabulary are inextricably linked. But it is also the case that the terminology itself is enriched autonomously, i.e. the term of one field becomes a term of another field as a result of semantic shift.

Currently, the development of sports journalism is leading to the Uzbekization of some sports terms.

Let's look at some of the thematic groups in sports terminology.

Most of the sports terms related to the game of football are in English. For examples, A.Y. Shutova states the following:

- the need to name a new sport (curling, squash);
- the need to distinguish between closely related concepts (runner, sprinter - short-distance runner; linesman - line referee; marker - assistant referee in cricket);
- specialization of the concept (referee - sports referee);
- popularity, attractiveness of a foreign language product (match, set, ball);
- celebrities use a lot of misleading words in the media [10,5].

Although most of the sports terms related to football are in English, a layer of Uzbek words related to the field has been formed in the Uzbek language so far.

For example:

1) "person" semantic units: referee, assistant referee, player, opponent, line referee, goalkeeper, defender, midfielder, striker, attacker, midfielder, center defender; these units are used

successfully in place of foreign words such as referee, linesman, player, goalkeeper / goalkeeper, defender, midfielder.

2) "situation" semantic units: game, offside, dangerous tackle, victory, defeat, revenge, appeal, penalty, penalty kick, derby, total football, disqualification, kick, knock down, kick, goal, combination, dribbling, disqualification, match-fixing, break, etc .; of which appeal, if the goal is an international term, is used to indicate the scale and level of the derby, total football, dribbling game, the term penalty kick is actively used instead of penalty;

3) "subject" semantic units: whistle, ball, card, red / yellow card, line, camera, goal line, goal post, goalposts, etc .;

4) "place" semantic units: field, center, right wing, left wing, penalty angle, penalty point, reserve, etc.

Signs such as the unambiguousness of the terms, the absence of various emotionally-expressive colors, and the fact that they are understandable only within a certain area mean that the study of sports lexical units under the name of terms does not fully cover them. For this reason, scientists recommend studying the field lexicon as types such as terminoids, nomenclature, preterms, quasi-terms, professionalism, professional jargon, terminology, term combinations. A number of researchers, on the other hand, prefer to divide this layer into terms, professionalism, professional jargon, and nomenclature. The role of industry vocabulary in sports is also significant. The reason is that many units of common use are also used as terms in sports terminology.

Sectoral units related to sports, on the one hand, are part of sports terminology, on the other hand, belong to the general consumer stratum. In other words, the active layer of the sports industry lexicon is the lexical units used by the public.

The separation of sectoral vocabulary provides solutions to a number of problems in language learning. Including:

1. The problem of the homonymy of terms, which have the same source and are interpreted differently in different disciplines and directions, is solved.
2. Concludes that scientific terminology consists of several layers.
3. Each field allows to have its own terminology, the determinants in the term indicate which field they are specific to.
4. Serves to reveal a certain hyponym of a word-term.
5. Multiple semantic units lead to their expression as a word-term in dictionaries. The result puts an end to the problem of whether many words are ambiguous or homonymous.
6. Each word-term is allowed to enter into separate paradigmatic and syntagmatic relations in its branch lexicon, as a result of which later there is a formation and serves to enrich the vocabulary of the Uzbek language.
7. One of the peculiarities of sectoral lexicon is the presence of compound terms in its structure. While this aspect proves to be an intermediate phenomenon, on the other hand, it imposes the responsibility of finding simple alternatives to these complex units.

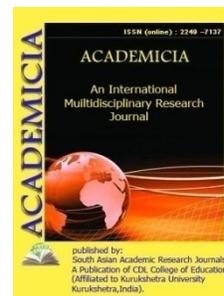
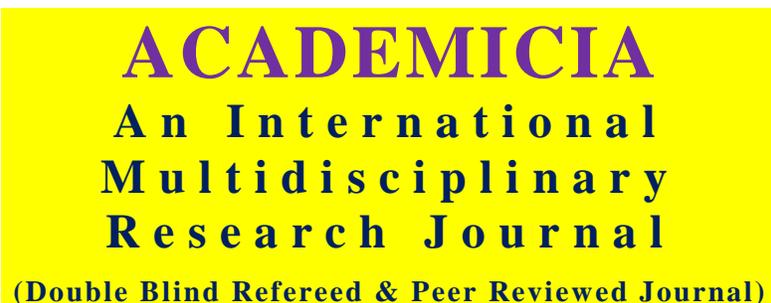
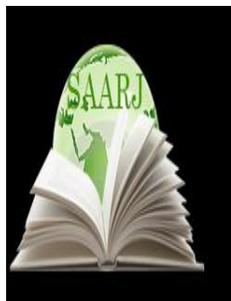
8. Terminological doublet sectoral lexicon differs from other lexical levels by its systematic nature.

In short, sectoral lexicon differs from other lexical levels, such as terminological lexicon, by its systematic nature. Sport is part of the culture. Therefore, at some points in the classification, the cultural semantics of sports-related lexemes also serve a differentiating function. The international nature of sports terms also to some extent reflects the contribution of Western culture to science and world culture.

Study of sectoral vocabulary related to sports shows that their classification, identification of areas of application, the formation of simple and unified terminology are important tasks.

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## COMMERCIALIZATION OF MEDIASYSTEMS AS A FACTOR OF DEVELOPMENT OF ONLINE JOURNALISM IN UZBEKISTAN

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### ABSTRACT

*In the article discussed the mechanism of the process of commercialization of media products and the information model of the internet media as the main element of commercialization is very complex by nature of the news segment of the Internet Media: article technical, form legal, purpose socio-economic. Each of its components is considered to develop a serious supply of information (information-technological, information-analytical), which is the basis of the process of commercialization of media systems.*

**KEYWORDS:** *Internet, Communication, News Channel, Public, Information Models, Internet Media, Media Product, Commercialization Of Media*

### 1. INTRODUCTION

Already, it is safe to say that online publications and Internet representations of news agencies have become quite an effective communication channel. An important argument in favor of electronic resources is the fact that today, for most journalists of traditional publications, the

Internet has become one of the main sources of information. According to the Public Opinion Foundation, in the fall of 2010, the proportion of Internet users among the adult population of the country is 40% (or 12 million people). At the same time, 7-8 million people can be attributed to the active part of the audience accessing the Network at least once a day. Two years ago, about the same coverage was a monthly Internet audience (10.7 million). In large cities (with populations of 100,000 or more), Internet penetration exceeds the average for Uzbekistan. In cities with populations from 100 thousand to 1 million people, the monthly Internet audience is about 45%. In small towns and villages, the Internet is still not so widespread, but it is here that the largest increase is recorded: over the season (since summer), the Internet audience in cities with a population of less than 100 thousand people and villages has grown by about 10%, and over the year - by 28% and 31% respectively [1, 45-51].

All online media are divided into three types:

- The first is a complete copy of the materials of the printed publication on the Internet;
- The second is popular print media, which have an independent online edition, but at the same time the archive of the printed publication in electronic form is posted on the site;
- The third is a full-fledged independent online media.

On the Internet, such an integral feature of the media as periodicity is manifested in a new way. We can say that the generally accepted idea in the media community about the regularity of publications (publication, broadcast) of print media, radio and television programs in the new environment "does not work". True, the daily, weekly, monthly frequency of content updates is transferred from the parent offline publications to their online versions, but even in this case such "old" approaches are combined with new sections updated in a different rhythm (for example, news feeds in online versions of daily newspapers can be updated every hour).

The web edition, like any print publication, has its own edition, i.e. materials posted in it are edited. It seems to be taken for granted - if there is a publication, then it should have a revision, however, the Internet provides the possibility of existence of publications in which the materials are not edited, but are placed by the authors themselves at their own peril and conscience. In the dissertation, various online editions were analyzed and a typical structure of the online media editors was compiled, which is as follows:

**Table 1. "Edition of the online edition"  
Editor-in-chief (if there is a traditional media)**

Chief Editor of Internet Services					
<b>Editorial department</b>	Technical department	Advertising department	Video service	Press office	
<b>Section Editor</b>	Technical Director	Advertising Director	Producer	Media Manager	
<b>Staff Journalists</b>	Programmers	Designers	Filmmakers	Business Manager	
<b>Freelance reporters (freelancers)</b>	Layout designers	Animators	Operators	Manager for work with state bodies and authorities	
<b>Proofreaders</b>	System	Copy writers	Sound engineers	User	account

administrators	manager
<b>Invited Authors</b>	Editors Public Relations Manager
<b>Photo graphers</b>	

The social network is an interactive multi-user website, the content of which is filled in by the network participants themselves. The site is an automated social environment that allows a group of users to share common interests. These include thematic forums, especially industry ones, which have been actively developing recently.

Social Media Relations includes two definitions: 1) “Social Media Optimization” (SMO) - optimization for social media, a set of technical measures aimed at converting website content in such a way that it can be used as easily as possible in network communities. Having visited almost any media site, you can see the block “publish on a blog” or “post a link on a social network”. According to www.uz statistics, the most popular service for posting links to informational materials in Uzbekistan is a free cross-platform messenger for smartphones and other devices that allows you to exchange text messages and media files of various formats – Telegrams; 2) “Social Media Marketing” (SMM) - a set of measures that contributes to the promotion of the brand in social media. SMM includes the creation, promotion and promotion of groups, communities and pages on social media (Twitter, Vkontakte, Facebook, YouTube, MySpace, Yandex Photos, Flickr, Telegram, etc.), SMM includes working with official accounts and communities, so and monitoring of other informal groups, competitor groups, brand mention statistics, monitoring the number of positive, negative and neutral comments on company posts and posts that mention the company on blogs and social networks, table 2:

**TABLE 2. “SOCIAL MEDIA MARKETING”**

<b>Social Media Relations</b>	
<b>Social Media Optimization</b>	<b>Social Media Marketing</b>
<b>Work directly on the company website</b>	Work directly in Social Media
<b>Special layout of titles and publication of pictures</b>	Creation, maintenance and promotion of accounts, groups and communities
<b>The ability to register on the site using the mechanisms of Open ID and various APIs of Social Networks</b>	Monitoring Group and Brand Activity on Social Media
<b>The block of buttons on the site for publishing articles in links to them on social networks</b>	Regular update of information and work in Central Asia through Social Media

Electronic publications can post textual, photo, video and audio information, accumulating it in their databases. The first rule that applies to any material published on the site is its literacy. A large number of spelling and syntax errors will attract consumers to the site, but with a slightly different purpose than necessary, and ultimately the site will get the wrong popularity [2, 13-16].

The site visitor is primarily interested in what useful information he can find and what services to use, and only then, having found the information necessary for himself, he will find out about the

company's share in the market. The material offered to the visitor immediately after loading the resource is of paramount importance, the better the information provided, the greater the likelihood that the visitor will turn into a buyer.

It is on corporate websites that the manipulative model and the public information model are primarily manifested, because most sites do not have the ability to comment on their materials and news.

The work of a media specialist on the Internet is different in that you have to act in virtual reality. When preparing materials for electronic media, you must remember about the data format and size.

Internet publications publish (for example, [www.daryo.uz](http://www.daryo.uz), [www.kun.uz](http://www.kun.uz)), in the annotation to the article, pictures no larger than 340 pixels wide. The size (weight) of such a picture usually does not exceed 100 Kb, but so that journalists who do not understand graphic applications can publish their materials, they are set a threshold of 3-5 MB (a standard photo from a digital camera), after downloading the photo is compressed special program on the server, and is displayed to users already small [3, 67-74].

Video services, for example, YouTube allow you to upload a video of 1 GB in size, after processing it will become about 100-300 MB in size.

This allows novice "journalists" to lay out their stories quickly and not paying attention to size (this is what the server does).

Thanks to modern technology, it became possible to shoot the video on the mobile phone's camera and immediately place it on the site, thus, a large number of sites devoted to mobile reporting appear.

As you know, in a number of situations, direct communication is the best and often the most effective choice, for example, when the target audience is small and consists of disparate parts.

When publishing materials on video hosting services, companies can use several media models, for example, when "closing" the possibility of commenting, a "public information model" is used. When comments are possible, a two-sided asymmetric model is applied.

It is by keywords that the target audience can find the video and watch it. The signature can greatly change the semantic load of the video clip. If the video lasts only 5 seconds and only the tiger jump and scream can be seen on the screen, then the video is regarded differently, but the signature can change the attitude towards it in one direction or another [4,19-27].

When events associated with a change in the political situation in a country occur, a signature can seriously change the attitude of society and attract supporters, both one and the other, into the ranks. As an example of a video, on the screen we see a crowd of people with weapons, they are running, turning cars, shooting. The first version of the signature "Rebels during the occupation of the parliament building" - the minimum provision of information, users and representatives of the media will have to look for additional information; The second option, "The opposition party, after a 2-hour assault freed its associates from captivity and demands the government to resign" - a different emotional color, the "rebels" from the first signature become "liberators", while the information remains "true" in that another option. The public, depending on the information provided to it, will react differently to the events. Most often, such methods

are used to smooth out the emotional coloring of what is happening and not to bring society to revolt [5, 45-51].

When preparing news materials for electronic media, it is necessary to pay attention to the fact that the speed of the Internet is different for everyone (despite the fact that almost no one has access via a modem connected to the phone, there are companies in which the speed of Internet connection for staff is significantly limited).

When a specialist prepares material for a journalist, it is best if he creates a separate press folder on his company's server in which he will upload materials sorted into folders (Photo, Video, Text, Audio), then you can send the press release, as well as links to already laid out materials (the full path to the file, for example, "http://www.saytkompanii.ru/materials/foto/kosovo/12.jpg" - at the same time, do not forget that all folders should be called in latin letters. that these folders will be updated regularly.).

The captioned signature carries a great semantic load, which allows specialists to send journalists in the "right direction". Different signatures to the same photo in different ways make the media representative react to the situation, thereby changing the preference of the journalist when writing and publishing material.

With the advent of social networks, the usual usage of Internet users included such words as: Telegram, twitter, facebook, classmates, forksquire, altergeo, calorie, myspace, linkedin - the names of popular social networks; Tweet, retweet, replay, post, repost, tape, subject, direct, digital, friend, bots, multi-letter, check-in, badge - actions and definitions of users on social networks [5, 64-72].

Every year there are more and more social networks (including anonymous), their appearance leads to the modernization of activities

Ordinary users and online companies. And as a result, to increase the number of false messages on the Internet.

Bloggers are currently de facto social journalists. "But you need to keep in mind that, unlike ordinary media representatives, there are much more insane people on the Internet ... If you can ask a journalist, convince him of something, then it's impossible to put a block to a blogger. Therefore, any information on the Internet should be based on the principles of openness, and the company should understand that it cannot agree with anyone and about anything. You need to be aware that you have to play honestly, no matter how scary it sounds. "

Most users from actively speaking turn into listeners, this is explained, in particular, by the fact that users begin to lose interest in social networks, other, more functional and interesting services, the number of social networks is constantly growing and it takes more and more time to track your online activity in different projects.

Researchers identify four main reasons for using social networks: communication, increasing popularity among peers, entertainment and professional goals. At the same time, the number of simple sentences in messages on social networks is much more than complex sentences, this is due to the fact that the number of characters in social networks is limited, and they need to fit everything that the user wants to say.

Internet technology is the fastest way to disseminate information today, and with the advent of services microblogging - a new genre of online journalism has appeared and it can be called as well as one of the most popular services - Telegram-journalism. An important feature of Telegram is the ability to communicate with readers - other bloggers who tweet their blogs [6,12-19]. Users can subscribe to other people's blogs and read them in a single stream. Brevity, convenience, efficiency, interactivity, multimedia, a wide range of readers - all this makes Telegram the most popular blogging, news distribution service.

The Internet, as a means of forming publicity, combines all four media models. This is probably due to the fact that a number of sites does not allow users to comment on materials and leaves no contacts other than e-mails for communication; in this regard, the “manipulative” and “public information” models can be found on a number of sites. However, unlike print media, on the Internet, government bodies and large state-owned corporations use “bilateral asymmetric” and “bilateral symmetrical” PR models on their websites. There is almost always the possibility of quick feedback on sites, and in some cases virtual assistants, who can answer most questions. The Internet has gathered all the characteristics that apply to print and electronic media. All aggregate factors influence the perception of information on the Internet, and in addition, the response of the target audience and discussion is of great importance.

Today, the media are experiencing a process that can be conditionally called the second wave of commercialization. The mass transfer of property of many Internet publications specializing in innovations from a legal form to a private form is carried out gradually. Looking from the outside, this process is almost unnoticeable due to a number of factors:

- Within the framework of the general process, the locality of each solution leads to a valid interruption between the general cause and its various consequences;
- High level of adaptation of its new participants in the formed and functioning structure;
- Wide spread of such social practice in other areas of economic and social activity;
- Small consolidated mobility of social audiences;
- Uniformity within each specific demand area, which allows different sources of information to replace one another, the priority of materials in terms of brand offer.

Nevertheless, this process has attracted the attention of media professionals, representatives of the professional community at all levels, as well as media researchers, not only because of the scale not inferior to the first wave of commercialization of media, but also because of the trends and prospects inherent in this process

The development of the national media market shows that advertising has become a major source of new investment, not only has it become a type of support for the media by the audience at the moment, it has become the basis for the rapid development of the entire media System [1].

In the media market, a two – tier structure of revenues is observed: on the one hand – receipts from viewing the pages of the site, specializing in news related to the quality of journalistic content and its compliance with the information needs of readers, that is, with compliance with the demand; on the other hand-payments for advertising content related, to the number of Against this background, on the one hand, the interests of the audience, its information needs,

and on the other hand, potential advertisers, investors, sponsors have to maintain a balance between the interests of a particular audience.

In recent years, there have been drastic changes in the world media. Growing competition is forcing the media to use strategies that could wipe out the link between content and advertising and seriously undermine it [2].

Over the past decade, the commercialization of the media segment on the Internet has developed several key models. Within the framework of these models, the media can go smoothly with respect to compliance with the laws of the market economy. Conditionally we define these models as follows:

- Commercial content model;
- Production concentration model;
- Communicative (local) model.

At the stage of differentiation of the underlying factors that make up the basis of the proposed models of filings and the provision of a primary description, we have identified a specific feature: each of the models refers to only one specific structural unit of the activity of the Internet media.

This allows us to come to the conclusion that in each specific situation, the localization of commercial processes at one level of production, that is, the isolated integration of publications, and, ultimately, the transition of news portals and a large share of the professional community to market relations.

The commercial content model provides for the evaluation of commercialization as a commercial content strategy. Commercialization becomes a factor in which media is introduced into a specific "foreign body", from the outside, and therefore does not completely cover it. Thus, the main medium, which includes the general concept of publication, is excluded from the concept of competition in the product media market, the function of which is to attract the mass consumer, which gives its place to a specially adapted content.

In the Society of market economy period the development and character of the system of publications is determined by the overall impact of economic, ideological and political factors.

## **2. MATERIAL AND METHODS**

But in the end, the economic factor plays a special role [3]. The structure of the formation of this model was formed under the influence of a number of factors of the National media market conjuncture. First and foremost, the participation of the state in this business as a partial or total proprietor was impressive: 20% public and 80% Private Internet publications. In accordance with the media market structure reviewed in our study, the allocation is not conducted according to the principle of publication appropriateness. State news sites are considered to be market participants anyway, despite the presence of state support.

It turns out that public and Private Internet publications occupy a certain share of the market due to the uniqueness of their basic information, which generates a constant income from subscriptions. The market for these publications is not only an additional source of income, but

can also operate technically even in its absence: in fact, these publications have become one of the market factors.

The need to enter into competition with such large affiliates of the market is that a large part of the product offered by Private Internet publications should be adapted to such conditions of competition, that is, Internet publications should formulate special messages aimed at achieving a competitive advantage, which have nothing to do with the content of the main concessions. Market mastering is carried out based on the creation of special commercial elements of a particular content from the main produced product.

Long historical experience shows that relying on "scandals, investigations, Gossip" generates huge profits, first of all attracting large audiences capitalizing on revenues from advertising [1]. The publication "given" to advertising is highly likely to be separated from its readers. "Even if advertising is of no informational or cultural importance to the audience, its media is undoubtedly the first and main source of funding, as an important condition of their profitability" [4].

The essence of the model of production concentration looks at the media enterprise as a subject of material production. The essence of this model is the unique trend of the emergence of the media market, which is considered one of the elements of the emerging markets (such as the advertising market in terms of realizing the potential of mining, as well as the media product market in terms of the material component of production).

The production concentration model is a specific alternative variant of the formation of commercial content due to the absence of other competitive aspects. The costs in this case are compensated from the account of the sale of commercially profitable tokens: what is carried out on the account of content in a model is achieved here in the form, the account of material production.

As can be seen from the description of the above models, the basis of their development is the optimization of costs for production activities on account of the involvement of the Internet media in competition in the peer-to-peer market. The unifying aspect of these two models – this is on the basis of them lies in the optimization of costs for the production of the main product. They do not allow to achieve, to achieve, the main goal of the commercialization process, that is, to receive income on the account of the sale of media goods as a component of the social institution of the media. This means that media product has been able to solve the problems with the financing of production so that they are not directed to make a profit on the account of its implementation.

In this regard, the communicative model of media commercialization looks promising. Its essence lies in the realization of the commercial potential of the communicative component of media activity. In practice, for this model, the forms and types of use of feedback with the audience are more important than the content: instead of reporting, communication goes to the first plan.

The insistence of audience parameters on toys media and the success of a particular web journalist depends on their ability to clarify them. These data are necessarily included in the business plan of the publication or broadcast program [6]. This approach is primarily aimed at the formation of a communicative provision of notification, the calculation is carried out

depending on the specific prospect. This is logical, because with the help of this publication, the prospects for expanding and enriching the range of information offered to the level of participation of the audience in Mass Communication depend.

Journalists spoke with users in a normal language, helped in solving household problems, began to act, most importantly, listen. The main factor was communication, direct contact with a potential audience served, and in the end this led to the development of two systems, such as any interaction, effective joint work. The nature of these practical examples allows us to think about the extent to which the application of this commercial model is limited to a certain extent: it works on the example of a private media segment, but does not correspond to the scale of the state. This limitation is due to the difference in the composition of the public and private internet media audience both in terms, and most importantly in terms of quality, but due to the issues of profitability of the overall implementation. Nevertheless, as a result of our research, we have come to a number of conclusions, including the fact that within the framework of the second wave of commercialization of the media, its orientation to the private segment in the future of the current developments, commercialization in media activities becomes a priority, due to its focus on the formation and application of the communicative model. In this direction, the further development of commercially independent media at the regional level allows to see prospects for the development of the media sector within the framework of another paradigm of interaction in the media audience system.

The news segment of the internet media as a key element of commercialization is very complex by Nature: article technical, form legal, purpose socio-economic. Each of its components requires a serious supply of information (information-technological, information-analytical), which is the basis of the process of commercialization of media systems.

From the point of view of commercialization, various processes are integrated into a single information and innovation process that creates innovation that meets production demand and satisfies media consumer frustration, creating conditions for commercialization (figure 1). The process of commercialization of Internet media systems defines the procedure and methods of searching for options for their implementation with the participation of subjects of commercialization of information and organizational model (lisenziat(L), intermediate(PL) and strategic lisenziat (SL).

The Model is used at all stages of the life cycle of a media product, including incomplete stages "thought", "the process of working on a media product", "finished media product", as well as with raw documents on the protection of basic results in the form of actual property.

Model media is divided into two stages for product implementation:

Stage 1 - media product completion (participation in the completion of the stages "idea", "work on media product", "finished media product" and the preparation of legal protection documents for the main results of media activity);

Step 2-use of mass media activities (implementation with the participation of SL).

The principle of the application of Bunda financing schemes is based on the SL, that is, on the principle of the final implementation of the activities of the mass media, it is carried out in 2 stages.

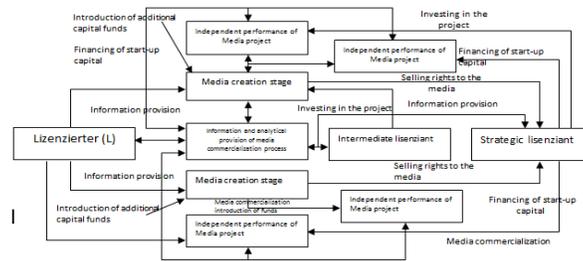


Figure 1. Information and organizational model of Media commercialization

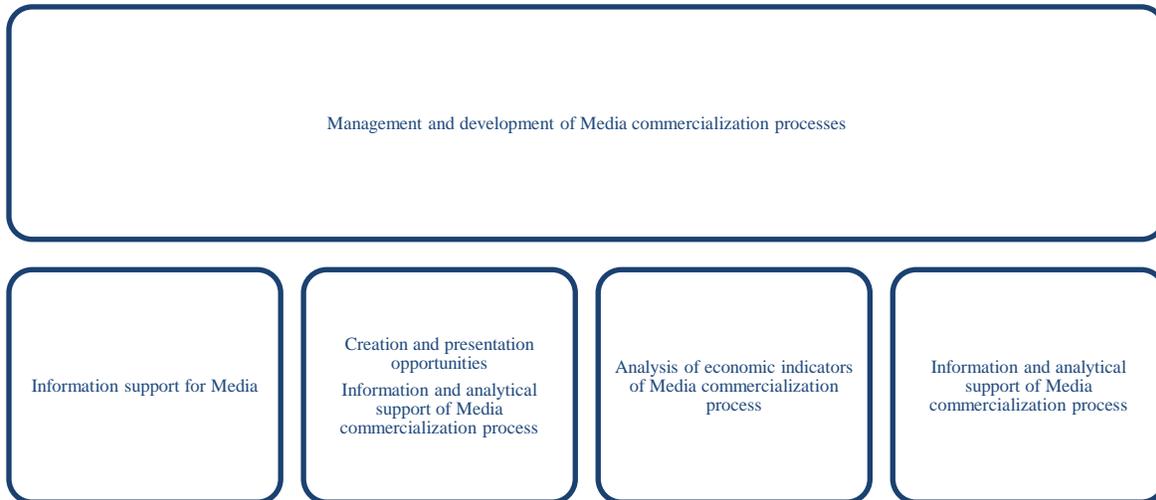


Figure 2. Information support mechanism of Media commercialization process

### 3. Results

Commercialization of information and media activities is a complex multi-component task of the organizational functional system. In the process of commercialization of the activities of the mass media, the situation of managing the case space of Information  $S$  and organizational support includes the main five components  $t$  in the optional time interval:

$S_1$  – a set of functions (orders) that are defined to complete and waiting in accordance with (when it is established);  $S_2$  – special equipment, software use, jobs,  $\rho^A$  employees involved in a collection;  $A$ ;  $S_3$  – involved employees;  $\rho^V$  bundle  $V$ ;  $S_4$  – volume of funds received in the period under consideration (current month);  $C_{np}(t_y)$ ;  $S_5$  – volume of collected current expenses  $C_T(t_y)$ .

$S_1$  component  $S$  cases makonida describes the flow of incoming service requests as a bit Field ordered of a certain length, designed to limit the collection of orders that have not been received for execution.  $S_2 \in S$  for componet, this approach is unacceptable to us, that is, changing the number of services performed during the process of satisfying this order after the events of the final character in relation to other commands is painful.  $S_3 \in S$  the componet is assigned the task of managing the distribution of the elementary functions of the executed commands.

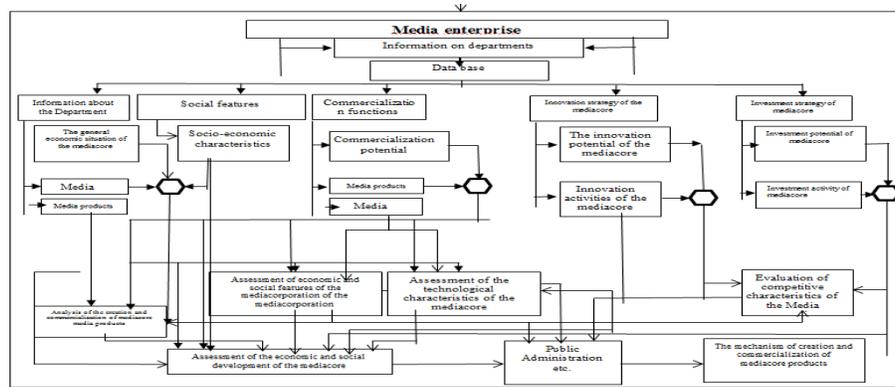


Figure 3. Information model of the process of commercialization of mediacorporate media products

It is proposed to design such a component in the form of a matrix  $M = |V|x|A|$ , strings are assigned personally to employees, columns-equipment engaged in information support. Components  $S_4, S_5 \in S$  in accordance with the purpose of strengthening  $C_{np}$  and current costs  $C_T$ , information related to software.

Components  $S^{n_1 n_2}$  correction of main events in the application for information support with tokens  $n_2$  or number  $n_1$  on time.

Changing many hundreds of functions to avoid viewing and storing in memory  $\gamma_1$  and  $\gamma_2$ , with their arrival, they are offered an automatic forming procedure. To do this, it is necessary to create some database of auxiliary information.

#### 4. DISCUSSIONS

Based on the proposed information and organizational model with a functional appearance, developed information support framework (fig. 3.3.2) it is a solution to specific problems by using the knowledge about the characteristics of the external and internal factors of the object of commercialization, allowing the management of the process of commercialization of the media.

Media Development and implementation opportunity research information support scientific and engineering potential scientific and technical and market information search scientific and engineering workers poll opinion and innovation project implementation opportunity within the existing potential of the enterprise include research definition (fig. 3).

The mechanisms that allow to assess the prospects for the independent implementation of the innovation product produced in the market should include, first of all, the collection and analysis of data on the results of mediarrivization.

This paper focuses on the analysis of media commercialization and development and is defined by three main types of tasks: information monitoring of regional problems, preparation of alternative management solutions for the relevant governing bodies (situation reports, problem-solving approaches, forecasts, etc.); preparation of analytical materials for higher bodies; formation of information and analytical products and services.

To assess the effectiveness of commercialization of the results of Media activities, the following groups of indicators are proposed.

Cost indicators: the cost of the region's media budget unit, characterizing the measure of intensity of research in the production of enterprises of the region; the cost of licenses, know-how; costs for the creation of media components; availability of regional funds, regional targeted programs that develop research initiatives and support the implementation of regional scientific and technical programs and projects.

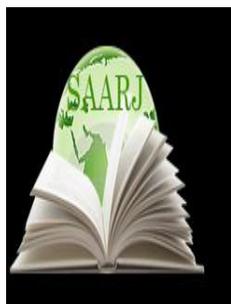
Indicators that characterize the dynamics of innovation process in Media enterprises: innovation; the duration of the media (media technology) development process, the planning of new product development and the cycle of new product production.

**Acknowledgements:**

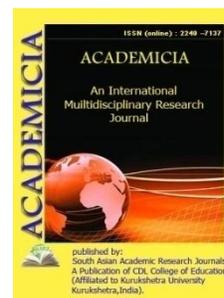
Foundation item: PhD doctoral student of University of Journalism and Mass Communication of the Republic of Uzbekistan

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## **ABOUT THE PRINCIPLES OF THEORETICAL BIOLOGY**

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### **ABSTRACT**

*The article analyzes the reasons why theoretical biology, such as theoretical physics, does not currently exist, and discusses the principles of theoretical biology. The energy principle also represents the efficiency of the function of a whole organism and its parts by the degree of energy saving. For example, an organism that consumes a lot of energy by consuming food is considered perfect. In the process of evolution, as the organism becomes more complex, the ability to produce valuable traits also increases, because the interaction between ontogeny and phylogeny is assessed by the value of genetic or other information generated in the organs. Thus, this science has not yet formed, since the prints of Theoretical Biology have not yet been fully developed.*

**KEYWORDS:** *Theoretical Physics, Theoretical Biology, Natural Selection, Convariant Replication, Complexity, Affordability.*

### **INTRODUCTION**

Theoretical biology, like theoretical physics, does not currently exist or has not been formed as a science. The basis of theoretical biology was originally Ch. In Darwin's theory of evolution, it is expressed in Mendel's law of the purity of gametes. Theoretical biology has been called general biology since the 19th century, and a number of fundamental works have been created in this field. These works have to some extent generalized the theoretical foundations of biology. The main reason for the absence or formation of theoretical biology is the lack of natural-historical biological principles of theoretical biology, such as the principles that have existed in theoretical physics since the eighteenth century and are still being developed, or have not been scientifically based and developed. NV Timofeev-Resovsky (1984) substantiated two such principles based on the achievements of physics, mathematics and biological sciences.

1. The principle of natural selection. Natural selection refers to the process of evolution in which individual traits that are beneficial to the organism are preserved and multiplied, and harmful traits disappear. If natural selection did not take place, living organisms would not be able to survive. Therefore, the idea that natural selection is obsolete and needs to be replaced by another concept or theory cannot be added to the comments at this time.

2. Convariant replication or heredity of living organisms the principle of transmission of information from generation to generation. According to M. Delbryuk, P. Drak, N. K. Koltsov's physicochemical model of chromosomes and genes, as a result of reproduction, the process of replication from molecules to cells takes place, and genetic and other information is collected, stored and passed from generation to generation.

Crystal molecules grow due to replication, and the multiplication of living organisms is called reduplication. These events the organic world becomes more and more complex from simple to complex. This can be seen from the level of information gathering. An example of this is the gradual increase in genetic information as a result of the evolution of the complexity of vertebrates. In particular, relative to the amount of DNA in mammals, the DNA in the genome of early chordates is 6%, in non-skeletal animals 17%, in round-mouthed 38%, and in some species of frogs and turtles 80%. Structural improvement is due to an unconditioned reflex derived from parental organisms, as well as a conditioned reflex that occurs during personal development is manifested in the behaviors that occur. It is very well developed in all animals, as well as in higher mammals, especially predators. NV Timofeev-Resovsky (1984) also stated the third natural-historical biological principle of theoretical biology based on a lot of scientific evidence. He called this principle progressive evolution. According to him, does progressive evolution occur when natural selection takes a long time? If it is necessary for scientists to use the methods of mathematical biology in solving this problem are considered necessary. In our view, the fourth principle is systematicity, in which systematicity represents the degree of complexity and integration of the structure and function of an organism. These include increased stratification of the body, tissues and organs, the provision of multifaceted vital functions, and oligomerization of homologous organs. The energy principle also represents the efficiency of the function of a whole organism and its parts by the degree of energy saving. For example, an organism that consumes a lot of energy by consuming food is considered perfect. It is characterized by the quality of enzymes, consumption of calorie-rich nutrients, low heat release into the environment. In the process of evolution, in parallel with the complexity of the structure of organisms, the value of some of the features that make up the structure and function of organs has increased, and the methods of reproduction and the mechanisms of reproduction associated with them have

improved. The importance of a particular organ is assessed by its “complexity” and “value” that arise in the process of natural selection. Complexity refers to the organism, and value to the organ and its functions, which increase in the course of evolution from one systematic group to a higher systematic group. Therefore value is a broader concept than complexity.

Due to the evolutionary simplification associated with reproduction, the structure of some organisms has become more complex, and the value of the organs that make it up has also increased. In particular, separate morphophysiological changes occur in the process of reproduction in samka and samets of representatives of 4 families of fish living in deep waters (Caulophrynidae, Ceratidae, Neoceratidae, Linophrynidae). Very small compared to the sametsa samka (in the *Ceratis holboelli* species, the sameta length is 1 meter, the sameta length is 15 mm), before reproduction, the sametsi penetrates the skin of the sametyi and its jaw, eyes and intestines are reduced and become sperm-producing tumors. At the same time, complex organs change their structure and become the sexual organ of the organism, which is valuable for the same stage of development, and this is a specific adaptation aimed at procreation, which occurs in the process of evolution. So when we say natural selection, the search, finding, and selection of characters that are valuable to organisms. In the process of evolution, as the organism becomes more complex, the ability to produce valuable traits also increases, because the interaction between ontogeny and phylogeny is assessed by the value of genetic or other information generated in the organs. As biological systems become more complex, so do their ability to produce valuable information. As the animal world evolved from simple to complex, so did the structure and methods of reproduction (M. V. Volkenstein, 1984). Hence, given that the complexity and value of an organism are also important for evolution, it can also be accepted as a principle of theoretical biology.

Thus, this science has not yet formed, since the prints of Theoretical Biology have not yet been fully developed. In the future, it is necessary to analyze, develop, determine the subject and the main topics of the prints of Theoretical Biology in depth. Bunda should be taken into account that the main themes of Theoretical Biology are the general theoretical basis for all areas of biology.

## CONCLUSION

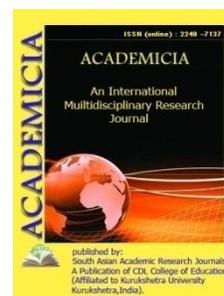
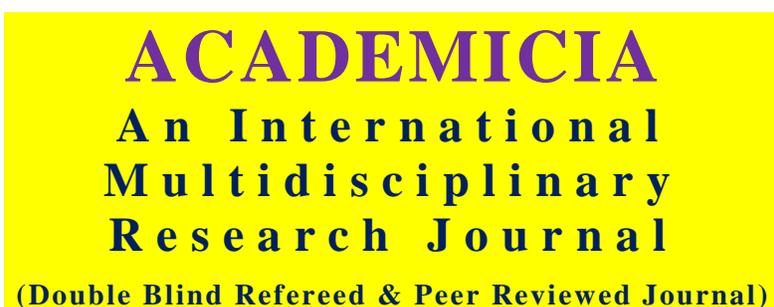
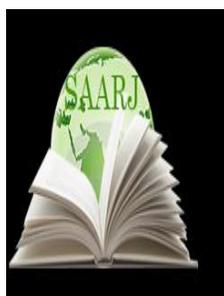
1. The Society of biologists of Uzbekistan has been established, and its one department should analyze the current state of laws, rules, theories and terms in all areas of biology, enrich it with relevant innovations and create an electronic platform that is constantly updated. This is a huge work, which should be attended by biologists of all research institutes and higher educational institutions of the Republic of Uzbekistan, as well as representatives of the general public.

2. Topics of Theoretical Biology, printouts, theories on biology, hypotheses should be identified and on this basis educational and scientific literature on theoretical biology should be created. This is important for the prospect of Biological Sciences.

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## THE CONTENT OF THE DEFINITION OF THE PHYSICAL DEVELOPMENT OF CHILDREN 6-7 YEARS OLD

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### ABSTRACT

*The article deals with the problem of the content of determining the physical development of children 6-7 years old. Physical education of children of the preparatory group for school requires special attention. The age characteristics of children in this group are favorable for achieving good physical development and health promotion. In the process of physical education under the guidance of a teacher, the child masters motor skills and abilities in accordance with the requirements of the program for each age group.*

**KEYWORDS:** *Physical Education, Preschool Institutions, Age Characteristics Of Children, Development, Health Promotion.*

### INTRODUCTION

Physical education in preschool institutions provides, first of all, the protection of life and health improvement of children, the timely formation of their motor skills and abilities, the development of physical qualities, the upbringing of cultural and hygienic skills and habits, the development of interest in physical exercises and outdoor games.

Physical culture and health-improving activities of preschool children should be aimed at increasing the resistance of the child's body to unfavorable factors of the external and internal environment, the development of mental and physical qualities and characteristics, interest and need for physical improvement, comprehensive formation of the child's personality [6].

Children of preschool age are sensitive to a targeted effect on the development of their motor function, improvement of the morphological structures of the motor apparatus. The full physical development and health of the child is the basis for the formation of the child's personality. Modern children, in most cases, experience a "motor deficit", i.e. the number of movements they make during the day is below the age norm, since children spend a significant part of their time in a static position (at a table, at the TV, computer, etc.). This increases the static load on certain muscle groups and causes them to fatigue. The strength and performance of skeletal muscles also decrease, which entails impaired posture, curvature of the spine, flat feet, delayed age-related development of speed, agility, coordination of movements, endurance, which undoubtedly aggravates the adverse effect of hypokinesia [3]. At present, many different children's studios, private preschool institutions, gymnasiums, etc. have appeared, where, first of all, the question of the physical development of children and physical fitness in modern conditions arises. The whole complex of physical education means, including the implementation of the daily regimen, health-improving hardening measures, ensuring the necessary motor loads, rational nutrition, should be aimed at solving the main task - raising a healthy child.

Physical performance of children depends on the characteristics of physical education, methods and forms of teaching physical culture. In this regard, the promotion of health problems among the priority tasks of preschool education determines the relevance of its theoretical and practical development, the need to develop ways to maintain health from childhood.

Insufficient theoretical elaboration of the issue and the practical need determines the purpose of the study: to study the features of the physical development of older preschool children in the conditions of preschool educational institutions of various types.

The purpose of our study was to solve the following problems:

1. To analyze the system of physical culture and health improvement work, as well as the process of development and education of the physical qualities of older preschoolers in theory and practice.
2. To organize and conduct a practical study of the level of development of physical qualities of children 6-7 years old in preschool educational institutions of various types.
3. Conduct a comparative analysis of indicators of physical development of senior preschool children, various preschool educational institutions.

The methodological basis of the research is the patterns of natural formation of human motor qualities in ontogenesis and the pedagogical principles of the formation of physical qualities of older preschoolers in the course of a purposeful pedagogical process.

To solve the set tasks, a complex of theoretical and empirical research methods was used: analysis of psychological and pedagogical literature; oral questioning of teachers-trainers in physical culture of preschoolers (interviewing); pedagogical control tests (tests); pedagogical observation; methods of mathematical statistics.

Physical education of children of the preparatory group for school requires special attention. The age characteristics of children in this group are favorable for achieving good physical development and health promotion. In the process of physical education under the guidance of a teacher, the child masters motor skills and abilities in accordance with the requirements of the program for each age group.

The formation of skills and abilities in the process of teaching various types of movements is carried out in inseparable unity with the education of physical qualities.

Motor qualities in preschool children are formed in the process of performing various exercises, with the help of which it is possible to influence various qualities, while gradually increasing the speed and frequency of movements (education of speed), the complexity of coordination (education of agility), the number of repetitions of movements (education of endurance), the amount of resistance to be overcome (strength training).

With the accumulation of motor experience, improvement of the morphological and functional properties of the child's body, favorable prerequisites are created for the development of all motor abilities [4].

Mastering new movements, the development of the motor analyzer determine the possibility of improving dexterity. The high level of development of dexterity is evidenced by the good performance by children of movements included in an outdoor game with changing conditions or complicated by additional tasks.

A firmly fixed motor skill, performed under constant conditions, ceases to contribute to the development of dexterity [2].

Preschool children have especially great opportunities in the manifestation of strength abilities. Determination of the strength capabilities of children is necessary for the correct dosage of physical activity in various types of activity.

The introduction of a senior preschool child to the values of physical culture is extremely important for the theory and practice of physical education and sports, i.e. it is during this age period that the image of his future life is formed. Therefore, it is important to lay the foundations of the value attitude towards physical education in the first 5-6 years of a person's life. Scientists and practitioners suggest various ways to achieve this goal. Among them are activities that expand knowledge about sports and physical education (excursions, conversations, meetings, films), emotionally attractive holidays and entertainment, homework, etc.

All these forms, one way or another, affect the attitude of children towards physical education. According to T.P. Bakurova (2001), a more effective way is to optimize the interaction of a teacher and children in a physical education lesson. An increase in the emotional content of training sessions, their attractiveness, personality-oriented interaction between an adult and a child in the process of physical education allows an increase in the number of positively experienced emotions, and this, in turn, will affect the general attitude towards physical

education. This statement is based on the fact that one of the motives of the initial stage of physical culture lessons is the motive of the emotional attractiveness of physical exercises [1].

Based on the analysis of psychological and pedagogical literature, we found that the specificity of working with children in physical culture is in the emotional saturation of classes. The creation of emotional saturation of classes, the creation of an atmosphere of cooperation, trust, creativity is achieved by the methods of emotional regulation: musical influence, color influence, reception of switching attention, method of modeling joint activities, reception of positive reinforcement of actions.

When working with children of older preschool age, attention should be paid to the biological clock, which is the main mechanism that ensures the balance of physiological processes and cyclic changes in the environment.

Of all the means of physical culture, the most widely used are general developmental exercises, exercises in basic types of movements, outdoor games, relay races, sports events. A very interesting and effective means of physical culture is a week of physical readiness with preschoolers, which are organized by teachers on a monthly basis. The main purpose of which is to have an idea of the physical condition of children, to make changes in planning, if necessary. A fitness week program can include Runner's Day, Jumper's Day, Fun Starts, and more. The week ends with summing up and rewarding children with gifts and certificates. This form, along with others, allows you to develop interest and needs in physical self-improvement, getting "muscle joy" from games and exercises, contributes to the upbringing of moral, volitional, physical qualities and abilities. Thus, a high level of physical fitness is achieved.

The successful teaching of children to movements largely depends on adherence to the basic principles of teaching: accessibility, gradualness, consistency, correct alternation of material, physical activity and rest, an individual approach.

Children of older preschool age should be taught elementary knowledge about the benefits of physical exercise, the correct ways of performing movements (technique), the rules of outdoor games, the appointment of physical education equipment; The simplest information about personal and public hygiene - the rules for caring for the body, clothes, shoes, physical training equipment, etc.

It is important to bring up aesthetic tastes in children: to acquaint them with the concepts of the correct physique, the beauty of posture and movements.

In the process of physical education, senior preschool children develop mental abilities, attention, memory, perception, thinking, and imagination. It should be noted that preschoolers are characterized by the relationship between the development of mental and physical.

Thus, physical culture, as a system of health-improving effects on the body of a preschool child, allows the most complete solution of educational and educational tasks.

Analysis of the results of our research allows us to draw the following conclusions.

1. The senior preschool age is considered by us as a life period during which the basic motor qualities of children are laid and developed, which are a springboard for the formation of a physically healthy full-fledged personality; Moreover, we see the lesson classes as a factor contributing to the formation of the physical qualities of older preschoolers.

2. Taking into account all the variety of methodological approaches to the process of upbringing physical qualities, the teacher is gradually given the task of creating the most effective structure of the educational process. Moreover, such a structure should be based on certain pedagogical principles.

3. The introduction of innovative approaches, technologies in the physical culture and health activities of preschool children provides not only the necessary conditions for their full natural development, but also contributes to the upbringing of a conscious need for health in preschoolers, the practical development of healthy lifestyle skills and the formation of a health culture. Such an organization of physical culture and health-improving activities of senior preschoolers to a greater extent contributes to more successful adaptation and educational and cognitive activity at school.

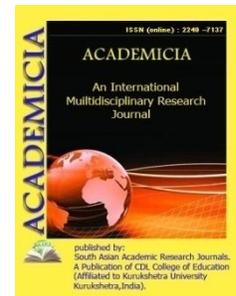
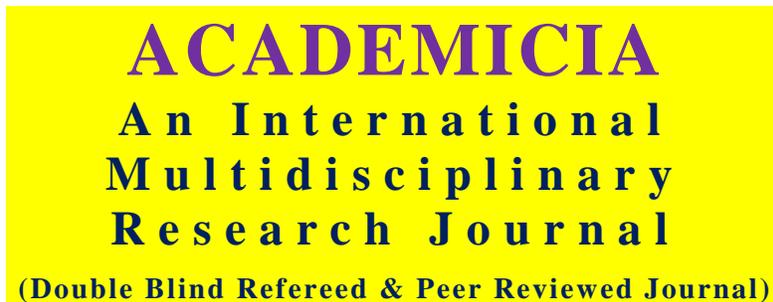
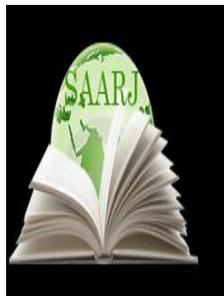
4. In the course of practical research, children of 6–7 years old fulfilled practical standards, but the level of physical fitness of children of two preschool educational institutions is different according to the results of test tasks. Children of preparatory school group of gymnasium No. 163 showed better results.

5. It should be noted that statistically significant differences are observed in push-ups, long jump, throwing a tennis ball with the right hand. Although there are differences in the results in the remaining test items, the statistical significance is low.

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## HISTORICAL ANALYSIS OF PRIVATIZATION PROCESSES IN UZBEKISTAN (ON THE EXAMPLE OF NAVOI REGION)

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### ABSTRACT

*The article analyzes approaches and methods of privatization and denationalization in Uzbekistan from a historical point of view and highlights the features of these processes in the Navoi region based on sources. Based on the analysis of the materials studied, the author reveals the mistakes, shortcomings, and successes in the implementation of privatization processes.*

**KEYWORDS:** *Denationalization, Monopoly, Privatization, Market, Phasing, Entrepreneurship, Abolition, Restructuring.*

### INTRODUCTION

The historical analysis of the implementation of privatization processes in Uzbekistan is an urgent scientific problem that currently needs a thorough scientific study. The privatization process, as a socio-economic phenomenon that was widespread in the late XIX - early XX century in economically developed countries such as great Britain, France, Japan, and the United States, was generated by certain prerequisites: a change in the social system, state transformations, and the introduction of new economic systems and reforms.

In contrast to economically developed countries, where privatization has only affected individual state-owned enterprises that can develop without state intervention, Uzbekistan, as in other countries of the former Soviet Union, has carried out large-scale privatization aimed at eliminating state monopolism. At the same time, based on the principle of gradual transition to the market, Uzbekistan has chosen the path "from simple to complex" to implement these processes and has developed a programmatic approach to the implementation of the stages of privatization and denationalization of property.

At the first stage of privatization, as it was called "small privatization" by the government, based on the theory and practice of developed countries, some experience was accumulated in choosing the forms of privatization in relation to various objects of state property, assessing the value of the privatized property. In 1993, on May 7, the Law of the Republic of Uzbekistan No. 846-XII "on privatization of the state housing stock" (1) was issued. Based on this Law, the first step in the privatization policy was made to transfer housing to the ownership of citizens of Uzbekistan at affordable prices. The next step was to make a decision to transfer objects of trade, consumer services, and local industry by selling them to a new owner.

During the denationalization and privatization of state property at the first stage of market reforms in Uzbekistan as a whole in 1992-1993, more than 66 thousand enterprises of non-state ownership were formed(2).

By the early 1990s, Navoi region had a powerful, multi-industry enterprise - the Department of labor supply (URS), formed in 1965 in the city of Navoi with divisions in the cities of Navoi, Zarafshan, Uchkuduk, and Nurabad. It also includes a wholesale and purchasing base, a fruit and vegetable state farm, feedlots with more than seven thousand pigs. (3).

In addition To the Department of labor supply in the region in the 90s, the regional consumer Union (OPS) and its GORPO and RAIPO, serving the districts and the Department of labor supply of the railway, functioned. In 1992, the regional workers ' supply (URS) of Navoi city was divided into trade Association No. 1 and trade Association No. 2.

Analysis of source documents shows that the government of the country used various ways to denationalize state property and provide the means of production for a new emerging class of entrepreneurs. The first of them was based on the demonopolization of state property, which was carried out by splitting up factories and trusts. Most intensively this process occurs in the field of maintenance, in particular in systems of "Uzbeksavdo", consumer "of Usbecause". As a result, the Navoi region was abolished head Department of trade Oblpotrebsoyuz, GORPO, RAIPO and transferred to private hands (4)

Consumer competition serving the rural population has been seriously tested for its ability to survive in the emerging market competition. In some cases, the transformation of collective farms into collective farms took place formally. The industrial and social infrastructure is in a

very difficult situation. There are no rural medical centers in the villages, and small amounts of trade facilities are located in district centers. Gasification of Nuratinsky, Kanimekh and Navbakhor districts in the first years of independence was at the level of 5-10 %. Provision of drinking water in Kyzyltepa, Navbakhor, Navoi and Nurata districts at the level of 10-35%. (5)

At the second stage, from 1994 to 1998, during the period of mass privatization, it was planned to denationalize small, medium and large enterprises of mechanical engineering, construction and construction industry, automobile construction and light industry into open joint-stock companies. Enterprises of the food, pharmaceutical, procurement and light industry were sold into private ownership in order to radically change the structure of the economy. During the process of denationalization, 21.9 thousand enterprises were privatized in Uzbekistan.

The difficult economic situation in the first years of independence especially affected the activities of construction organizations. If in 1990 the state allocated 106.9 million soums for construction in the region, in 1991 the allocated funds were reduced to 92 million soums, in 1992 to 66 million soums. This was due to the fact that construction prices increased 50 times. Construction materials that came from the former Soviet republics stopped coming in. In 1990, the construction of residential buildings was carried out on 50.4 thousand square meters, in 1991 on 42 thousand square meters, and in 1992 only 25-28 thousand square meters. (6)

Until 1991, almost the entire volume of construction and installation work on the construction of residential buildings and social infrastructure in the Navoi region was performed by the General contractor organization - the Navoi construction Department(NUS), as well as the Zaravshan construction Department(ZUS).(7) Navoi construction Department, established by order No. 581 of the Ministry of medium machine building of the USSR dated August 27, 1956, for the construction of one of the major mining complexes for the extraction and processing of uranium and gold-bearing ores - Navoi mining and metallurgical combine in the seventies had enterprises of automobile and iron transport, factories and quarries that supply the market with a wide range of construction purposes: precast concrete products, asphalt concrete, bricks, expanded clay, metal structures, lime, crushed stone, etc.

In Uzbekistan, the Navoi construction Department built the cities of Navoi, Zaravshan, and Uchkuduk with all the infrastructure and social and cultural facilities during the Soviet era. As well as Navoi metallurgical plant, Hydrometallurgical plant No. 1 and two sulfuric acid plants, Navoi GRES with a capacity of 1250 MW, Navoi cement plant, chemical plant, electrochemical plant, small-scale plant with silos. During the privatization process, the NUS was broken up, divided into 10 linear divisions and transformed into separate joint-stock companies, which led to the looting of construction equipment, transport, construction materials, and the gradual closure of divisions.

The Kolkhozstroy trust, which carries out construction and installation work, mainly in districts and rural areas during the transition period, especially felt a shortage of construction materials and experienced specialists. Dozens of unskilled specialists worked on the construction sites, performing the amount of work of two or three builders. These circumstances were explained by unemployment and a reduction in the cost of construction work. The incorporation of the trust led to the fact that during the preparation of documents for the privatization of its fourteen divisions, seven of them were disbanded due to the fault of the management and liquidated.(8)

In the development of the market transformation process in Uzbekistan, a new stage has begun since 1998, characterized by the increased attention of the state to the reform of large industrial enterprises in order to create prerequisites for their full adaptation to the market economy, their reconstruction and modernization. At this stage of reform, the state pays great attention to the creation of joint ventures by attracting foreign investment in order to increase the production of import-substituting goods and increase export potential. At this stage, it was planned to privatize the Navoi region on individual projects, the Navoiyazot production Association (PO), the electrochemical Plant, and the Navoi GRES.

The Navoiyazot chemical plant, which carries out complex processing of natural gas from which ammonium nitrate, liquid nitrogen fertilizers, acetic acid, and acetylene cellulose are obtained, was transformed into an open joint-stock company in 2002, but foreign investors failed to sell 49% of the shares put up for auction. As a result of attracting foreign investment at the joint-stock company, new ammonia production facilities were built by 2018 with an expected capacity of 660 thousand tons, and cyanide - 577.5 thousand tons, polyvinyl chloride (PVC)-100 thousand tons, caustic soda-71.8 thousand tons, methanol-295.4 thousand tons, nitric acid-500 thousand tons(9)

In 1994, on the basis of the Electrochemical plant, the Uzbek-Panamanian closed joint-stock company JV "electrochemical Plant" was established. At the electrochemical Plant, 26.14 % of the shares were retained by the state, and 55% of the shares were sold to Dalston Associated S. A. (Panama). As part of the localization program, the first production line for the production of simple superphosphate was launched in 2004, and the production of iodized salt, sodium sulfide, and rubber crumbs was launched.(10) However, due to heavy debts, the company was closed in 2018.

The next stage of the processes of economic transformation was the implementation of post-privatization support for enterprises, which includes a whole range of regulatory, financial, economic, industrial, technical, administrative, economic and socio-economic measures. The TACIS project "program for support of economically insolvent enterprises - Uzbekistan" is being implemented. In 1998, a loan agreement was signed between the government of Uzbekistan and the International Bank for reconstruction and development to provide a loan of US \$ 15 million for the implementation of the project "post-Privatization support and restructuring of enterprises" and a number of other projects. At this stage, the state applied a mechanism for selling low-profit, unprofitable, and economically insolvent enterprises at zero cost on a competitive basis. (8.55) In order to dynamic and sustainable development of the economy, accelerate the introduction of new efficient technologies in production, wide use of local raw and production resources, increase on this basis of manufacture of competitive products, efficient and rational use of currency resources, the creation of new jobs in 2006 was the decree of the President of the Republic of Uzbekistan "On program of localization of production of finished goods, components and materials based on local raw materials for 2006-2008". The adoption of this decree led to an increase in the production of local raw materials and saturation of the domestic market with consumer goods.

However, when conducting mass privatization of enterprises, the lack of experience and knowledge of the market management system leads to a number of significant miscalculations. Many enterprises of construction, light industry, and local industry were simply not ready for the

new economic relations. Lack of labor, raw materials, and monetary resources; certain knowledge, skills, and abilities; the experience of working in market conditions led to the fact that enterprises at the stage of their transformation into joint-stock companies were forced to change their form of ownership to limited liability companies, partnerships or private enterprises, which led to the theft of state property.

Members of the labor collective were not ready to manage the enterprise, and their managers used their assets for their personal interests. In addition, the hasty sale to private ownership of large blocks of shares in some enterprises has weakened the role of the state in regulating their activities. The government of the Republic has taken urgent measures to increase the state's share in the authorized capital of certain joint-stock companies to 51%. (11)

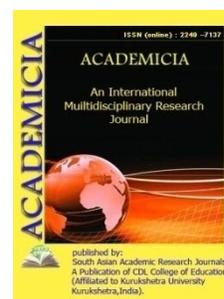
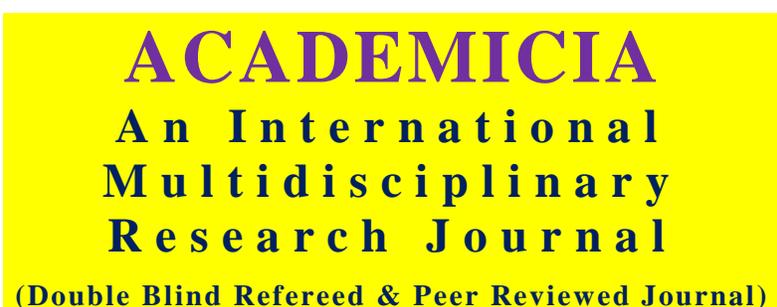
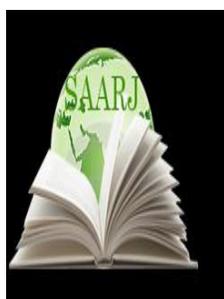
In many joint-stock companies, members of the labor collective not only did not become effective owners, but also did not realize their role in the management of the enterprise. The weak participation of state attorneys in the management and supervision of joint-stock companies has led to a weakening of the role of the state in regulating their activities. In some joint-stock companies, the Supervisory Board and the audit Commission existed only formally. The Chairman of the Executive body, a former head of the company, concentrated management in his own hands.

Despite these and many other omissions and mistakes, the processes of privatization and denationalization of property made it possible to solve the primary tasks of the country's transition to the market. As a result of a consistent policy of privatization was abolished the monopoly of state ownership, created conditions for formation of class of real proprietors, created a small, medium or large enterprises with participation of foreign investors, development of small and medium businesses, based on individual private property and the various cooperatives, partnerships, etc. A consistent policy of gradual transition to the market leads to the modernization of Navoi mining, chemical, construction industry and education companies with new forms of governance and management, the development of new types of industries like pharmaceutical, cotton, silk. Cardinal changes in the agricultural sector lead to an increase in crops for grain crops, the development of viticulture and animal husbandry. Drastic measures were taken to distribute state land among rural workers, create new legal relations, as a result of which farmers, dekhkan, collective, and contract farms were created, which today provide agricultural products not only to the population of the region, but also sell their products for export

A great advantage of our society is getting free education in primary and secondary schools, as well as in academic lyceums. Free access to medical care is guaranteed, programs are being implemented to combat the death rate of women in labor, and reproductive medicine services are being developed. During the years of independence, more than 300 rural medical centers were built in Navoi region alone. The creation of strong institutions - governmental, non-governmental, public funds, and self-government bodies-played a Central role in expanding the well-being of the Navoi region's population. An important role in the growth of social security was played by the implementation of special measures in the Republic and, accordingly, in the regions to create socio-economic infrastructures, including transport, telecommunications, health schools, and energy supply.

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## **CRAFTSMANSHIP IN THE STRUCTURE OF SOCIAL-CULTURAL LIFE OF BUKHARA**

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### **ABSTRACT**

*The article deals with the formation and development of handicraft shops in the structure of the socio-cultural life of Bukhara. The structure and socio-cultural significance of the craft organizations of the workshop of painters, ornament lists, masters of artistic products is considered. It shows the education of the apprentice (apprentice) in the master in the shop of painters, based on the life rules of artisans (rice). Turning to the history of the issue, the author notes the diversity of the types and forms of the creations of the painters of the workshop of painters who contributed to the enrichment of the folk art of Central Asia. The abundance and diversity of the socio-cultural life of Uzbeks and Tajiks confirm the continuity of the traditions of the schools of craft organizations. The statute in the form of legends outlined the history of the craft and regulated the duties of members of craft shops. The author summarizes that the treatises regulate the labor - professional life of artisan shops, cementing ethical canons in*

*relation to the worker. It was believed that the craft received from a good master, does not know adversity, even if the student is deprived of all of his wealth. For the craft is inexhaustible, as a source.*

**KEYWORDS:** *Socio-Cultural Analysis, Bukhara, Craft, Miniature, Handicraft Shops, Pottery Shops, Workshops Of Painters, Rituals, Treatises, Codes.*

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## **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

The study of crafts workshops is of great importance for understanding the socio-cultural life of the people living in Bukhara.

It is the handicraft shops that are the forge of training cadres from among the young men and the successors of the millennial tradition of professionalism, which is always honorable in the eyes of people.

For many centuries handicraft shops were divided mainly into two groups, two forms of organizations of the city art crafts and home production. In the domestic craft, the local identity and its peculiarities are more clearly and distinctly traced; sometimes it is even relic and archaic. Almost all art productions (embroidery, carpet weaving, production of hats, pottery, various utensils, knitted goods, decorative and household items) can be attributed to home craft. The products of the city's artisan craft organizations included items of architectural and decorative art, chasing metal, jewelry, weaving.

Besides these craft organizations, there were also workshops of artisans - painters (nakkoshon), musicians (Sozanda), theater comedians (maskharabozon) and rope-walkers (dorbozon), weavers (bofandagon), tinsmiths (ohangaron), gold seamstresses (zarduzon), potters (kullgaron), san-gtaroshon (rockets), etc.

The shop organizations, due to tradition and increasing competition, had to resort to strict regulations of craft activities. It was especially rigid in the guild organizations of urban craftsmen, as they had a clear structure with well-developed "rules of conduct", which the members of the organization had to obey unquestioningly.

All handicraft organizations had their own statute (rice), which in general outlines was similar to that of other artisans. It was built according to one plan and consisted of such elements as: the glorification, the origin of certain instruments, the basis of faith and instruction, how to behave in the process of work.

Considering more specifically the craft organizations, it is advisable to give some lines from the "Memoirs" of the largest Tajik writer S. Aini, an eyewitness of the public and literary life of Bukhara at the end of the 19th and beginning of the 20th centuries. "... If the artisan is a weaver," remembers S Aini, "he becomes a member of the weaver's workshop, if he was a shoemaker, then he enters the shop of shoemakers." Each workshop, according to the interpretation of the clergy, chose a spirit-patron (feast-leader) from the number of historical or legendary personalities. So, for example, Imomi Azzam was considered a feast of weavers; a feast of shoemakers - Bukharan, Bobo Poraduz, ... Abbas (the uncle of the Prophet Muhammad) was the feast of water-carriers, ... the prophet David was a feast of blacksmiths; The feast of grooms was Kanbar - groom Aliya (the fourth friend of the prophet), etc.

"Students of any workshop, no matter how skillful they are in their profession, could not get the title of master until they have a treat and they will not be girt with a handkerchief. For the feast on the occasion of "girdling", then the initiation into the master was usually invited by the master of the pupil, the workshop's elder and other important guests. At the end of the meal the student offered his master a valuable gift. The clergy, the elder, and if the pupil studied in the studio, then the master, too, did not remain without gifts.

After receiving the gift, the master encircled the pupil with a handkerchief, read a prayer and gave him a tool (if it was a carpenter - that ax or saw, if the plasterer is a shovel for the plaster, if the barber is a razor or scissors, etc.) and , according to the drawing, allowed his student to work independently. Representatives of the clergy, reading the Koran, represented the new master spirit-patron of this craft.

Thus ended the ceremony of "girdling" ("miyonbandon").

S. Ayni then gives the structure of the internal shop organization, the election of the headman and assistant, as well as other members of the administration of the craft workshops, describes the statutes of the shoemaking organizations of shoemakers, water carriers, groomsmen, weavers, plasterers and carpenters [1, p. 555-562]. In his work, S. Aini approaches the craft organizations from a historical point of view, not assessing their socio-cultural significance for that period.

Let us analyze their socio-cultural significance by the example of the workshops of painters, who for many centuries acted in accordance with their statutes - rice.

Along with other artisan organizations, ancient art is the source of the creation of the masters of the workshop of painters, ornamentalists, and art products, who carefully carried their artistic traditions to the present day. From the rock paintings of the Paleolithic era, monumental wall paintings, miniatures of the Middle Ages to the modern vision and the embodiment of the world, to the diversity of species and forms-the long way of developing the painting of the peoples of Bukhara.

The unique paintings of the ancient Penjikent, the cities of Ustrushana, Khulbuk, Gissar, Bukhara, Samarkand, etc. have become famous all over the world. The works of art of these places are marked by high culture of performance, individual individuality of various craft schools of painting. The most famous are murals of temples, palaces, houses of Penjikent, badly damaged during the Arab conquest of Central Asia, which in their artistic merits are equated with the famous frescoes of Pompeii.

For the Penjikent craft organization of the art school (workshops) is characterized by a stylistic unity - the flatness of the image, the refined colorful range of local flowers, the line of drawing, refined to the refinement.

The craft schools of Samarkand and Herat were famous for all the countries of the East. According to V.Bartold, "the time of Timur and Timurids, as is known, was for Central Asia the epoch of the greatest external brilliance" [2, p. 74], and its capital, Samarkand, adorned with majestic architectural structures, was one of the largest and richest cities in the world and a true center of science.

In Herat, together with the growth of urban construction, various industries of handicraft production, trade, there was also a significant upsurge in culture, manifested in the development of both poetry, music, and schools of miniature painting, calligraphy and other arts where handicraft organizations played a significant role. The city became a famous center of intellectual activity during the reign of Sultan-Hussein.

Particularly interesting, from our point of view, the creation in the XV century. Herat Literary and Cultural Center, headed by the Tajik poet and scholar Abdurahman Jami and his student, the Uzbek poet Alisher Navoi, whose collaboration serves as a vivid expression of how much already in the fifteenth century. There was a rapprochement between two peoples - Tajiks and Uzbeks. Both of them were initiators and organizers of various palace handicraft organizations, large literary debates on issues of cultural life, poetry, prose, music, painting [3, p. 132]. Under their leadership, in the library organized by Shahrukh, skilful calligraphers and bookbinders from the best craft organizations of the schools of Herat, Bukhara, Samarkand, who were engaged in artistic design of the works of the masters of the word, were assembled. Among their products, the decoration of one of the most interesting creations of classical poetry of the East - the poem of Pavlin Abdurahman Jami "Salamon and Absal" - occupies a worthy place among their products.

The researcher-orientalist NV Dyakonova, touching upon the question of localization of this monument of world literature, notes: "The beautiful manuscript of the poem Jami" Solaman and Absal "... is unique in the grand and unusual decoration of the pages, the general nature of the picturesque ornaments imitating technique of applique typical for Bukhara at the end of the 16th century, but the only ones of their kind are miniatures arranged in these ornaments "[11, p. 18].

Along with the craft organizations of schools of painters, other genres of arts and crafts developed: workshops for painting on ganch and wood, ceramic dishes, minting for metal, jewelry and gold embroidery, embroidery of clothes, skullcaps, heels and others.

These facts once again confirm the continuity of the tradition of the Bukhara school of crafts organizations of painters, which, like other handicraft associations, had its own charter - a draft where the history of the craft was presented in legendary form and at the same time a kind of religious and ethical code regulating the duties of members of the craftshop of painters.

The charter was first analyzed from the point of view of the ethnographer historian E. Darsky [5, p. 104-109], where the term "nakkosh" is translated as an "artist-ornamentalist".

Since in analyzing the previous craft organizations we did not give the content of the texts of the drawing itself, we considered below, as an illustration, to bring in full the "Treatise of the Painters' Workshop" in full.

"In the name of God, merciful and merciful! Praise be to God, the ruler of the worlds, the blessing of the faithful, the prayer and peace to his messenger (ie, God) Muhammad, the house and his companions to all. Imam Jafar Sadiq, a worthy guide, says: (if asked) from the time of Adam, let there be peace over him, until the time of the divine prophet (Muhammad) how many painters were painters, answer that there were one thousand nine hundred and fifty masters of painting. But of them (only) twelve were outstanding masters.

The first is Hazrat Osman, the owner of two luminaries, the second is Hazrat Ali, the chosen one (God), the third is the uddal Abdal-Wahid, the fourth is Abdal-Karim, the fifth is Ustad Baba, the

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sixth is Ustad Nizamaddin, the seventh Ustad Ubaid Bukhari, Abdi Jalil Tashkandi, the ninth one - Jalaladdin Andigani, the tenth - the wearer Muhammad Balkhi, the eleventh - the weary Shamsiddin Kashgari, the twelfth - Omar Baghdad. All the named (masters) have reached the fullness of perfection.

- If anyone asks who originated the painting, give the following answer: (from) Muhammad, the chosen one of God, may the Lord bless him and send him peace. Because (during) the construction of the mosque of Medina, the Almighty God ordered Jabrail to go to Muhammad (he) to (decorate) the holy mosque of Medina. Hazrat Jabrail, bringing thirty-two colors, handed them to Muhammad and taught him (the art) of painting. Muhammad, the chosen one (God), may God bless him and send him peace, teach (painting) the Hazrat of Osman, as well as Hazrat Ali, then decorate the mosque of Medina.

- If anyone asks (is) a painting of the commanded, compulsory, legal, recommended, answer what (after) the Almighty God ordered (Dzhabrailu) - became commanded; (after) Jabrail, peace be upon him, he taught (Muhammad) - became compulsory; (after) the prophet, God bless him and send him peace, made (ornaments), -became legal; (after Muhammad) taught the Hazrat of Osman and Hazrat Ali, - became recommended.

- If someone asks where the colors came from and how many of them, answer that (they appeared) by the will of the creator of the universe and the number of them is thirty-two.

- If someone asks what the artist should say when entering the workshop, answer that he should read Surat "Fatih" three times and Surah "Ikhlas" three times.

- If someone asks what the master should say, sitting down for work, answer: "(He must) thrice glorify God and the prophet." If anyone asks what to say during the dissolving of the paints, answer what should be said: "My Lord, open the gates of mercy and blessings!"

- If someone asks what should be said during the preparation of the brush, answer that it is necessary to say: "(In the name of) God and to his glory." If anyone asks what should be said at that time, (when the master) touches (paper) with a brush (paper), answer what should be said: "In the name of God, merciful and merciful!".

- If someone asks what you should say while drawing, answer: "We must say:" God is great, God is great, there is no god but Allah, and God is great, God is great and God be praised! "

- If anyone asks how many duties (to be performed) the artist, answer: "Seven duties: the first - to perform ablutions; the second - to honor the spirit of the feasts and masters (the past); the third is to produce a joint prayer reading; the fourth is to be sincere; the fifth - to be honest (in their own affairs); the sixth - allowed (by religion) to protect from the forbidden; the seventh is to observe modesty.

- If anyone asks (names) four Shari'ah feasts, (should answer) that the first (was) khazrat Adam, the chosen one of God, the second - Nuh, the prophet of God, the third - Ibrahim, my friend, the fourth - khazrat Muhammad chosen (God) God bless him and send him peace.

- If anyone asks (names) four feasts of the tariqa, answer that the first was the righteous Hazrat of Abu Bekr, the second is Hazrat Omar, the third is Hazrat Osman, the fourth is Hazrat Ali, may God's mercy be with him.

- If anyone asks (names) four hakikat feasts, answer that the first (was) Khazrat Jabrail, the second is Hazrat Mikail, the third is Khazrat Israfil, the fourth is Hazrat Azrail.

- If anyone asks (names) four feasts of the madhhab, answer: first (was) khazrat imam Azam (Abu Hanifah), second - khazrat imam Shafi, the third - khazrat imam Malik, the fourth - khazrat imam Khanbal, with them God's mercy!

- If every master painter knows these positions and reads this sacred tract, (a) if he can not read, (at least) hears hearing it, (a) if he does not hear it, then he will (in his hands ), - during all life in what will not feel needs.

The knowledge of this sacred tract, the Almighty will reward with bliss in another world. But each master, who will remain unknown to these rules, will be unclean. And anyone who admits doubt (in the truth of this treatise) will be wrong! We resort to God (in defense) from this, and God knows best "[5, p. 107].

The mention of the names of the four first caliphs (Abu-Bekr, Omar, Osman and Ali) indicates that the treatise was widespread in the Sunni context. The basis for more precise localization is given in the list of twelve "outstanding" masters. Five of them have a "nisbu" in their name, indicating their connection with Central Asia or neighboring regions. They are Ubaid Bukhari, Abdi Jalil Tashkandi, Jaloliddin Andigani, Muhammad Balkhi and Shamsiddin Kashgari. It seems quite acceptable to suggest that the founders of the charter borrowed these names from local legends.

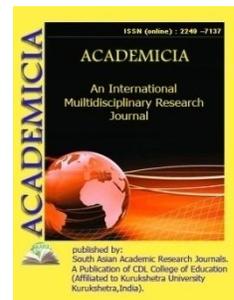
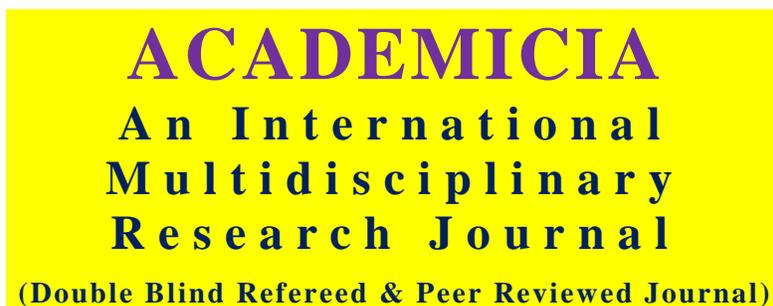
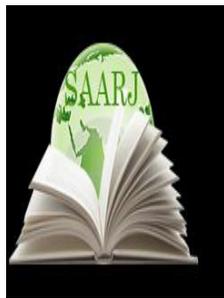
Thus, craft organizations for many centuries were schools of training professionals and continuers of the unique traditions of the material and spiritual culture that has reached us. It's not for nothing that the Eastern sages taught the children: "Oh, dear children, listen to my advice-study the craft. Property and money are so unreliable in this world. Gold and silver are only a danger for the traveler: while the living house can be robbed by robbers and fire. Craft is as inexhaustible as a source ... "[6, p. 78-79].

Craft, received from a good master, does not know adversity, even if it loses all its wealth. We must pay tribute to the craftsmen. Masterpieces of creativity of artisans of Bukhara convincingly testify that they were and are artistically educated people of their kind and period.

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## GENDER APPROACH IN EDUCATION

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### ABSTRACT

*The article reveals the definitions of the concepts of "gender", "gender approach" from the point of view of representatives of various scientific fields: philosophy, psychology, pedagogy. The significance of the implementation of a gender approach for the modern education system is revealed, which allows one to think about the need to apply a gender approach as an integral element of organizing the learning process.*

**KEYWORDS:** *Gender, Gender Approach, Learning Process, Functional Asymmetry Of The Cerebral Hemispheres, Gender Characteristics, Psycho physiological Characteristics.*

## INTRODUCTION

The attention of representatives of various fields of scientific knowledge: philosophy, sociology, economics, demography, history, anthropology, psychology, political science, philology, sociolinguistics, semiotics, ethnography, cultural studies, as well as pedagogy, paid to the cycle of scientific concepts, united by the concept of "gender", contributes to the emergence general problem field for interdisciplinary gender research.

The special interest of pedagogical science in the gender issue is due to the existence of new opportunities for improving teaching and educational work through the introduction of gender knowledge. Today there is no unambiguous definition of the term "gender". The work of the American psychologist R. Stoller, published in 1968, "Sex and Gender: Towards the Development of Masculinity and Femininity", pointed to the sociocultural aspect of gender, separating it from the biological, defining this term, which was previously only a narrow philological one, as a set of behavioral norms associated with representatives of the male and female sex.

The concept of "gender", which has entered the categorical apparatus of social philosophy in the foreign countries of the XX-XXI centuries, is interpreted as a "system of relations between men and women, including ideas, informal and formal rules and norms, determined in accordance with the place, goals and position of the sexes. in society, institutions, behavior and social interactions that are prescribed in accordance with gender ", a certain set of " gender contracts ".

From the point of view of representatives of psychological science, "with a certain degree of conventionality" psychological sex and gender can be called synonyms, defining gender as the socio-psychological sex of a person, the totality of his psychological characteristics and features of social behavior, manifested in communication and interaction. " According to pedagogical practice, the concept of "gender", including sex differences, "focuses on a wide range of manifestations inherent in boys and girls, boys and girls, men and women, which are somehow related to their gender and age status, ethical, confessional and socio-cultural accessory ". In other words, gender is "a structured concept of social sex that synthesizes cultural and biological in a person." It is indisputable that gender, being one of the basic characteristics of a person, determines the psychological and social development of a person.

In connection with this situation, the results of gender studies conducted in various scientific fields, in particular, in psychology and pedagogy, find practical application in the special organization of the pedagogical process, taking place in the context of the implementation of a gender approach.

The implementation of this approach, based on the denial of "asexual pedagogy", within the educational process helps to create an organization of the educational process that provides students with the opportunity to self-actualize, taking into account individual characteristics, to master social experience that determines successful socialization in society.

The gender approach, taking into account the individual characteristics of the child in accordance with his gender, involves the determination of the content, forms and methods of teaching and

upbringing aimed at creating a gender-friendly environment that promotes the development of the personality in accordance with natural potential. At the same time, the purpose of the gender approach is to change the traditional cultural limitations of personality development depending on gender, which is directly related to the creation of conditions for the maximum disclosure of the abilities of boys and girls.

Achieving the goal requires not only changing traditional, but also developing new teaching methods that differ in quality, ways of organizing the educational process and pace from the existing ones. The gender approach can be carried out through a number of areas, including the creation of a special organization of the learning process, which involves the choice of forms, methods, teaching methods taking into account the gender characteristics of students, changing the content of education and creating educational and methodological literature of a new type, compiling assignments taking into account the psychophysiological characteristics of students, creating different types of schools and classes focused on the practical application of a gender approach, namely, on the introduction of separate education.

Considering the implementation of the gender approach, scientists pay special attention to the reasons for the existence of gender differences among members of the opposite sexes. Researchers in various fields of scientific knowledge (neuropsychology, psychology, medicine, pedagogy) state differences in the rates of intellectual development, motivation and assessment of the results of activities, behavior of representatives of different sexes, the main reason for which is a biological factor, i.e. those features that are laid down even before the birth of a child, consisting in the functional specialization of the cerebral hemispheres. At the same time, the existence of intellectual differences between boys and girls, which persist for a certain time, has been reliably established. The predominance of verbal abilities among female representatives has been experimentally confirmed. Girls and women have better developed abilities for articulation (3–8 years), imitation (3–4 years), more vocabulary (18–21 years), better developed speech skills, girls are more capable of decoding speech, building correct visual - motor and auditory-vocal associations, semantic understanding of speech, they are endowed with great psycholinguistic abilities, verbal intelligence, are distinguished by a greater development of reading skills (6-7 years), greater reading skills (5 and 7 years), reading speed (7-13 years) , reading comprehension (4–13 years old, 9–11 years old), make fewer mistakes in reading (9–11 years old) 5. Boys have more advanced mathematical and visual spatial abilities.

The founders of neuropedagogy (T.P. Khrizman, V.D. Ereemeeva), noting the dependence of the cause of these differences on the characteristics of the cerebral cortex, emphasize that only one difference in the electrophysiological parameters of the brain of newborns of different sex makes it possible to determine the sex of the child. Researchers distinguish three main types of functional asymmetry of the cerebral hemispheres: left hemispheric, right hemispheric and equal hemisphere. The left hemisphere type is characterized by the dominance of the left hemisphere, which determines the verbal-logical nature of cognitive processes, the tendency to abstraction and generalization. The right hemisphere type is characterized by the predominance of the right hemisphere, which determines the tendency to concrete-figurative thinking, creativity, and the development of imagination. The last type of functional asymmetry of the cerebral hemispheres is characterized by the absence of pronounced dominance of one of them<sup>6</sup>. According to most researchers, the first type of functional asymmetry predominates in girls, the second in boys.

The boys' brain is a differentiated system, since one of the cerebral hemispheres is predominant. Moreover, the ability of the centers of the cortex of the right and left hemispheres to enter into interhemispheric contacts is significantly lower than in girls. According to a number of researchers, a clear asymmetry in the activity of the cerebral hemispheres is the reason why it is more difficult for boys to compare information from the two hemispheres and it is easier to concentrate on one type of activity. The forebrain is especially active in boys, in particular, its frontal associative structures, which explains the high creative and search activity of representatives of this sex. In girls, the severity of the asymmetry of the cerebral hemispheres is less, but the posterior parts of the cortex and the auditory parts of the left hemisphere are especially active. The functions of the anterior and posterior parts of the cerebral cortex are not the same in the implementation of the cognitive functions of both sexes. Girls use both hemispheres to comprehend words, while boys use only one, more often the right hemisphere of the brain<sup>7</sup>. However, the gender approach is based not only on biological differences that exist between the sexes, but also on the sociocultural significance that society attaches to these differences. Genetically inherent features of brain activity can manifest themselves only under the influence of the environment, society, which contribute to the awareness and acceptance of stereotypes of male and female behavior.

Thus, many researchers come to the conclusion that it is impossible to use the same methods when teaching representatives of two sexes of the same age, but different neuropsychological structure, since the characteristics of boys and girls, when refusing to take into account gender characteristics, are not taken into account.

According to teachers and psychologists, when implementing a gender approach in teaching boys, it is most preferable to alternate physical and cognitive activities, conduct classes of shorter duration with a high rate of presentation, use group forms of work with a leader, use heuristic, research and problem methods, involve students in creative activity, solution of spatial problems, "rediscovery of discoveries", focus on practical information, discuss the results of activities with a specific assessment. Lessons for girls should be held at a slower pace with a sufficient number of repetitions of the material, the use of typical tasks, with the involvement of a large amount of clarity, a positive emotional coloring of the material being studied.

The gender approach in teaching makes high demands on the selection of types of tasks for students of the right and left hemispheric types of functional asymmetry of the brain. When drawing up tasks for representatives of the right-brain type of thinking, it is necessary to apply: replacement of verbal explanation with pictures, diagrams, diagrams; visualization; staging; illustrations; analogy; assignments for using practical skills and abilities in various activities; historical facts in the study of subjects of the mathematical cycle; tasks based on life situations that are emotionally close to children; activities for the acquisition of experimental experience in the joint solution of an educational problem when working in groups of 3-4 people.

For children of the left-brain type of thinking, the researchers recommend using tasks that are logical and well-structured, for example: sorting, grouping, classification; analogies; design; invention; creative tasks; solving logical problems; analysis of concepts<sup>8</sup>. Teachers believe that the content of education, revealed through educational standards, curricula, programs, educational literature, assignments, is also subject to some change in accordance with the gender

interests and characteristics of students, i.e. some freedom of choice for schoolchildren should be allowed in this matter.

Researchers note that the implementation of a gender approach requires the definition of the style of presentation of educational material (male, female, neutral). The textbook, as an intermediary between teacher and student, most often remains indifferent to the gender of the student or offers only one learning style. However, modern educational literature should take into account the characteristics and needs of students of both sexes, ensuring the proper assimilation of educational material by children with certain personal characteristics.

Analysis of modern educational literature demonstrates its targeting to students with a left-brain type of thinking, while the needs of children of a right-brain type are not taken into account. When implementing a gender approach in teaching, the student also has the opportunity to choose an educational institution that focuses either on the separate education of representatives of different sexes, or on the differentiation of activities within one educational institution, thus organizing joint or separate education, or creating parallel classes for representatives of different genders in one educational institution.

The provision of this opportunity within the framework of the modern educational process is due to the presence of the unaccounted for needs of students of different genders. Educators believe that at the initial stage of education, boys are forced to face a clearly feminized learning process, which is facilitated by the presence of female teachers, girls, exceeding boys in academic performance. The ways of presenting the material, numerous repetitions, memorizing, retelling, characteristic of the left-hemispheric type of thinking, are most often unusual for the neurophysiological nature of boys. With the passage of time, in middle and high school, with the beginning of the study of geometry, algebra, chemistry, boys begin to show a great interest in educational activities, great mental activity. Girls, on the other hand, face difficulties in understanding the material, a lack of discussion and repetition of the material, not enough time to understand it, sometimes they begin to demonstrate an aggressive male type of behavior. At the same time, education, being masculine in content, operates with feminine methods of presenting material, which gives rise to the main contradiction. Thus, co-education feminizes boys and masculinizes girls, contributes to the emergence of school maladjustment and neurosis in boys, which is associated with a higher level of vulnerability of the nervous system of representatives of this sex.

From a medical point of view, the researcher notes the health-preserving component of separate education, the main advantage of which is the positive dynamics of girls' development. Based on the results of the studies, it was possible to establish that among female students of the same-sex classes of the 3rd year of study, the prevalence of functional health disorders was less than among girls studying in mixed classes of the same school.

In addition to its health-promoting function, the gender approach serves as a means of intensifying the educational process, contributing to the improvement of the level of student achievement. Moreover, there is a direct dependence of the student's performance on the most important gender feature, namely, on the functional asymmetry of the brain.

Teachers, citing experimental data, prove the dependence of the level of student achievement on the correspondence of the teacher's teaching style (male, female, neutral) and the type of presentation of educational material in textbooks and teaching aids (similar), methods of

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teaching gender characteristics of the student (right hemispheric, left hemispheric, equal hemispheric types of functional asymmetry of the cerebral hemispheres). The results of the experiment, carried out for 3 years in the senior grades of the school, demonstrate a positive dynamics in the level of student achievement and confirm the importance of a gender approach to teaching schoolchildren as an educational technology that contributes to increasing the effectiveness of learning and intensifying this process.

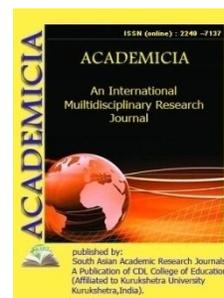
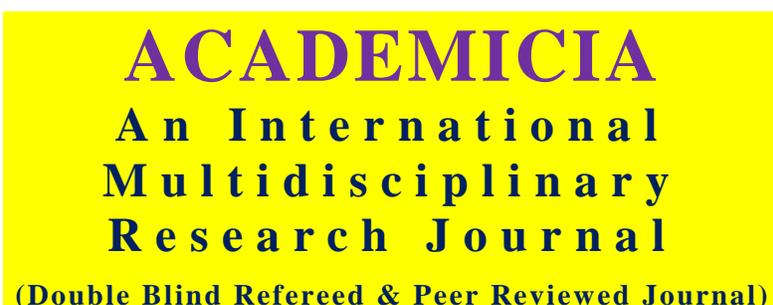
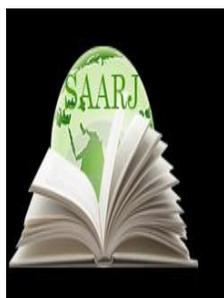
Thus, the implementation of a gender approach helps to take into account the psychophysiological characteristics of students, contributes, with the correct organization of the learning process, the formation of acceptable gender roles, harmonious development and maximum self-realization of the individual, helping the student to gain and maintain mental and physical health.

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## A MODEL OF CONTINUITY IN THE FORMATION OF MATHEMATICAL CONCEPTS IN KINDERGARTEN AND PRIMARY SCHOOL PUPILS

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### ABSTRACT

*The article raises the problem of continuity in the mathematical development of preschool and primary school children. The historical aspect of continuity is considered, the main views on the continuity between preschool institutions and the school are studied, the possibilities of implementing continuity in the mathematical preparation of older preschool children are revealed.*

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**KEYWORDS:** *Continuity, Older Preschoolers, Younger Students, Teaching Mathematics.*

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## INTRODUCTION

The modernization of the education system has especially actualized the problems associated with its humanization, one of the conditions of which is the implementation of continuity between the preschool educational institution and the school.

Currently, high demands are placed on the system of upbringing and education of children. Success in schooling largely depends on the quality of knowledge and skills formed in the preschool years, on the level of development of the child's cognitive interests and cognitive activity. Thus, the problem of continuity between preschool and primary school links is undoubtedly relevant.

The 21st century is marked by reforms in the education system. Experts are trying to make education more accessible, but one of the important problems of pedagogy is the organization of continuity between preschool and primary school levels of the education system.

Success in schooling largely depends on the quality of knowledge and skills formed in the preschool years, on the level of development of the child's cognitive interests and cognitive activity. The school is constantly raising the requirements for the intellectual, in particular mathematical, development of children. In order to improve the preparation of all six-year-old children for school, preparatory classes at schools, preparatory groups in kindergartens are organized.

Ensuring a higher level of mathematical development of children entering the first grade, their preliminary training, of course, significantly affect the quality of assimilation of educational material at school. Therefore, such serious attention is paid to the correct organization of teaching and educational work in kindergartens, especially in older preschool age.

Timely familiarization of preschoolers with arithmetic problems and examples is important for studying the school course of mathematics. Kindergarten graduates have already mastered the mathematical essence of the problem, understand the meaning and content of the problem questions, answer them correctly, choose and argue for the choice of arithmetic operation. In kindergarten, it begins, and in the first grade, children continue to master the addition and subtraction tables within ten based on knowledge of the composition of the number from the two smaller ones. In addition, in the first grade, children are introduced to the individual cases of addition and subtraction, when one of the numerical data is zero.

Studying the topic "Ten", first-graders deepen their knowledge of geometric shapes, and above all about polygons (triangles, quadrangles, etc.) and their elements (sides, corners, vertices). Initial knowledge about this was obtained in kindergarten. They already know how to highlight the shape of the surrounding objects, using a geometric figure as a standard. Relying on material objects around, models and images of figures, children compare, contrast figures with each other, and this contributes to the development of inductive and deductive thinking, forms the ability to draw the simplest conclusions. It is especially important at this age to ensure a purposeful and sufficiently complete analysis of the figure for this level of cognition, on the basis of which essential features are distinguished and abstraction from insignificant ones occurs.

First graders learn to highlight right and wrong angles, draw segments of different lengths, and draw geometric figures in squared notebooks. They prepared for this in kindergarten.

Positively affect the formation of knowledge about the number of children's ideas about continuous quantities, which is provided for by the kindergarten program, as well as skills in measuring by a conventional measure and such generally accepted measures as meter, liter, kilogram. In the first grade, children continue to measure length, mass, capacity, volume. Gradually, starting from kindergarten and continuing this work at school, children are led to an understanding of the functional relationship between the measured quantity, measure and the result of the measurement (the number of measures). All this knowledge expands the concept of number, develops the child's thinking, his interests and abilities.

However, the modern school is not satisfied with the formal assimilation of these knowledge and skills. Further education at school usually depends on the quality of the acquired knowledge, their awareness, flexibility and strength. Therefore, modern preschool didactics is aimed at working out ways to optimize learning.

All the variety of forms of continuity in modern teaching children mathematics can be systematized by conventionally identifying three types of continuity.

The first type is characterized by duplication in preschool preparation of the basic content and specific tasks of the programs of the first grade of the school;

In the second type, the preparation of children for school who do not attend preschool institutions is carried out at home, in the family, by the parents themselves, in this case, education, as a rule, has a spontaneous character, especially in families where the upbringing of children is not given due attention, children with such preparation assimilate non-systematic information and facts from the school curriculum, which are often given insufficiently skillfully and pedagogically expediently. It is characteristic that due to objective circumstances, taking into account real conditions and opportunities, it is precisely this type of continuity that modern education in the first grade of a mass school is designed for (curricula, textbooks, etc.).

The third type of continuity should be considered the most correct and promising. When using it in teaching schoolchildren, in particular mathematics, less than half of the teaching material of the first grade is used. This material is given to children for familiarization. Educational tasks for preschoolers and first grade students when studying the same fact have their own specifics. Such a partial simplification of the school curriculum, taking into account the age characteristics of children, which is carried out simultaneously by employees of a preschool institution and a school, makes it possible to achieve the best results in the transition of children from preschool to school education.

In continuity, the problem of education and upbringing of six-year-old children comes to the fore. The main thing in it is to ensure the same, sufficiently solid preparation of children for school. There are still facts of very different preparation of children for school, which usually complicates the work of first grade teachers, especially at the beginning of the year. Six-year-olds are taught and brought up in different conditions: some of the children are in kindergartens, the other part is in the preparatory classes of the school in accordance with school curricula and teaching methods, and, finally, some of the children are prepared for school by the parents themselves, relying on subjective teaching methods. Most often, before school, they begin to

force the process of teaching mathematics, teach children, mainly orally, to count within 100, 1000 and various calculations, including sometimes learning the multiplication table, trying to solve complex arithmetic problems, without paying due attention to the formation of knowledge about the set, size, space and time.

Purposeful preparation for school is provided in two main organizational forms:

- In the preparatory groups of kindergarten;
- Preparatory school classes.

At the same time, there is a clear trend towards one hundred percent coverage of children of six years of age with purposeful education.

It should be noted that there are significant differences in the work of the preparatory groups of kindergartens and preparatory classes at school. The contingent of kindergarten and kindergarten classes is somewhat different. Children are transferred to the preparatory group from the senior groups of kindergarten, and children who have not attended preschool institutions and have not previously studied are enrolled in the preparatory classes. Therefore, the programs of preparatory groups and classes cannot be identical, of course, the number of classes in them is not the same. In the preparatory group of a kindergarten, one (two) lessons in mathematics are held per week, lasting 30-35 minutes. At the same time, children acquire solid knowledge and skills that basically meet the requirements of modern primary education.

In kindergarten or first grades of a four-year school, four math lessons per week, also 35 minutes long, are given, which even suit their general preparation.

Before school, kindergarten and kindergarten graduates should in any case have almost the same level of preparation in mathematics.

In kindergarten, the program is learned faster, in just one year, so the question of methodology is extremely important. Here play is being actively introduced as a form, method and method of teaching, the practical activity of children with specific sets, etc.

However, the experience of teachers of preparatory classes and preparatory groups testifies to the impossibility and inexpediency of transferring the content and methods of school teaching to this level.

Note that improving the continuity in the work of kindergarten and school will provide conditions for successful learning in the first grade. At the same time, it is important for educators to know the basic approaches in the methodology of teaching mathematics in the first grade, to familiarize them with modern textbooks.

Forming a willingness to learn at school means creating conditions for the successful assimilation of the curriculum by children and their normal entry into the student body. One of the important indicators of special (mathematical) readiness is the presence of certain knowledge, abilities and skills among preschoolers. As the analysis of pedagogical work shows, the level of assimilation of this knowledge, abilities and skills depends on the age, individual characteristics of children, as well as on the state of the educational process in kindergarten.

For the educator of the preparatory group, it is of particular importance to identify this level before the children enter school. This is facilitated by individual conversations, didactic games and exercises with children, their performance of special tasks, etc.

In this case, one should focus on the following indicators:

- The amount of mathematical knowledge and skills in accordance with the kindergarten education program;
- The quality of mathematical knowledge: awareness, strength, memorization, the ability to use them in independent activities;
- The level of skills and abilities of educational activities;
- The degree of development of cognitive interests and abilities;
- features of speech development (assimilation of mathematical terminology);
- a positive attitude towards school and educational activities in general;
- level of cognitive activity.

The level of assimilation of knowledge is easier to determine than the degree of mastery of the techniques of educational activity, the more so - the degree of formation of cognitive interests and abilities. In this regard, to highlight general educational skills, it is necessary to select tasks in pairs: for example, the first task - guess, count, show, etc., the second task - explain, prove, tell, etc. The second task for children is more difficult, but it is its fulfillment that testifies about the level of preparedness of the child for school. The readiness level of 6- and 7-year-olds for schooling can be done through both group and individual surveys.

In the learning process, the ability to think abstractly, to make generalizations and comparisons, and to use these skills in solving problems develops. Learning activities are deliberate and educated. The psychological basis of educational activity is the development of educational motives and needs in children. In preschool children, it is impossible to form educational activity in the same form as it was mentioned earlier. The teacher creates conditions for the formation of the basis of educational activity in preschoolers.

The success of the formation of educational activity is associated with the level of development of a number of mental qualities of the child. We highlight the qualities that can be considered as some conditions of educational activity. These qualities include

- The ability to listen to the teacher,
- Work according to the instructions of the teacher,
- The ability to separate your actions from the actions of other children,
- Development of self-control, etc.

Learning activity is one of the types of cognitive activity of the child. It is characterized by certain practical and mental actions.

In preparation for school, the correct organization and purposeful development of children's attention in the learning process is of great importance. It should be noted that educational activity is generally impossible without an appropriate level of attention development. In older

preschool children, voluntary attention occupies a significant place in activity. The child is able to focus on performing a specific action. At this age, the volume and stability of attention significantly increase. The kindergarten teacher organizes the child's educational activities, teaches him to understand the tasks, goals and conditions for completing cognitive tasks.

Observations of first grade students show that the level of attention in lessons at school depends on how much the teacher uses the knowledge and experience of children. Where the teacher relies on this knowledge, the children's attention was quite stable, and where there was no such support, their weak concentration was observed. We can say that the productivity of the educational process is directly dependent on the adequacy (correspondence) of the complexity of educational tasks to the level of readiness of children, the volume of their knowledge and skills. The main pedagogical condition for the development of educational productivity is specially organized training, in the process of which children learn general ways and methods of solving various practical and cognitive problems.

The problem of forming the qualities necessary for successful schooling in preschoolers remained debatable for a long time. Both scientists and practicing teachers were worried about whether the physical and mental development of six-year-old children is sufficient to assimilate the school curriculum. Recent studies carried out by teachers, psychologists, physiologists, physicians show that the age-related capabilities of older preschoolers ensure the assimilation of a significant amount of knowledge from the primary school curriculum. These findings indicate the possibility of schooling from the age of six.

Scientific evidence shows that older preschoolers have fairly developed visual sensations. More than 80% of children are good at separating primary colors and shades, the same can be said about the development of perception. Almost all children can confidently perceive the shape of an object, size, distance and movement of an object.

We note some features of the sensory-perceptual organization of preschool children that influence the process of teaching mathematics. So, in teaching counting, it is more difficult to perceive counting by ear than counting the number of objects, perceived visually. This is due to the need to rely on a special ability to reconcile the numeral not with the visible, but with the audible indicator, with the establishment of complex associations. These complex sensory-perceptual processes are associated with the perception of numerical relationships and actions. Read, heard or named arithmetic action should cause visual-auditory associations. As a result of visual perception or visual representation, the digit is transformed into a generalized signal of a certain number (quantity), as well as the necessary actions with a given amount.

Scientific data reveal the complex psychological mechanisms of children's perception of mathematical actions. These patterns should be known and taken into account by educators of preschool childcare institutions and primary school teachers in order to effectively implement continuity in teaching and upbringing.

The age of five to six years old children is the most active, culminating in the development of the process of perception, memory, thinking, ideas. On the foreign side of senior preschool age, children sufficiently master their native speech, show a high interest in learning everything new. The central nervous system is developing rapidly. This provides a significant complication of mental functions. The ability to analyze and generalize the ideas of the environment contributes to the successful development of mental processes in general.

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The success of teaching children at school is associated not only with the presence of a certain amount of knowledge among preschoolers. Even the ability to count and solve problems is not decisive in this case. School education makes basic requirements, first of all, to mental activity. In this regard, the level of development of mental abilities is one of the important indicators of a child's readiness for school. It is necessary to teach children to observe, analyze, generalize, draw conclusions. Intellectual opportunities expand in the process of active and purposeful acquaintance with the objects and ideas of the environment, the laws of nature, the peculiarities of relations between people.

Teaching the elements of mathematical activity is carried out against the background of the expanded mental activity of children. This process is a vivid illustration of I.P. Pavlova on the reflex nature of the psyche, on the transition from the sensory stage of cognition to the logical one. So, performing a counting operation at the initial stage of training, as a complex skill, relies on the detailed action of the hands, eyes, on the naming of numbers aloud. Later, as it improves, the counting operation changes noticeably, moving from expanded methods of counting with the movement of objects, which are considered, to abbreviated methods of pointing at them, naming numbers aloud and ending with oral counting to oneself.

One of the hallmarks of any item is its size. Assessing the size, the child not only learns each object separately, but also establishes the relationship between them. This influences the formation of generalized knowledge about the environment. Any measurement of the size of an object is given a numerical expression. Therefore, the development of the idea of the size of objects makes it possible to deepen the concept of number. Awareness of the size by older preschoolers significantly affects the development of mental abilities in general, since it requires the performance of actions of comparison, distinction, generalization.

Carrying out continuity between kindergarten and school in the formation of concepts about size, one important feature must be taken into account. Children have significant difficulties in using specific mathematical terms denoting the sizes of objects of different lengths. Most often they use the words big and small. When characterizing objects of different lengths, heights, widths, thicknesses, it is difficult for children to differentiate the corresponding terms. Moreover, scientific studies show that the word size (size) itself does not have a signaling meaning for most children, since they do not understand its essence. This circumstance should be taken into account by both educators and teachers of the first grades when they teach children to distinguish length or the most significant length in flat objects and understand the three-dimensionality of spatial relations.

Older preschool children are already able, although not fully, to restrain their impulsive actions. Game, educational, creative and work activities are characterized by free regulation. During training sessions, they exhibit organized behavior. The child purposefully solves the task set before him, achieves the desired result. At the same time, such strong-willed qualities as persistence, initiative, independence are noticeably manifested. Receiving assignments from adults, the child tries to show his strength, will. Such cognitive activity of the child enables him to acquire knowledge easier and better in the future.

The experience of work at school shows that the educational opportunities for kindergarten pupils are much higher than for children who come to school from a family. Pupils of kindergartens have sufficient experience of voluntary behavior, a large amount of mathematical

knowledge, a fairly high level of development of cognitive interests and abilities. And this depends, first of all, on the organization of the pedagogical process in kindergarten.

Research shows that a child's high level of intellectual development does not always coincide with his personal readiness for school. In some cases, at the beginning of schooling, children do not have a positive attitude towards a new way of life, which implies appropriate changes in conditions, rules, requirements of the learning regime, life and activities in general.

In accordance with the indicators we presented earlier, we can conditionally distinguish three levels of children's readiness for school.

The first level should include children who have well mastered the program requirements of the previous groups, have good skills in counting, examination, measurement, dividing the whole into parts, solving problems, etc. At the same time, children of the preparatory group are able to perform simple actions in their minds without reliance on visualization, when comparing objects in shape, they use a geometric figure as a standard, are able to classify, generalize, act in accordance with the teacher's instructions, have self-control skills, show interest in learning, know how to work with concentration, without being distracted, adequately use mathematical terminology, correctly, efficiently, on time to complete tasks, objectively evaluate their work.

The second level includes children who have mastered the program in mathematics; have certain skills in counting, measuring quantities, dividing the whole into parts. At the same time, their mental activity is not sufficiently developed: it is difficult for them to explain the choice of arithmetic operation, to generalize and classify; self-control in these children is unstable, they do not show interest in learning activities; their mathematical vocabulary is poor; self-esteem is most often underestimated, sometimes overestimated.

The third level includes children who have poorly mastered the program in mathematics. These children have some skills in performing operations of counting, but in all other types of mathematical activity they have little or no skill at all. Children belonging to the third level of assimilation of mathematical knowledge feel significant difficulties in performing mental operations of comparison, generalization, classification. These children do not show interest in learning activities, use special mathematical terminology incorrectly, and often cannot complete the teacher's task and compare it with a model.

Thus, we conclude that there are several stages of children's readiness for school. Before children enter school, pedagogical work should be directed towards the complete elimination of the third, lowest, level of mathematics knowledge, skills and abilities, towards achieving a sufficiently high-quality mathematical preparation of children for school.

## **CONCLUSION**

Continuity is a connection that presupposes, on the one hand, the orientation of the educational work of the kindergarten on the requirements that will be presented to children at school, on the other hand, reliance on teachers at the achieved preschool level of development, on the knowledge, experience of children and the use of this in educational school process.

In the course of the study, within the framework of this work, the theoretical aspect of continuity in teaching children mathematics was studied. So it was found that the kindergarten fulfills the task of all-round preparation of children for school in the process of systematic, purposeful

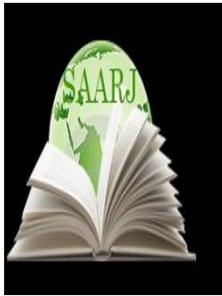
pedagogical influence. The tasks of the kindergarten teacher include, in addition to systematic preparation for school, the study of unfavorable options for the child's mental development, personality traits and behavior. The best option for the formation of school maturity in a child is close interaction between the kindergarten and the school, their cooperation on all aspects of the issue of preparing children for schooling.

The child's psychological and pedagogical readiness for school provides for the improvement, first of all, of the content, forms and methods of teaching and educational work in kindergarten, in particular in teaching them mathematics. The modern school requires from a child who begins education in the first grade, high working capacity, complex forms of mental activity, formed moral and volitional qualities already in the preschool years. The fulfillment of all these requirements helps to increase the level of the child's general readiness for schooling. Only against the background of the general readiness of the child, his mathematical training is able to ensure the assimilation of mathematics at school, the further development of interest in mathematical activity.

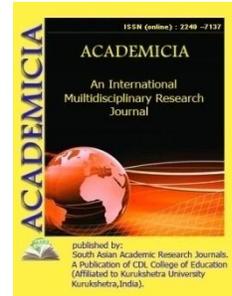
The content of continuity in the work of a preschool institution and a school for teaching mathematics is that improving the continuity in the work of a kindergarten and a school will provide conditions for successful learning in the first grade. At the same time, it is important for educators to know the basic approaches in the methodology of teaching mathematics in the first grade, to familiarize them with modern textbooks.

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**SOCIO CULTURAL PRINCIPLES OF THE URBANIZATION PROCESS**

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**ABSTRACT**

*The article examines the socio-cultural principles of the urbanization process. The implementation of the principles of state cultural policy, arising under the influence of not only urbanization, but also globalization, standardize the social and cultural needs of a person, transforming them into mass culture.*

**KEYWORDS:** *Socio-Cultural Principles, Process, Urbanization, Social, Cultural, Human Needs.*

**INTRODUCTION**

In Uzbekistan, within the framework of the implementation of the Action Strategy in five priority areas, new tools and mechanisms are increasingly being used to ensure high rates of economic growth in the country, taking into account global practice, which include the transition to an active state policy of urbanization.

Urbanization means urban in Latin and is measured by determining the proportion of the urban population of a country and regions. The process of urbanization is associated with ensuring:

- Sustainable economic development;
- Relatively high level and quality of life of the population;
- Efficient use of land;
- integrated urban development by balancing economic, social and environmental factors and prerequisites;
- solving the priority tasks of industrial and innovative development and implementation of the digital economy;

- Optimal combination of development of large, medium and small cities;
- the formation of effective forms of spatial organization of settlement through urban agglomerations, the creation in cities of industrial zones, technology parks, innovation centers, etc .;
- Large-scale implementation of housing construction, social and industrial infrastructure.

Analysis and generalization of the world practice of regulating urbanization processes showed that the purposeful urbanization policy in Japan, the Republic of Korea, Singapore, China, India, etc., was due to active industrialization, stimulation of the integrated development of cities, effective use of existing potential, consistent improvement in the well-being of the population, permanent and sustainable jobs, land reform and the creation of a land market. In many countries of the world, there is a steady trend towards urbanization, which is an important factor in stimulating economic growth and social progress.

The results of the research carried out confirmed that the increase in the level of urbanization by 1.0% ensured the growth of the gross domestic product per capita in China by 10%, in India - by 13.0%.

According to the UN forecast, by 2030 the share of the urban population in the world will reach 60.4% against 55.3% in 2018. Relatively high rates of urban population growth will also be observed in developing countries, where the outstripping growth in the level of urbanization will be mainly due to the migration of the population from the countryside to the city, natural growth of the urban population.

During the years of independence, Uzbekistan has done some work on the development of cities. The share of the urban population increased from 40.3% in 1991 to 50.6% in 2018, which increased mainly due to the administrative transformations of rural settlements into urban settlements (2009).

However, in the process of urbanization, a number of problems are observed:

- In the world coordinate system, the level of urbanization remains relatively low. According to the UN international rating (report for 2018), in terms of urbanization, Uzbekistan ranked 155th among 233 countries of the world, while this indicator was on average: in the world - 55.3%, in the CIS countries - 66.0 %, Russia - 74.4%, Turkey - 75.1%, Kazakhstan - 57.4%, Turkmenistan - 51.6%;
- over the past 10 years (2009-2018), there has been a tendency towards a decrease in the level of urbanization (from 51.7% to 50.6%) in 10 regions out of 13. Urbanization in Khorezm (33.3%), Surkhandarya (35 , 5%), Bukhara (37.4%) and Samarkand (37.4%) regions;
- From 2012 to the present, the number of cities (119 units) has not changed, they are home to 10.1 million. The basis of the country's urban network is small towns (68.1% of the total number of cities), which account for 20.5% the entire urban population. A characteristic feature of urban development is also that almost a quarter of the urban population (24.2%) lives in the capital, Tashkent. The number of urban settlements, where 6.4 million (38.7%) live, during the period under review increased from 1,065 to 1,071 units. A fairly large number of urban settlements can also be attributed to the peculiarities of the structure of urban settlements in the republic;

- The majority of small towns and urban settlements are organized by administrative decision, and they do not fully meet urban planning requirements. In fact, the population, mainly engaged in agricultural work, leads a typical rural lifestyle. According to the survey results, these categories of cities are characterized by their mono-profile, high unemployment, deterioration of production and social infrastructure facilities, unsatisfactory state of transport communications and the service sector, lack of funds and qualified personnel;
- For 2012–2018 the urban population increased by 1.4 million. (9.2% versus 1.7 million in rural areas - 11.9%). The main factors in the growth of the urban population were the natural movement of the population (102.0%), migration (-13.4%) and administrative territorial transformations (11.4%);
- the main reasons for the current level of urbanization are: the implementation of mainly large investment projects in the extractive industry, which did not contribute to the industrialization of cities; low mobility of the rural population and high level of external migration; lack of targeted urbanization policies aimed at integrated and sustainable urban development;
- inconsistency of the developed urban planning documents and the legal framework with modern requirements, limited local financial resources and powers of city authorities to ensure sustainable development of industry and infrastructure facilities, lack of qualified workers and specialists in all sectors of the economy, lack of a long-term social strategy for each city economic development, insufficient attention to the demands and needs of the urban population by the authorities;
- insufficient consideration of the features characteristic of certain categories of cities, location in the design and implementation of investment projects, certain errors in statistical reporting in the field of accounting for the real size of the urban population, especially large and large cities, etc.

In order to overcome the existing imbalances and systemic problems, intensify the intensification of urbanization processes as a new factor in ensuring sustainable development, the President of the Republic of Uzbekistan ShavkatMirziyoyev, in his message to the OliyMajlis on December 28, 2018, set a strategic goal - to bring the level of urbanization in the country to 60.0% by 2030 year.

To solve this goal, the President adopted a Decree "On measures to radically improve urbanization processes" (January 10, 2019), which provides for the main directions and a set of measures for targeted state regulation of urbanization and the integrated development of cities in the country.

The main directions for improving urbanization processes include: the implementation of a new housing policy balanced with transport and social infrastructure; privatization of land plots by legal entities and individuals on the basis of private property rights; stimulating the attractiveness of cities for free movement of the population; introduction of positive foreign practice of effective management of cities of various categories; expansion of the network of satellite cities adjacent to large cities with the placement of cultural and business zones in their central part.

Specific mechanisms and instruments for implementing urbanization policy should be noted. First of all, this is the formation of the necessary legislative and legal framework through the development of new and amendments to existing legislative acts, incl. Land, Urban Planning and Housing Codes, the Law "On privatization of non-agricultural land plots", etc.

Taking into account the socio-political significance and a certain complexity of organizing the privatization of land plots before June 1, 2019, it is envisaged to develop a package of normative legal acts regulating this process, their nationwide discussion before approval by the government. At the same time, it is advisable, as they say, to measure seven times, deeply analyze world practice in order to make a final decision on the privatization procedure and determine the market value of land plots occupied by buildings and structures, as well as land plots adjacent to them. It is also important to develop a specific mechanism for taxing private land plots.

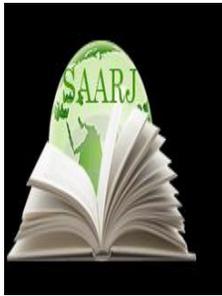
The main organizational and economic mechanisms for the implementation of an active urbanization policy are:

- Development of the Concept of urbanization in the Republic of Uzbekistan until 2030;
- development of a package of documents on strategic planning, long-term forecasts of the socio-economic development of the country, regions and cities, a general scheme for population settlement, a scheme for the development and placement of infrastructure facilities, master plans with their linking into a single system;
- Creation of the Urbanization Agency under the Ministry of Economy and Industry of the Republic of Uzbekistan for the implementation of a single targeted state policy in the field of urbanization, coordination of various ministries, departments and local authorities responsible for the integrated development of cities in certain areas, including scientific, design and survey support;
- Conducting a special survey (inventory) to identify promising rural settlements, urban settlements and small towns, which can become locomotives of urbanization processes, as well as medium and large cities, which can be points of sustainable development of the regional economy;
- urbanization processes, along with housing construction, should be linked directly to the industrial and innovative development of cities using digital technologies, rational placement of industrial enterprises in cities, based on their potential, concretization of investment programs and projects in the context of certain categories of cities;
- Formation of satellite cities around the city of Tashkent, regional centers, targeted regulation of the created urban agglomerations;
- creation of a favorable investment environment and conditions for the placement of industrial and social facilities with the status of the most promising cities – leaders in economic development, the formation of a land market;
- increasing the independence and responsibility of city khokimiyats for ensuring their sustainable development, through the effective use of the natural and economic potential, budgetary and extra-budgetary sources, as well as a special urbanization fund being created;
- effective use of the created and planned free economic zones, especially small industrial zones in order to activate the processes of urbanization;
- Improvement of statistical accounting of the urban population by harmonizing them with international standards and ratings.

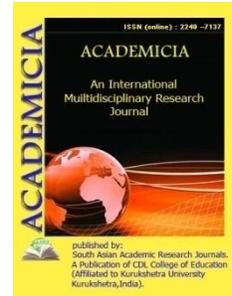
In general, the activation of urbanization processes in Uzbekistan creates new opportunities and sources of economic development, a significant increase in the welfare of the population.

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**TEACHING FINE ARTS IN A MODERN SECONDARY SCHOOL**

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**ABSTRACT**

*This article presents the basics of teaching schoolchildren the basics of fine arts, the development of their artistic and creative abilities, thinking, visual memory, creative imagination. All this finds its solution in the implementation of the system of educational tasks assigned to the lessons of fine arts in a general education school. A solid foundation is needed, cultural traditions, views and customs of the country, its region, the peculiarities of life and labor activities of the people are also reflected in the drawings. The older the child, the more he reflects in his work the national art of his homeland.*

**KEYWORDS:** *Educational Process, Game, Learning, Art, Visibility, Accessibility, Knowledge, Abilities, Skills.*

**INTRODUCTION**

The subject of fine art is the aesthetic attitude of the student to reality, his task is the artistic development of the world. Art, one of the forms of social consciousness.

Spatial thinking contributes to the development of a child's self-awareness, his place and role in the system of general development of human culture, thereby giving knowledge in the unity of his worldview. In the learning process, a whole complex of tasks is solved, among which the most significant are:

- 1) Stimulation of educational and cognitive activity of schoolchildren in fine arts lessons;
- 2) Development of their memory, creativity and talents;
- 3) The organization of their cognitive activities for the acquisition of scientific knowledge, skills and abilities;

- 4) Improvement of educational skills and abilities;
- 5) The development of a scientific worldview, raising the level of general culture.

To organize the process of teaching students the basics of visual literacy, the teacher needs to know the basic elements that are included in the training:

- 1) Target;
- 2) need-motivational;
- 3) Meaningful;
- 4) Operational and activity;
- 5) Emotional and strong-willed;
- 6) Control and regulatory;
- 7) Evaluative and effective.

The connection of these elements with each other allows us to talk about a harmonious system of teaching the visual arts, in which each element, being a component of the whole, performs its specific function.

Then the training will be:

- a) Scientific and have a worldview orientation;
- b) Visual;
- c) Active and conscious;
- d) Affordable;
- e) Systematic and consistent;
- f) Durable.

In the learning process, other types of schoolchildren's activities are organized - play, work, communication with friends. In these cases, the student is involved in another type of activity, during which he will learn what the teacher plans to teach him. At school, the student does not study the way he wants to, but the way he is taught. There is not only the mastery of knowledge, skills and abilities, but also the simultaneous development of the intelligence of the student.

It follows that learning leads development, it develops. The content of education in a modern school depends on the state of the sciences, the foundations of which are taught at school, the scientific and technological progress of society and the cognitive capabilities, interests and needs of schoolchildren. That is why, based on this pattern, the curricula are periodically revised, and modern curricula include a general educational standard, regional and school components, thus reflecting not only the interests of society, but also the students themselves.

Pedagogical skill comes only to the teacher who finds the optimal correspondence of the methods to the laws of the age and individual development of students. Being a very flexible and subtle instrument of touching the student's personality, the method of pedagogical activity, at the

same time, is always addressed to the collective, is used taking into account its dynamics, maturity, and organization.

The social purpose of art lies in the fact that, through the reflection of its object, it interacts integrally, universally and affects a person. All aspects of our society are embodied in the visual arts. Three functions of art are usually distinguished: cognitive, educational, aesthetic in their inseparable organic connection. Indeed, we can say that the fine arts learns by educating and educates by knowing, and this happens on an aesthetic basis.

Works of art should excite, shock, show new, unexplored sides of human life, psyche, the surrounding world and its conflicts. It should reveal the complex, rich, hectic and stressful life of our society, it should mobilize the personality of the perceiver. New art overthrows existing ideals, tastes, habits, memories on traditional art, while showing at the same time the complexity of a person's position in the world around him. Each child has his own view of the world, his own expression of impressions, emotions, his own direction of fantasy. In the works of children - individual images and complex subjects, a whole kaleidoscope of images, sharp characteristics; careful exploration of the nature and work of fantasy; different ways and manners of use, techniques of composition, colors, rhythms - all this merges into a feeling of amazing wealth, unlimited breadth of the worldview of children of all ages. The foundation is laid on which the human personality with all its riches grows. A solid foundation is needed, cultural traditions, views and customs of the country, its region, the peculiarities of life and labor activities of the people are also reflected in the drawings. The older the child, the more he reflects in his work the national art of his homeland. In art, the child finds an understanding of objects, knowledge of the world, phenomena of reality. He can cognize the laws of nature, his harmonious fusion with the whole world. This is the main meaning of art, the main meaning for the child and his creative works. It is necessary not only for the formation of the aesthetic ideas and taste of children, but also for their intellect, the entire area of emotional manifestations. This is the very need for educating children.

The interaction of fine and decorative and applied arts in modern conditions occurs at the level of artistic development of our society. In literature, the aesthetic reproduction of the world is carried out through the word; in painting - through the visually perceived images of the color richness of the world; in sculpture - through plastic images, volumetric forms; in graphics - through the line of the drawing, stroke - this is the unity of aesthetic perception. It gives a person joy (especially for children when they see their work), pleasure, spiritually enriches and at the same time awakens in them an artist who is able to create according to the laws of beauty in a specific area of his activity. There is another important link between objective activity, art and man - culture, the mastery of which determines his ability to create a work of art.

Culture begins where a person creates "to the extent of any kind," and for a child this measure is revealed through imaginative thinking and mastery of creativity. Mastering this yardstick is the essential feature of culture. But for this to happen, a person must be to a certain extent independent. Teaching the fine arts is the introduction of students to artistic culture. It is designed to develop in schoolchildren artistic thinking, creative imagination, visual memory, spatial representations, and visual abilities. To form in children the ability to use expressive means of drawing, painting, modeling, decorative and applied art. Students master the basics of

realistic depiction by teaching them such means of artistic expression as the texture of the material, color - line - volume, light tone, rhythm, shape and proportion, space, composition.

Every child is universal and feels the beat of the pulse of his time, and therefore the art he creates cannot but reflect the wealth of the spiritual life of society. It serves as a means of self-expression of the child in his works, and, therefore, the object of art is both the relationship between man and the world, and the man himself in all his dimensions - psychological, social, moral, everyday.

Play is of great importance in teaching schoolchildren in fine arts lessons. There are different opinions on the advisability of using the game in learning. Considering the great complexity of the modern educational content and, in general, the fact that learning is a serious matter, some believe that there is no place in learning to play. But still another opinion is more justified, the supporters of which argue that learning without play will not solve all the tasks facing it. The fact is that the tasks of teaching are much broader than communicating a certain amount of knowledge to schoolchildren and developing skills to apply this knowledge. The main task of training is to prepare them for life. And during the period of apprenticeship, children actually get the opportunity to transform the world around them in accordance with their desires only in play. Indeed, play helps to activate schoolchildren in learning, overcome boredom, move away from stereotyped solutions to intellectual and behavioral problems, stimulates initiative and creativity.

For the use of all games in teaching the fine arts, the general structure of the educational process is characteristic, which includes four stages:

1. Orientation: the teacher introduces the topic, gives a description of the game, a general overview of its course and rules.
2. Preparation for the conduct: familiarization with the script, distribution of roles, preparation for their use, providing procedures for managing the game.
3. Conducting the game: the teacher monitors the progress of the game, controls the sequence of actions, provides the necessary assistance, and fixes the result.
4. Discussion of the game: a description of the performance of actions, their perception by the participants is given, the positive and negative aspects of the course of the game, the difficulties encountered are analyzed, possible ways to improve the game are discussed, including changing its rules.

In the system of educational means, teaching the basics of graphic literacy, play has a very significant meaning, but in a certain short period of life. In games, the child masters the world around him and the relationship of adults. He not only masters ready-made methods of action, but also experiments, adapts objects to his needs, uses them in accordance with the developing imagination. Through himself in play, the child begins to understand another person, just as through another he begins to understand himself. Indeed, children love to build, create something complex from simple elements. These games develop motor skills, contribute to the improvement of the thinking apparatus, bring up independence, inquisitiveness, and creative orientation of the individual. Play in human life is of tremendous importance, and its role is especially great in the life of schoolchildren. The younger the child, the more educational and developmental significance of games in his life. With age, games are replaced by more serious occupations and work. However, even here the game does not completely disappear: business -

time, fun - an hour, but this hour often means a lot, and should not be neglected. And children - the future of humanity - deserve to be played with more often in art lessons.

Any means, even the most perfect one, can be used for good and bad. And even good intentions do not ensure the usefulness of the use of the means: we also need knowledge and skills to use the means appropriately, so that its use would bring unconditional benefit to schoolchildren. The foundation of the pedagogical process is the patterns of education, training and methodological premises of pedagogical activity. The patterns of upbringing are stable connections in the pedagogical process, taking into account which allows you to achieve effective results in the upbringing of schoolchildren.

Knowledge of the laws governing the upbringing of schoolchildren makes it possible to determine general approaches to their implementation:

- 1) The upbringing of schoolchildren occurs in the process of their inclusion in activities;
- 2) Education is the stimulation of the activity of the formed personality of the student of the student in the organized activity;
- 3) in the process of upbringing, respect for the student's personality should be harmoniously combined with high exactingness;
- 4) In the process of upbringing, the positive qualities of the student should be identified and rely on;
- 5) The age and individual characteristics of schoolchildren should be taken into account;
- 6) Education should mainly be carried out in a team and through a team. Education begins precisely with training, is based on it and cannot be carried out in isolation from it.

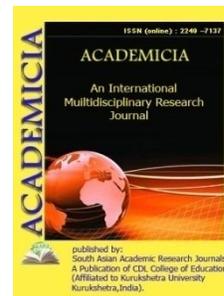
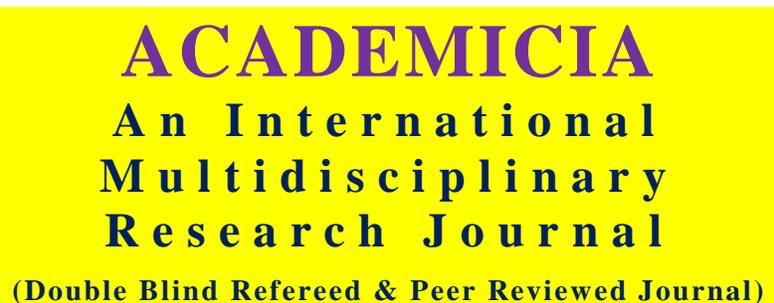
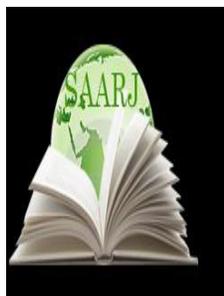
To form in schoolchildren such moral qualities as diligence, perseverance, hard work. The teacher educates, teaches, stimulates the students' desire for self-development, studies their activity, creates conditions for self-movement. Naturally, in this case, the professional and value orientations of the teacher associated with his attitude towards students, towards pedagogical activity are of particular importance.

Upbringing is associated with training, an essential aspect of their unity is that the content of training includes a large educational material. Education is an important form of joint activity of schoolchildren in their communication with the teacher and with each other, where there is also a wide "field" of educational efforts. The unity of teaching and upbringing is also built on the commonality of the methods by which they are carried out.

Thus, the comprehensive development of students' abilities in the process of learning at school determines the harmonious development of the student's personality. By creating their works, they see how seriously their work is evaluated, therefore they themselves take it seriously. The work of a child in the visual arts requires a serious attitude to the work performed - only then can you expect results. A creative thinking and literate person will develop through fine, decorative and applied and folk art. A teacher can teach creativity if he is a creative person himself, being carried away and captivating the child with art, which has always been extremely focused on the spiritual culture of feelings and relationships of people, great traditions, cultures, and artistic achievements.

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## THE USE OF MOTOR GAMES IN THE EDUCATIONAL PROCESS (ON THE EXAMPLE OF PHYSICAL EDUCATION LESSONS IN PRIMARY SCHOOL)

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### ABSTRACT

*The article discusses the issues of using game technologies in physical education lessons in elementary school, their influence on the development of physical qualities, the upbringing of moral and volitional qualities, as well as the intellectual development of primary classes. An active game can be called the most important educational institution that develops physical and mental qualities, rules of behavior, ethical values. "The game form of classes is created in the classroom with the help of game techniques and situations, which act as a means of motivation and stimulation of students to learning activities. Quite often these children have worn out movement disorders that are invisible in everyday conditions, but are manifested with significant physical exertion. These violations can create great difficulties in mastering the program material.*

**KEYWORDS:** *Game Technologies, Outdoor Games, Game, Development Of Physical Qualities, Education Of Moral And Volitional Qualities.*

### INTRODUCTION

Game technology is a unique form of teaching that allows you to make an ordinary lesson interesting and fun.

Play is essential for children to develop their personality, since in play the child learns to know himself, to know the world around him and his place in it.

Play is a conscious activity aimed at achieving a conditionally set goal. Well-chosen and correctly guided play is a powerful means of educating children of primary school age. Under the bright, funny, attractive form of games, there are many pedagogical possibilities that are

manifested through games [6]. Outdoor games are a good active rest after prolonged mental activity, so they are appropriate during school breaks.

A pedagogical game has an essential feature - a clearly defined learning goal and the corresponding pedagogical results, which are characterized by an educational and cognitive orientation.

The main activity of younger students in physical education lessons is games. Games are used in each section of the program material, outdoor games are highlighted in the program in a separate section, which indicates the importance of outdoor games. Game technologies are used for the development of physical qualities, the formation of abilities and skills in the performance of physical exercises, the activation and improvement of the basic mental processes that underlie the motor activity of younger students. Games in the classroom act as a means of motivation, stimulation of students to learning activities.

Outdoor games are an affordable and very effective method of influencing a younger student. In the game, the ordinary becomes unusual, which means it is especially attractive. The game uses natural movement for the most part in an entertaining, unobtrusive manner. The main sign of outdoor games is the presence of motor actions, due to which they are an excellent means and method of physical development.

The educational value of outdoor games is not limited to the development of only physical qualities, such as: speed, strength, agility, endurance, flexibility. Intellectual qualities also develop: memory, observation, ingenuity.

A characteristic feature of children with intellectual disabilities is the presence of various defects in mental and physical development, caused by organic lesions of the central nervous system of various etiologies.

A decrease in the tone of the cerebral cortex leads to an increase in postural reflexes, which makes it difficult for students to perform movements, leads to an uneven distribution of muscle strength, creates stiffness in movements and static postures.

Quite often these children have worn out movement disorders that are invisible in everyday conditions, but are manifested with significant physical exertion. These violations can create great difficulties in mastering the program material. Therefore, play for them is a vital need and contributes to the development of orientation in space, coordination, development and consolidation of movements, making them automated.

The physical development of a growing organism is the main indicator of a child's health. The more significant the deviations in physical development, the higher the likelihood of diseases.

It is very important to timely identify children with deviations in health that are not yet irreversible, but reduce physical performance and delay the development of the body. And a mobile irga has a great impact on the health of younger students. The game brings joy and emotional uplift, therefore, more than other forms of physical culture, they contribute to versatile physical and mental development, the upbringing of moral and volitional qualities, and the strengthening of the body of schoolchildren.

Play activities are unique in the ability to develop cognitive interests. The game makes children of primary school age think, instantly react to the actions of an opponent and a partner, choose

from a variety of actions one that, in his opinion, is most expedient. The use of game technology in physical education lessons helps to increase the emotionality of the lesson, and this, in turn, helps to solve the assigned tasks. The learning process becomes joyful, promotes the desire to study.

The content orientation of the practical use of game material in physical education lessons is as follows. The lesson includes games and exercises related to short-term speed-power stresses. Bending, squatting, running or jumping with a load that is feasible for schoolchildren are very effective for solving this problem. It is possible to use the "Ball Race" relay, beloved by the guys. In this case, the ball is passed, rolled, carried, thrown in various ways, and very useful for the development of power, throwing various objects at a distance.

With pleasure schoolchildren play the game "Who is more?" Two teams, located opposite each other, throw light plastic balls, so as to throw it to the opponent's wall. The balls are light, they fly not far and in order to achieve the desired result you have to spend strength, and in order to defeat the opponent, you need to spend strength many times in a short period of time (the game lasts only 1 minute). To develop such a quality of speed, games are selected that require an instant reaction to various signals (clap, whistle, raised hand). In such games, accelerations, sudden stops are used. All movements are aimed at deliberately getting ahead of the opponent. Such games as: "Sparrows - crows", "Take a circle", "Day and night".

Due to the peculiarities of children of primary school age, not every game can be used; it is necessary to take into account the level of difficulty of the game and its complexity in the interaction of players. The game will be interesting if it is accessible and understandable to them. Therefore, it is necessary to follow the principle from familiar to unfamiliar, from simple to complex. For this, various variants of one game are used, which provide for the preservation of its rules and skills of students, taking into account their age and individual characteristics. For example: in 1-2 grade you can play the game "Hunters and Ducks", assigning one or two "ducks" to make it safe. And then complicate the game by adding ducks. This game contributes to the development of agility, endurance, it requires the manifestation of coordination of movements, orientation in space. The game requires quick coordination of actions with your teammates. The eye, the sense of the ball, the accuracy of movements are developing. In this game, such qualities as will, the ability to take on the game, courage, the ability to overcome their weaknesses are also manifested.

Outdoor games are successfully held in primary school. During the game, physical activity increases, contributing to the development of physical qualities: strength, speed, endurance, flexibility, agility. The following games can be used: "Who is faster", "Kangaroo", "Passing the ball", "Carrying balls", "Counter relay", "Circular relay", "Calling numbers", "Ball race in a column", "Loading watermelons" , "Through the hoop" [1].

In order for the game to be useful, you need to think carefully about everything. Observe safety precautions and strictly follow the rules of the game. And, also, it is worth conducting the game with a didactic orientation. In this case, schoolchildren learn to combine the movements gained in the classroom and in everyday life, knowledge, facts, systematizing them into a single holistic view of the surrounding reality.

The requirements for the selection of games are as follows:

- The game should give new concepts;
- The game should develop the ability to correctly assess spatial and temporal relationships, quickly respond to a frequently changing environment;
- Didactic and motional content of the game must correspond to the peculiarities of the program material;
- The degree of difficulty of the game should correspond to the acquired skills and abilities.

When organizing and conducting a game, you must adhere to the following rules:

- Simplicity and accessibility of the rules of the game.
- Every child should be an active participant in the game.
- Eliminate the slightest possibility of risk, threat to the health of children.
- Security of the used inventory.
- The game should not demean the dignity of the players.
- When conducting several games, didactic principles should be taken into account.

Play is of fundamental importance, introducing it into the pedagogical process, we get the opportunity of natural interaction, getting the most positive result.

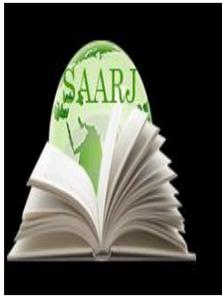
An active game can be called the most important educational institution that develops physical and mental qualities, rules of behavior, ethical values. "The game form of classes is created in the classroom with the help of game techniques and situations, which act as a means of motivation and stimulation of students to learning activities. Physical culture is the most important factor in the formation of an active life position of students of elementary grades.

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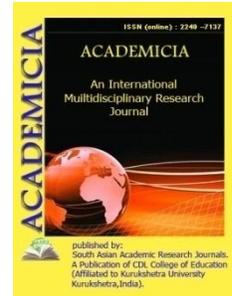
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## DEMONSTRATING STUDENT MOTIVATION TO RESPOND TO NATIONAL VALUES IN THE TRANSITION TO A DIGITAL SOCIETY

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### ABSTRACT

*In this article, we will look at the concepts of digital culture, digital literacy, and digital competence in general. A modern digital competent person, of course, is developing a “digital culture”. In a world of digital and technological opportunities, it is not enough to be able to use technology, it is important to understand how technology can improve your life, increase professional opportunities and do your job well. The structure of the university should be built in such a way that it facilitates the exchange of new ideas, identifying successful cases inside and outside the campus, in order to develop and apply them in practice.*

**KEYWORDS:** *"Digital Culture", "Digital Literacy", "Digital Competence", Modernity, Education.*

### INTRODUCTION

In the modern world, innovations are being introduced into various spheres of human activity, as a result of which there is an evolution of the educational industry, which orientates people towards new development, improving their knowledge, skills, competencies, mastering new types of activity. This article describes the era of the 21st century in terms of educational progress and how “old school” systems became “new school” systems that contributed to the development of digital education. We are entering the 21st century, where technology knows no boundaries. This is a phase of radical development where technology is taking over every niche and corner. Smartphones, laptops and tablets are no longer unknown words. At this stage, the education system develops for the sake of improvement, since students of this generation are not born to be limited by the limits of simple learning; their curiosity is immense and cannot be satisfied by the educational systems that were developed earlier. If we continued to teach our

children the way we taught them yesterday, we would rob them of tomorrow. Our old education system has no chance of having a chance in the 21st century. Therefore, we are forced to use digitalization in our educational system [1].

Digitization is the integration of digital technology into everyday life by digitizing everything that can be digitized.

Digitalization is a trending term that describes the 21st century as accurately as possible. We are in an era where unprecedented ideas are unfolding in our education industry and creating progress that cannot be matched by technology lag.

A new phase of learning has begun and includes various advanced methods such as: Online course. Do you want to learn a new language, or maybe take a course on a particular course, but can't cover the distance?

Online courses are designed by professionals who have unmatched proficiency in their specific field and can give you a real-time learning experience by designing your own online course.

Online exams. Digitalization has leveraged the creation of online exams, making the exam process convenient for both faculty and students.

Digital textbooks. Along with other titles such as e-textbooks and e-text, digital textbooks provide an interactive interface in which learners can access multimedia content such as videos, interactive presentations, and hyperlinks.

Animation. It's a fun approach where students learn better. By offering a visual representation of a topic, students understand the concept in a more understandable way. Even the most complex topics can be simplified with animation. It should be noted that with the advent of digitalization, the educational system has changed dramatically. Using all of the above methods, in the modern world, any person has the opportunity to receive a quality education [2].

The concept of "digital culture" was introduced into scientific circulation in the 2000s (2004, T. O'Reilly) in connection with the emergence of Web 2.0 technologies - the second generation of the Internet network service. The category of digital culture in modern scientific literature it is analyzed primarily as a humanitarian, technological phenomenon. Scientists in modern science L. Baeva and A. Guk consider digital culture as a technological phenomenon, since all objects of this culture function using digital devices based on the principle of digital coding of information using a binary code, becomes a backbone factor of this culture [6, 7].

S.I. Chernykh and V.I. Parshikov considers digital culture to be a humanitarian phenomenon in his research. The researchers explain that: "The influence of digital culture on the formation and development of personality is not only technogenic, but also humanitarian in nature, and the sixth technological order, within which digital culture develops, will change not only the world around a person, but also the person himself.

Today digital technologies open up great opportunities for us, and we recognize that they have great prospects in education. Modern teachers, in parallel with traditional teaching, when conducting their classes, try to use various types of digital teaching technologies, such as electronic textbooks, digital educational resources, Internet technologies, computer testing programs, etc. conducting training using such forms of training as distance learning, e-learning, massive open online courses, open educational resources. In this regard, it is extremely important

to create a digital culture of future professionals, which is the best driving force in the digital economy.

“Digital culture” is, first of all, an understanding of modern information transfer technologies, their functions and their correct use in work or in everyday life. A modern specialist who acquires skills in the field of "digital culture" knows how to properly use the tools offered by modern information, communication and digital technologies, regardless of whether he specializes in IT.

“Digital competence and digital culture are a set of knowledge, skills, opinions, creativity, strategies, responsibility based on the flexible use of continuously developing digital technologies, on the development and ability to manage digital technologies, compliance with security measures in the world of the Internet and the network, compliance with ethical, legal norms and rules, management, analysis and selection of information, the correct use of information for their needs, that is, this is the ability to process information, have a critical view, your opinion, joint study and training, the ability to creatively create a digital space, information objects and the ability to manage them and shared with effective responsibility”.

When we talk about digital culture, we must not forget about digital ethics. It is very important to be able to communicate through social networks, virtual reality, to be able to protect your information, use or view websites, work with information correctly, know cybersecurity and navigate the current legislation of the state in the field of working with Internet data. Today, almost 60% of the population of our country has access to the Internet.

In a world of digital and technological opportunities, it is not enough to be able to use technology, it is important to understand how technology can improve your life, increase professional opportunities and do your job well. Universities need to develop students' deep understanding of digital environments, the ability to intuitively adapt to new conditions and create new content.

Teaching students to live in the era of rapidly developing digital technologies, however, as well as to understand their own strategy for behavior in the digital world, is one of the most difficult challenges for higher education leaders. Online education is the greatest development in higher education. While universities compete for every student, educational platforms are gaining millions of listeners.

Online courses enable students to choose what they like and gain knowledge in a short period of time, anywhere, for less money. Also, online learning gives a sense of freedom and control over the process of their development, which is one of the key motives in obtaining the desired result.

Students also rely on teachers for life guidance and mentoring. Deep and meaningful human interaction is critical and very difficult, perhaps even impossible to automate completely. Artificial general intelligence is required to automate learning. Unlike narrow or specialized intelligence, it must understand natural human language, be sensitive to emotions, plan, develop strategies, and make optimal decisions in unpredictable circumstances. These complex problems have been considered for many years at a special section of social and psychological problems of higher education, regularly held within the framework of the conference. Until the beginning of this century, it was believed that the key figures in the life of universities were teachers, but with the onset of a new era, the vector changed to meet the needs of students and stimulate their

success. The structure of the university should be built in such a way that it facilitates the exchange of new ideas, identifying successful cases inside and outside the campus, in order to develop and apply them in practice. All activities of the university should be aimed at the formation of a successful student personality. To do this, according to the speakers at the conference, it is necessary to define clear goals and objectives, create the necessary organizational support structures, train teachers in digital technologies in pedagogy, revise curricula and student assessment systems.

The effective integration of technologies into the educational process has a positive effect on the dynamics of student development and stimulates interest in acquiring knowledge. However, the right environment must be prepared for the introduction of technology and new teaching methods. Educators using tools and platforms such as learning management systems often strive to come up with new combinations of different learning components, such as open content or educational applications.

The key problem here is the unpreparedness of the educational system to accept new teaching methods.

The gradual development and implementation of the presented conceptual provisions will not only improve the adaptability of the educational process, ensure the formation of the necessary professional competencies for the digital economy, but also significantly increase the motivation of students, interest and involvement in the educational process. Manufacturability, individualization of the educational process in accordance with the needs and capabilities of each child, interest and motivation to study at school should ensure the achievement of a new quality of education in the digital economy [7]. The professional development of a teacher, the transformation of the system of continuous pedagogical education for the preparation of a modern teacher, a teacher of the digital future, is one of the main directions of digitalization of education. A modern teacher should be able not only to effectively use existing IT, use various editors and information processing tools, programs for creating electronic presentations, but also master new technologies, pay special attention to self-improvement and development of their own digital literacy and the necessary digital skills.

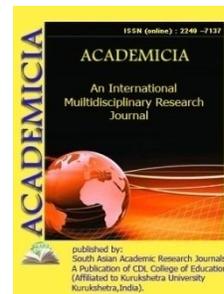
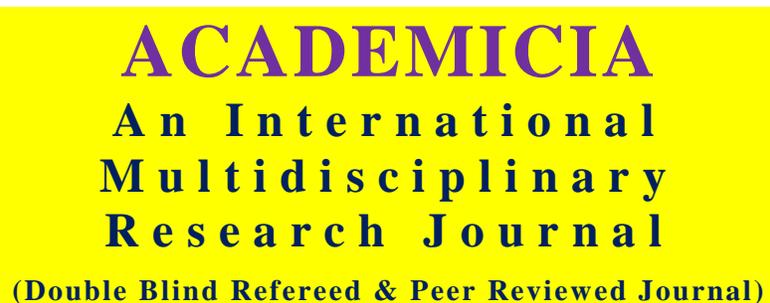
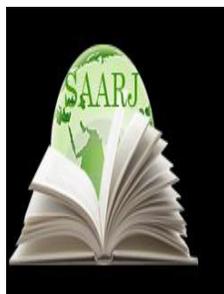
A modern educator should possess the following digital skills: - general digital skills necessary to effectively use IT capabilities in their daily life (for example, searching for information on the Internet, using office software, data processing and analysis tools, etc.); 14 - complementary digital skills related to using IT capabilities to accomplish new tasks (for example, using social networks and other digital messengers to communicate with students and parents); - special skills in using the latest services of the digital economy, implemented on the basis of the concept of the Internet of Things and other components (for example, the use of cloud technologies and storage for hosting educational content).

Digitization has undoubtedly changed our education system, but we cannot say that it has diminished the value of our old classroom learning time. We also do not want something so priceless to turn to dust. The best part about digitalizing education in the 21st century is that it combines aspects of both; classroom teaching and online teaching methods. Walking hand in hand, both act as a support system for each other, which provides a solid foundation of knowledge for our modern students. Digitalization in education has also proven to be the right way to save resources. Online examination platforms have limited the frivolous use of paper by

directly limiting tree cutting. Thus, the digitalization of the education industry in the 21st century is a boon for our society.

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## IMPACT OF DIGITAL EDUCATION ON DELIVERING ENGLISH LESSONS

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### ABSTRACT

*The article discusses the features and requirements for the formulation of an educational problem when teaching in cooperation in English lessons through a comparison of the basic principles of this technology and the developed theory of an educational problem in domestic pedagogy. Using the examples of setting and solving an educational problem, the advantages of learning in cooperation are analyzed.*

**KEYWORDS:** *Learning Task, Learning In Collaboration, Learning Activity, Communication Task.*

### INTRODUCTION

Learning in cooperation as a new form of interaction between participants in the educational process is increasingly becoming an alternative to traditional education in Russian educational institutions, both in schools and universities. This technology makes it possible to transfer the student from a passive participant, focused mainly on the teacher, to an active and conscious subject of educational activity, purposefully interacting with other students to achieve the set educational goals. But at the same time, the transition from a traditional lesson to a lesson using collaborative learning technology presents some difficulties. And one of them is the formulation of an educational task, which must meet a number of criteria arising from the basic principles of learning in cooperation: teamwork, positive interdependence, individual responsibility of each, face-to-face interaction, reflection, social communication skills (6).

According to R. Slavin, if one or more of the principles are not observed, then cooperation learning can turn into ordinary group work (7).

D. B. Elkonin notes that the goal and result of solving an educational problem are changes in the decisive subject itself, I am not in the subject of the problem, which seems to be an essential distinguishing feature of the educational problem from other kinds of problems.

Also an important property of the educational task, according to G.A. Ball, is the inherent in the formulation the ability to move from the external task given by the teacher to the internal task of the students themselves, which causes interest, the desire to learn new things and solve the problem.

Teaching methods in collaboration are precisely based on this property of the educational task, activating not external, but internal motivation of students. Not only the end result, which in a traditional lesson often boils down to an assessment for the correctness of the task, but the process itself becomes the subject of the task.

Thus, the formulation of a task in teaching in cooperation will always involve a transfer from an external task set by a teacher to an internal one, since the model for solving such a task is located within the team as a unit, where everyone is a part of it, taking a certain role.

E.I. Mashbits deduces a number of requirements for the design of an educational task that can be applied in organizing training in cooperation, correlating them with the principles of implementing this technology. 1. "It is not a separate task that should be designed, but a set of tasks," that is, a task in the task system. A feature of the formulation of an educational task when learning in cooperation is that it should be solved in a team (from 2 to 5 people) and stimulate a positive interdependence of team members in the process of solving it. For this, the team is united by a common goal, and the success of the task is determined by the successful completion of each of its parts.

Thus, the student is faced with his personal task, built into the general work. And then, the results obtained by each team become the subject of general discussion or further modeling of tasks for the whole class. With this approach to building a system of tasks, the principle of positive interdependence and individual responsibility for learning in cooperation is implemented.

The process of learning a foreign language itself implies a hierarchical sequence of stages of mastering language and speech skills. In accordance with the stages of teaching a foreign language in teaching methods, two main types of educational tasks are distinguished: pre-speech (language, training) and communicative (speech, creative).

Learning in collaboration allows you to introduce another type of heuristic problem, which can be an effective alternative to the teacher's explanation and presentation of new language material. So, when teaching in cooperation in English lessons, three types of tasks can be used, the learning goals of which follow from one another.

- 1) Training and preparatory. The goal in setting this type of problem is to develop language skills and speech skills in conditions of teamwork, the result of which should be a stable language skill in the use of phonetic, lexical and grammatical structures.
- 2) Heuristic. This type of tasks involves cognitive goals, the acquisition of new knowledge about the language through joint study, observation and study of linguistic phenomena, deduction of

patterns, drawing up conclusions. Through a system of this type of tasks, a presentation of new lexical and grammatical structures, temporal forms of the verb, articles, etc. can be presented.

3) Communicative. The achieved educational goals in the process of solving problems of the training and heuristic type allow you to use speech skills and activate the language material in prepared and free speech practice in communicative situations. At this stage, the educational task is multifunctional.

Learning in collaboration, in comparison with traditional forms of work, allows you to use a large arsenal of educational actions, ways to achieve results, techniques and methods that students master. This is achieved, firstly, due to the flexible distribution of roles in the team, when during the execution of one task the participants have the opportunity to prove themselves both as a trainer and as a trainee, as, for example, in the jigsaw technique; and secondly, due to the active formation and development of social skills demanded by productive interaction in a team, such as the ability to listen, respond, ask clarifying questions, argue a position, take a different point of view, etc.

As noted by I.A. Winter, the direct product of training should be not only the executive part, but also "the students' awareness of their actions, ie. reflection". Reflection is also a basic principle in collaborative learning. One of the reasons why reflection is not fixed as a constant practice in traditional teaching may be the passive state of students, when most of the time they listen to the teacher or perform tasks that did not become their internal task.

In this case, the analysis of the action does not occur, since there is no active action as such.

The educational process in cooperation requires from everyone both activity and a conscious approach, which means that an analysis of how this process proceeds and what happens in this case also appears.

Therefore, the system of tasks includes monitoring the quality of their work in the team and the whole team as a whole, which further helps to correct and improve their actions.

Thus, comparing the basic requirements for the design of an educational task in domestic pedagogy with the possibilities of teaching technology in cooperation, we can conclude that this method allows one to systematically implement those aspects in the formulation of an educational task that fall out during traditional teaching.

As already noted, when setting educational tasks, it is important that their hierarchical relationship is realized by students in the transition from one goal to another. For this, when studying each thematic section, it is important at the very beginning to identify the communicative task for the team to which they should come.

For example, under the theme "Travel. Tourism" is to publish an advertising brochure, but for this you need to master the necessary vocabulary and learn, for example, how to use articles with geographical names. And then the preparatory and heuristic tasks, which should lead to a certain speech practice, will acquire a conscious significance.

The technology of teaching in cooperation (cooperative learning) is successfully used in the formulation of communication tasks, when students already know the language at a sufficient level that allows them to express their thoughts and achieve communicative goals through

language practice. Techniques such as "openwork saw", "carousel", "brainstorming" are well built into the conditions of joint discussion of the problem, disputes, projects.

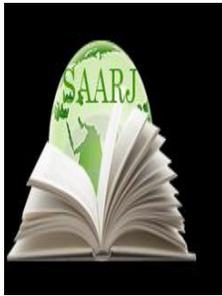
But learning in cooperation can take place at earlier stages of language acquisition and increase the efficiency of practicing pre-speech exercises through conscious activity in joint interaction. Let's give an example of a preparatory type of problems in an English lesson in collaboration. Let's take training-type tasks □ translated exercises from Russian into English using new lexical and grammatical structures. In traditional teaching, these tasks are usually performed individually, followed by a frontal oral check in the lesson or written check of notebooks by the teacher. Purpose of the work: activation of new lexical and grammatical structures in the prepared written and oral utterance. Preliminary preparation: homework to learn lexical structures and translate these sentences with new vocabulary.

Statement of the educational problem: using the knowledge of the learned vocabulary, make this knowledge the property of the whole team and demonstrate the overall result, gaining the highest number of points. Task progress: The class is divided into two teams, for example, 5 people each. Each is given a number from 1 to 5. The teacher calls the number, and a representative from one team with this number reads out a sentence with a new lexical unit in Russian (this may be a sentence from homework, or it may be a new sentence drawn up by a team, depending on educational purposes). A participant from another team with the same number must translate this sentence orally. If he does it the first time, then his team gets 3 points. If he has any difficulties, he asks for the help of his team - a limited time is given for a joint discussion of the translation of the proposal, for example, 1 minute. At this time, all members of the responding team join forces and must not only jointly make the correct translation, but also teach the person who will answer if he has difficulties. Then the same participant must answer again. If he answers correctly, then the team gets 2 points, if with errors - then 1 or 0. In this case, the teacher can evaluate the correct answer, or you can put the verification task in front of the assigning command and also give points for this. Next, the teacher calls the next participant number and the move goes to another command to ask the proposal. At the same time, within each team, participants can be offered an additional distribution of roles: when writing sentences and checking, someone can be responsible for the grammatical aspect, someone for the lexical aspect, someone for originality and relevance to the topic (if the guys make sentences themselves), and there is the role of the organizer of the discussion.

An example of a heuristic type of educational tasks can be, for example, the task to derive a rule for the use of articles with geographical names by translating the text containing the corresponding lexical and grammatical structures into a table. Here teams of 3-4 people can be formed, where each will choose from the text and fill in his part in the general table: water, mountains, countries, etc. And then, together, the team must draw a conclusion and name the rule. Thus, when setting this educational task, the success of the entire team depends on the knowledge and activity of each. Moreover, for those who have not learned or weaker students the opportunity to improve their knowledge "on-line" is open, since the conditions for completing the task motivate mutual assistance and interest in each other's success. This is how all 5 principles of learning in collaboration are implemented, and this learning task leads to both the overall result and the individual growth of students.

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**COHESIVE UNITS AND THEIR USE WITHOUT GENERATIVE PARTS**

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**ABSTRACT**

*The article deals with the generalization of the Uzbek language and the cohesive parts of speech. According to the facts we can say that despite the existence of definitions and classifications of the generalizing section given in different languages, this problem still needs to be studied much. In the first sentence, "under the double nut" explains the meaning of the word "in the stream", which precedes it, and in the second sentence, "youth" explains the meaning of the word "we", which precedes it, separated from the main parts of speech by a pause.*

**KEYWORDS:** *Generalizing Part, Cohesive Parts Of Speech, Grammatical Structure, Generalizing Word.*

**INTRODUCTION**

There is information in many literatures about the classifications and definitions given to the compound parts in the Uzbek grammar.

In linguistics, there are two types of use of cohesive parts: without generalizing part and with generalizing part.

An acquaintance with the scientific literature and an analysis of the works of art have shown that cohesive pieces can be used without more generalizing pieces.

To illustrate the point, let us look at some examples:

Cohesive sources are parts of speech that answer the same question in a sentence, perform the same syntactic function, and are connected by equal conjunctions or counting tones. Such passages may appear in more than one line in a sentence, and they are considered to be cohesive passages. For example: The rising sun is shining its morning light on the branches of apricots,

apples, peaches and cherries. The words apricot, apple, peach and cherry are combined in this sentence. They answer the same question and perform the same syntactic function. They are connected by a counting tone and an equal connector. All parts of speech can be cohesive: cohesive owners, cohesive cuts, cohesive determiners, cohesive complements, cohesive cases. Parts of a compound sentence usually have the same grammatical form. Parts of a sentence can be grouped together or expanded by words related to him: Abdullah Qahhor's creative experience is an invaluable resource for readers, literary critics, and young writers (P. Qodirov)

Conjunctions sometimes include generalizations. They are words and phrases that summarize the conjunctions and come before or after the conjugation. Generalizations that come before the cohesive section usually require comments. The generalizations that come after the cohesive part have the property of concluding. For example: Everything: houses, walls, trees fell silently into the darkness. (Oybek) The street - the village, the field, the village - it's as if I'm being questioned by Masuda. (P. Qodirov)

Different punctuation marks are used in compound sentences. As cohesive without interconnects (only with counting intonation); opposing binders, repetitive binders. When you make a connection using the loads in the connector function; a comma is placed between them. For example: if you visit Kashkardarya, Surkhandarya, Namangan, Samarkand regions, you will see 500-600-year-old plane trees. (A.Aminov) He left the hospital, sometimes insulting the doctors and sometimes speaking well. (S.Ahmad)

When the cohesive are used with the help of *and*, *as well as*, with communicate with each other and with the help of detachable conjunctions, there is no comma between them: the water in the river flowed calmly and majestically. (F.Musajonov) Father Salim and the boys followed the guest ... out. (S.Karomatov)

In compound sentences, the cohesive units come before the organizers, and after this unity two points are placed: Everywhere: in the houses, on the streets, the falls because of frost turns white in the morning. (Oybek)

When the cohesive units come after the organizers, they are preceded by a hyphen: Men, women, and children - the greeters ran along the wagon. (R.Fayziy)

**Separated parts of speech.** In some cases, separate parts may be involved. Separated passages usually explain, exaggerate, and clarify the meaning of the words to which they are related, and are separated from the other passages by a special pause. For example: He stood for a long time in the river, under a double walnut tree, buried in white snow. (O.Yoqubov)

No matter how hard the work was, we, especially the young people, worked with enthusiasm and courage. (CH.Aytmatov)

In the first sentence, "under the double nut" explains the meaning of the word "in the stream", which precedes it, and in the second sentence, "youth" explains the meaning of the word "we", which precedes it, separated from the main parts of speech by a pause. Both of the separated passages are used in the form of a simple sentence.

Separated parts can also be in the form of turnover. For example: VahidMirabidov laughed at his bitter irony and passed it by his ear. (O.Yoqubov)

In the quote, "laughing at his bitter irony," the rhyme is separated by a special tone, emphasizing the state in which the action understood from the predicate is performed.

This means that the separated parts can take two forms: 1) in the form of a simple part of speech and 2) in the form of circulation.

Separated parts are divided into the following types, depending on which part of speech they belong to:

1. Separated identifiers.
2. Separated commentators.
3. Separated fillers.
4. Separated cases.

**Separated identifiers.** Separated determiners have two types: separated adjunctions, separated focusers.

The separated adjunctions are used to highlight the character of the object. For example, "Autonomous, naked, wandering under the willows, dreaming." (S. Soliev) The adjective "naked" is given after the adjective to exaggerate the sign of the person ("Autonomous").

In this case, the focuser is distinguished by interpreting and clarifying another focuser that came before him. For example: It is true that most of what he wrote, or rather, what he wrote on paper, telling the typist, was shallow in content, repeating the previous ones. (T.Pulat). In this sentence, the determiner of "more precisely, what he wrote down on a piece of paper by telling the typist" has been exaggerated, explaining the meaning of the predecessor (the word "written") that came before him.

**Separated commentators.** Commentators are often separated. In this they come after the interpretation and are pronounced with a special intonation. For example: You, Sunnatillo, are a very smart, far-sighted person. (S.Soliev) Ali Tajang, an unsightly warrior ... came and drowned in Uzbek. (Oybek) The pulpit was occupied by senior graduates of the institute. (J.Abdullahanov)

Separated cases. There are two types of separated cases:

- I. Separated cases in the form of turnover.
  - II. Separated cases in the form of a simple part of speech.
- The separated cases in the form of turnover are further divided into three:
1. Separated cases in the form of relative turnover.
  2. Separated cases in the form of simulated turnover.
  3. Separated cases in the form of auxiliary cases.

**Separated cases in the form of relative cases.** Adverbials expand with their own words, and such a device is called adverbial circulation. Adverbial circulation is usually separated. For example: People roared like walnuts, covered with blood from all the cars on the platform. (T.Pulat)

Separated cases in the form of a relative statement express the state, time, and condition, reason, and so on of the action. For example: After eating an apple, the boy picked up the stick. (A.Mukhtor)

**Separated cases in the form of simulated circulation.** Words with the suffix “-day, -dek” can also be expanded. For example: In this factory, as in all factories, in the kitchen there is a separate advanced table. (A.Qahhor)

**Separated cases in the form of auxiliary cases.** Cases in the form of auxiliary devices can come from the predicate, expand with their own words, and be separated from other parts of speech. In this case, the device is formed with the helpers as opposed, as, as, due, due, without. For example: He stretched out his thin, white wrist to a tree and shook it as he threw a blackened shot into his mouth. (G.Gulyam)

Separated cases in the form of auxiliary cases turnover represent different situations, and analogies.

Separated cases in the form of a simple part of speech explain the meaning of the case that came before it. Its interrogation and function are equal to the interrogation and task of the case being explained. In this case, time and place are often separated.

Separated place: Not far from the village, where countless tulips were reddening the field and swaying, a wild grass was burning. (P. Qodirov). In the middle of the village of Oykul, by the spring, Master Kamar and father Norboy rebuilt three of them. (P. Qodirov)

Separated time: Tomorrow, young man, as soon as I see you, I'll be back. (P.Markov)

Separated fillers.

There are two types of fillers depending on their formation:

1. Separate fillers in the form of auxiliary device turnover.
2. Separate fillers in the form of simple part of speech

Separate fillers in the form of auxiliary device turnover come away from the predicate and are formed with the help of similar auxiliaries:

Fillers in the form of a simple part of speech explain the meaning of the filler that came before it, clarify it. In this case, both the instrumental can be distinguished.

For example: A medium-sized girl, atlas dress suits on you. (Y.Shukurov)

This protest was undoubtedly directed against his father, the Mother. (O.Yoqubov)

It turned out that one was a letter written by his father in his own handwriting, and the other was a letter written by the colonel, the commander of the unit where his father served. (H.Nazir)

Among those few was the captain, who provided the military aspect of the operation. (A.Chaykovskiy)

**Punctuation is used in the following sections:**

1. Separated parts are usually separated by commas. For example: We, the medical staff, serve the people wholeheartedly. (S.Soliev)
2. If the content of the separated parts is wide or has a comma in it, such separated parts are separated by a hyphen. For example: The secretary girl - Ulfatoy, a medium-sized, white-faced woman with tulip-shaped cheeks and dark eyebrows - came in with a teapot carrying tea ... (S.Soliev)

In Uzbek, the term conjugation refers to the organization of several parts of a grammar by a particular element. Without this organizing unit, an organizational event would not occur. There are organizing and generalizing units in the cohesive units. The organizing unit is present in almost all cohesive parts, and the generalizing unit is used only when it exists for the purpose of adding a comment or additional clarity.

In all of the examples, all the parts are arranged around the predicate that is the center of the sentence. The center of speech, their essence, and their position are determined by the valence of the predicate. There is no generalizing section in the analyzed examples. But in the examples, we noted that one person, like the greens, the words of life, and the additions act as organizers.

In our view, words such as greens, life, like a person, also have the property of generalization.

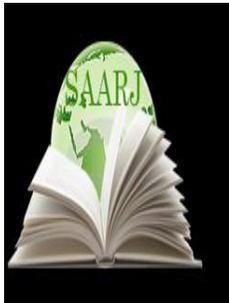
These are not the same phenomenon as the organization of additions or incomplete verbs. A person is an extension of the center of speech that comes in the function of having a phrase in a sentence. He not only organizes but also generalizes the phrases that preceded him: Appearance of man is a middle-aged with a broad jaw and a forehead like a fat monkey. If a man came at the beginning of a speech, it would be a separate piece: A man - a middle-aged man with a broad jaw, a forehead that looked like a monkey.

However, the writer has the right to change the order of the parts of speech in the sentence in order to achieve the goals of the poets.

Using of cohesive words and sentence expanders in conjunction with generalizing participles and generalizing units has nature of speech.

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**AN UNDERSTANDING REGARDING ENTREPRENEURIAL  
 ORIENTATION AND BUSINESS PERFORMANCE THE ROLE OF  
 CULTURE A REVIEW**

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**ABSTRACT**

*Entrepreneurial Orientation (EO) is a universally accepted concept that is applied by the small and medium sized organizations. The studies have shown a significant relationship between EO and business performance. One element that connects EO and business performance is 'Culture'. Organizational culture and the culture as a whole have significant place in the modern entrepreneurial firms. Culture refers to national culture, organizational culture, societal culture and also corporate culture. This study contributes to examine the literature to understand the role of culture in Entrepreneurial Orientation (EO) and business performance. Study will discuss the direct and indirect effect of various cultures that have the potential to influence business activities, decision making and productivity. The various dimensions of EO are considered as important source of firm's survival in the competitive market. The success of such firms depends on the culture of the business performance. This shows that EO, business performance and culture, are inter-related as well as inter-dependent. The findings of the study will help to enhance the understanding of this inter-dependence and role of culture in EO and business performance.*

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**KEYWORDS:** *Entrepreneurial Orientation, Business Performance, Performance, National Culture, Corporate Culture, Firm's Performance, Organizational Culture*

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## INTRODUCTION

Entrepreneurial orientation (EO) can be considered as an important phenomenon and as an important concept for making new strategies. Entrepreneurial orientation (EO) can also be understood as a crucial factor for the success of business even with many complexities in today's business environment. Many empirical studies have positively associated EO with business performance (Semrau, Ambos, & Kraus, 2016). The modern firms require new opportunities and new ways to for making their business successful. EO includes different dimensions of the behavior that are fostered by the successful entrepreneurs of the world. EO states about the behavior that entrepreneurs have to reflect, such as innovation risk taking and being proactive (Arshad et al, 2014). The modern firms have to get involved in the continuous process of innovation; they are required to innovate new products, new process and services. The forms are required to be more proactive in comparison to their competitors. This also reflects the risk oriented behavior of the entrepreneurs that impacts the performance of business (Vij & Bedi, 2012).

Business performance can be understood as the set of performance management and an analytic process that helps in enabling the management of the firms to perform according to set standards for achieving success goals (Bulut & Can, 2013). Business performance can also be defined as *"the degree of fulfillment of managerial goals in business practices and realized outputs of these goals by the end of a certain period"* (Bulut & Can, 2013, p. 273). Organizational culture can have significant influence on the firm performance. Achieving the goal as the output of a certain process is determined by the organizational culture, and its influence on implementation of market orientation within the firm (Jogaratham, 2017). Globally, the business environment has become highly competitive, dynamic and unpredictable. Thus, marketing orientation is important element for small and medium sized businesses. The business environment has become more complex due to globalization, technological development and trade liberalization. The global market place has increased the competition for the firms and they have to adopt many new strategies to survive in the market place.

The rapidly increasing scope of the competition in the global market place, has resulted in creating a lot of challenges for the managers and business organizations. The organizations have to display entrepreneurial behavior and have to focus on developing the supportive organizational culture for surviving in complex market conditions. Accepting EO as the major component of the firm's strategic planning and strategic behavior can have positive influence on the firm's performance. The strategic behavior of the firm is determined by firm's culture (Engelen, Schmidt, & Buchsteiner, 2015). Therefore, Organizational culture is also significant for gaining competitive advantages over the competitors and to achieve high performance and productivity. Entrepreneurial activities are considered as the source of competitive advantage and vitality that helps to take the business performance to superior levels. Entrepreneurial or innovative activities have the ability to refresh the activities of the refresh business organizations, irrespective of their sizes and nature (Karacaoglu, Bayrakdaroglu & San, 2012).

The culture within any organization has the capability of influencing entrepreneurial orientation and business performance. The Entrepreneurial Orientation is at the heart of the corporate

entrepreneurship and has come up as an important, and powerful tool for making a business successful (Bayarçelik, & Özşahin, 2014). This paper will provided a review of literature related to the explanation of Entrepreneurial orientation (EO) and Business Performance. The first section of the review will focus on defining both concepts on firm levels. The other sections will discuss the impact and role of culture on Entrepreneurial Orientation and Business performance. Paper will also review the literature related to the concept that how culture can have significant impact on the performance and how cultural differences are accepted through EO. Since, EO is firm based and societal culture is a higher level concept. Therefore, relation between EO and performance will be analyzed in terms of societal culture.

### **What is Entrepreneurial orientation (EO)?**

Entrepreneurial orientation (EO) is the strategy making process used in the firms. The process of making the strategy involves planning, decision making, analysis, and also requires incorporating culture, values and mission in the strategy. Making the strategy is associated with taking actions with the committed resources. EO also includes the procedures and policies of the firm that will be used as the base for the entrepreneurial decision making and action taking. Rauch et al (2009) has define EO as the “*entrepreneurial strategy-making processes that key decision makers use to enact their firm’s organizational purpose, sustain its vision, and create competitive advantage(s)*” (p. 6). EO is considered to be significantly applied to the small and medium size enterprises. The removal of the global trade barriers has increased the completion in the market for the firms. This creates pressure for the small and medium sized enterprises to compete in the emerging economy.

Some of the studies have doubted the effieicnty of EO. Though there is a positive relationship between EO and business performance. However, the evidences could not answer a question that what will be the effect of EO on the business performance in the time economic crisis and uncertain environment (Kraus et al, 2012) SMEs face lot of pressure and from the competition because of the increasing number of the sophisticated customers and difficulty in maintaining and improving business conditions (Kreiser, & Davis, 2010). Such firms require the entrepreneurial mindset for identifying the opportunities and threats to ensure the successful survival of the firm in changing market conditions. Therefore, EO has been a significant approach to survive in global competitive market. EO is divided in five different dimensions or the components. These dimensions are risk taking, proactiveness, innovativeness, competitive aggressiveness and autonomy (Semrau, Ambos, & Kraus, 2016).

### **Dimensions of EO**

Various dimensions of EO can be derived from the entrepreneurship literatures.

#### **1. Risk Taking**

Risk taking mainly involves taking the bold actions that may result in negative consequences for the business. However, for surviving in the global market, companies have to take risk to that may include venturing with the unknown people, borrowing big amount for business and committing ventures in an unpredictable and uncertain environment (Otache & Mahmood, 2015). However, risk taking is the most significant element of entrepreneurship. It mainly understood as the risk that people take for themselves rather than being employed. Yet, this dimension of EO is widely applied to the organizations, where the senior staff members or the

managers take the risk of committing to large amount of resources with the uncertain outcomes. Risk taking is significant part of SMEs (Engelen, Schmidt, & Buchsteiner, 2015).

## 2. Proactiveness

Rauch et al (2009) states that “*Proactiveness is an opportunity-seeking, forward-looking perspective characterized by the introduction of new products and services ahead of the competition and acting in anticipation of future demand*” (p. 7). This is the ability of the entrepreneurial actions to anticipate the future opportunities. This proactiveness can be associated with identifying the opportunities related to technological advancement and producing innovative products. The proactiveness is applied by understanding the demands of market and customers (Kreiser & Davis, 2010). According to the early economic and market thinking, proactiveness was the important action taken by the entrepreneurs for identifying the market place opportunities and proactively pursuing them. On the level of firm, it is said that proactive companies work as the market leaders and not followers. Proactiveness has significant relation with business performance. The organization is significantly affected by this dimension, as it affects the organizational structure and life cycle of the firm (Kreiser & Davis, 2010).

## 3. Innovativeness

Innovativeness is the “*The tendency of a firm to engage in and support new ideas, novelty, experimentation and creative processes that may result in new products, services or technological processes*” (Bayarçelik & Özşahin, 2014, p. 825). Innovativeness can be considered as the predisposition to engage experimentation and creativity by introducing new products or services, as well as also displaying the technological leadership. Innovation can be considered as a very complex action, as it involves changes in the process of production (Kreiser & Davis, 2010). Some of the theorists and scholars have considered innovativeness as the integral part of entrepreneurship. This involves the use of varied resources and creating new combinations of the resources to make and produce new products. Innovativeness also refers to the firm’s capability to turn the resources in the innovative capabilities (Bayarçelik & Özşahin, 2014). The continuous process of revenue generation is mainly associated with the involvement of the new methods of production and transportation. Innovativeness is the element in business that is highly researched in terms of organizational and individual entrepreneurship.

## 4. Competitive Aggressiveness

Competitive aggressiveness can be considered as the aggressive response towards the competitive threats. This is also considered as the ability of the firm to outperform the rivals. According to the evidences proactiveness and competitive aggressiveness are highly related to each other (Shan, Song, & Ju, 2016). Proactiveness also encourages the business owners to proactively take part in identifying the opportunities and threats for preparing the better strategies for business. The researchers also believe that proactiveness and competitive aggressiveness are same dimensions and they have similar impact on the firm’s performance. Competitive aggressiveness also refers to directly engaging with the competitors for getting a position in the competitive market (Lechner & Gudmundsson, 2014). It is also found as the most significant part of EO in current global place.

## 5. Autonomy

The evidences have shown that firms with more significant EO are likely to perform better in market. The magnitude of the relationship between EO and performance may vary, still their relationship can't be denied (Covin & Miller, 2014). Autonomy has also significant impact on the business performance. It refers to the actions taken by the individual or the team for bringing new ideas and vision without being held back by the organizational constraints (Lechner & Gudmundsson, 2014). It also refers to make decision without any predefined supervision. This enhances the business performance and is considered as a part of organizational culture. Autonomy can also be considered as the dimension that refers to the ability or the willingness of the employees to take the self directed actions and to grab opportunities in their self directed manner (Lumpkin, Cogliser, & Schneider, 2009). Autonomy allows the entrepreneurs to feel free and make decisions and work according to these decisions.

### Business Performance

Business performance can be referred to as the subjective and objective, financial and non-financial achievements attained by an organization (Sibiya, Sandada & Mago, 2016). These achievements are evaluated in terms of business performance and in relation to all the stakeholders, shareholder and employees of the organization. The capability of the organization is directly associated with the performance of the company (Franco-Santos et al, 2007). Studies have also found that knowledge management capability and organizational capability have significant impact on the business performance. The capabilities of the organization importantly rely on the EO of the company (Daud & Yusoff, 2010). Therefore, it can be said that organizational performance and EO are inter-related.

The business performance is affected by the various internal and external factors. These factors are the business activities, forces or institutions. Nasiripour, Raeissi, & Hosseini-Fahraji (2012), found that internal factors that can affect the performance of business are controllable. However, the external factors affecting business activities and performance are uncontrollable. The internal environment affecting business performance are strategic planning, decision making, which is controlled by the management and managers. Otache & Mahmood (2015) argues that external factors also have the significant impact in determining the business performance of an organization, because these factors are uncontrollable and can affect the performance in a significant manner. External factors could be as, unpredictable market and stiff competition (Rosenbusch, Brinckmann & Bausch, 2011).

### Entrepreneurial orientation (EO) and Business Performance Relationship from the Perspective of Organizational Culture

According to the evidences, a firm can be benefitted by applying the new ideas and concepts, by applying the innovative approach, displaying boldness through risk taking, proactiveness to identify opportunities before the competitors do and responsiveness. The relation between firm's performance and entrepreneurial orientation has received considerable attention from the research studies (Rauch et al, 2009). The studies have displayed that firm level entrepreneurial behaviour displays the relative engagement of the firm in risk taking, innovativeness and proactiveness. Such behaviour of the firm is positively associated with the growth and profitability of the firm. The magnitude of this relation and level of firm's performance vary

from place to place. This can be associated with the degree of applicability of the EO dimensions (Vij & Bedi, (2012).

López-Gamero, Molina-Azorín, & Claver-Cortes, (2009) have found that business performance is also affected by the collaborative practices of the HRM. The uniqueness of the knowledge is increased by the HRM activities that also change the firm's knowledge to positive knowledge. The innovative activities therefore, have important influence on the firm's performance (López-Nicolás & Meroño-Cerdán, 2011). Business is also affected by the customer relationship performance and market orientation. The evidences have shown that business performance is affected by the various internal and external factors. The internal factors are those which are associated with the organizational culture. However, EO deals with the internal as well as external factors to enhance business performance (Rosenbusch, Brinckmann & Bausch, 2011).

The business environment in the global market place is rapidly changing that also influence the business models. For attaining profit with the existing operations, the organizations have to constantly look towards the new opportunities and innovations. Rosenbusch, Rauch & Bausch, (2013) the there is a strong relation between business performance and Entrepreneurial orientation. Walter, Auer, & Ritter, (2006) have also analyzed the relation of strategic EO and firm's performance. Study has shown that international performance of the firm can also be affected by EO. García-Morales, Lloréns-Montes & Verdú-Jover, (2007) has established the relation between innovativeness (a dimension of EO) and business performance and has established that innovativeness and dynamic organizational learning capabilities have significant influence on business performance.

Some of the studies have also proposed lower correlation between EO and business performance (Baker & Sinkula, 2009). Studies have also explains the relation of EO with business performance in an inverted position. This means that high degree of EO is not always considered being desirable for business and performance. They are also, not always desirable for the structural conditions and certain market. Thus, there is high variation identified in the reported relationship between EO and business performance. The variations in the results of the various studies are mainly due to some important factors. These factors can be "*difference in the scales of entrepreneurial orientation being used, difference in methodology being adopted, opinion regarding moderating variables and different indicator components of performance being measured*" (Vij & Bedi, 2012, p. 23). According to these evidences it can be said that Entrepreneurial Orientation is still a useful tool for predicting the performance of the business.

The performance of the business or the style of the business is understood as the culture of the organization. Culture can be considered as the way according to which it can be determined that how the firm do things and what are the unique qualities of the people in the firm (Shihab, Wisniarski, & Sine, 2011). The interest in understanding the organization culture and its relation to business performance and EO has increased, as it is believed that certain organizational cultures have the capability of improving the firm's financial performance García-Morales, Lloréns-Montes & Verdú-Jover, (2007). The various kinds of organizational culture can promote financial performance, market share and can also help to gain competitive advantage. Culture has the capability to influence the competitive position for the firm, and this is the reason that it has steamed the interest of the scholars in the business studies. The competitive position of the firm is developed and enhanced through EO therefore, culture have significant role to play in EO and

business performance (Basu, 2015). Research studies have also found that culture strength of an organization can improve the financial performance in terms of both, long term and short term benefits. Culture also boosts the competitive position that is important for EO because, the highly motivated employees are often dedicated to their goals that influence the organizational performance (Basu, 2015).

Culture also helps in developing the organizational competences and winning the competitive advantage. With the supportive and encouraging organizational culture, the employees of the organization are inspired to work hard and to improve the well fare of the customer that helps to gain competitive advantage (Engelen, 2010). This explains that organizational culture is determinant for the entrepreneurial orientation and this refers to all aspects of the organizational activities, including decision making, practices and processes (Jogaratnam, 2017). Kraus et al (2012) finds that though there is a positive relationship between EO and business performance, the cultural contingences can display the variance between EO and performance relation.

### **Entrepreneurial orientation (EO) and Business Performance and Role of Organizational Culture**

In the changing business world and market place, small and medium sized business has created many innovations for maintaining the competitiveness and making a place in the global market. EO can be considered as a significant framework that enables the firms to identify new opportunities and turn these opportunities in a new revenue generation process. Various dimensions of EO displayed that business performance is based on these dimensions. If the risk taking behaviour of the entrepreneurs is correct according to the business environment, then business performance can be improved. Culture also has significant impact on EO and business performance. It has been found that different cultural variables can modify the dimensions of EO. Different dimensions of culture have significant impact on EO and business performance.

#### **1. Entrepreneurship and National Culture**

The national entrepreneurial activities are not considered as recent. The scholars have given the central role to the culture. Bouchard et al (2008) states that '*culture is the conductor, and the entrepreneur is the catalyst of entrepreneurial activity* (p. 5). The influence of the institutional activities such as legal, financial, technological and political, can't be denied. Yet, the informal institutions also have significant role to play in national culture and EO. This means that socially transmitted information are also the part of national culture. Therefore, the entrepreneurial activities and orientation are also influenced by the informal institutions such as regulating bodies, political parties and financial system. Engelene (2010) had stated that "*Culture consists in patterned ways of thinking, feeling, and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values*" (p. 355).

The essential elements of culture are derived from the traditions, which are the historically selected and derived ideas. It also gives importance to the values that are attached to the traditional ideas (Engelene, 2010). This example displays the two significant element of the national culture; first is that the national culture refers to the group of people and not just individuals and second characteristic of the national culture is that it is divided in several layers and each layer has their own values that influence the behaviour and interaction of the people in

society (Kreiser et al, 2010). The third significant aspect of culture is that, it is not acquired by any means, but it is learned over time. Kreiser et al (2010) also found that national culture have significant impact on the various levels of entrepreneurship in the society, while Engelen (2010) explains that national culture affects the way in which the entrepreneurial orientation is adopted by the organization.

National culture enters the organizations through the individuals. Socialization is the key process of personality development and acquisition, so the values and personality of the people are developed before they come to organization (Schneider, Ehrhart & Macey, 2013). However, as national culture is considered as a social phenomenon, the process of socialization is significantly influenced by national culture. This influence is reflected through the culture of the organization, which is formed by the values, individual perception, behaviour and interactions with each other. All these aspects of the personality are influenced by the national culture which people bring to organization (Petrović et al, 2015). *Cultural values indicate the degree to which a society considers entrepreneurial behaviours, such as risk taking and independent thinking, to be desirable*” (Bouchard et al, 2008). Therefore, the culture also influences the business performance of the organization.

National culture can also have significant impact on the level of innovation applied by the organizations. Since, the level of innovation describes the business performance; innovation can also explain the importance of cultural factors (Strychalska-Rudzewicz, 2016). The culture that supports the individuals to develop strong working skills and strong innovative skills are tend to avoid uncertainty and improve business performance.

## **2. Uncertainty in Business and Organizational Culture**

In the disciplines like economic history, sociology, anthropology, the researchers have found the variation in the economic performance of the various companies being affected by heir national culture. One of the significant example of the France’s weak financial performance in 19<sup>th</sup> century displayed that the entrepreneurs of France lack boldness and innovativeness in their approach. The entrepreneurs of France based their business activities on their patrimonial logic, due to which they were unable to survive the change (Landes, 2015). It was found that people from different culture exhibit difference in the pattern of their perception and attention.

Entrepreneurship is associated with risk taking, which means to take risk, when the market is uncertain or there is a perceived environmental uncertainty (McKelvie, Haynie & Gustavsson, 2011). Uncertainty can also be considered as the salient feature of entrepreneurial. The study found that ‘cultural consequences’ always remain present within the organization in the form of uncertainty due to the presence of different cultures in international organizations (Liu & Almor, 2016). It was also found that entrepreneurial orientation, stress and personal attitude of people are the significant differences found in organization culture that defines uncertainty (Liu & Almor, 2016). It is also significant for the entrepreneurs to evaluate the various evidences from the cultural influence on business performance, individual recognition, personal reasoning and logic for developing a comparative perspective of the influence of various aspects of culture on performance and EO.

EO focuses on defining and finding the measures of environment uncertainties in business. Culture is also considered as a very significant element that has been analyzed by the entrepreneurs for developing a perception of uncertainty. The study of Telman (2012) focuses on

defining the relationship with culture and entrepreneurial processes. He finds that culture is a collective programming of the mind that impacts the various activities and decisions taken by entrepreneurs. Culture defines the underlying values as well as the behaviour of the people that will further define the business performance (Telman, 2012). The question arises about the family business, where the same cultural values are passed on and the uncertainties of the culture remain a question in such cases.

Cruz, Hamilton, & Jack, (2012) focused of finding the entrepreneurial activities, by understanding the culture in the family businesses. Earlier concept behind the family business was that funder centric entrepreneurial approach is applied for decision making in family business, which significantly overlooked the development of the entrepreneurial culture Cruz, Hamilton, & Jack, (2012). Therefore the researcher focused their research on understanding this process in family businesses. Duh, Belak, & Milfelner (2010) found that '*non-family firms, family firms are different in their set of goals because of the controlling family's influence, interests and values which provides firms with a stronger culture*' (p. 475). It is also found at family ownership of the firm allows the members of the family to control the values and belief within the family business that could help in controlling the uncertainties to some level (Duh, Belak, & Milfelner, 2010). The activities and behaviour displayed by the entrepreneurs align with the external complexities and display business performance in balanced form (Seaman, Bent & Unis, 2016).

### **3. Entrepreneurial climate and Impact on Business Performance**

The modern companies are more focused on the entrepreneurial behaviour, this is the reason that entrepreneurs are approaching towards creating an appropriate culture or climate. EO is considered as a very important tool for the modern firms in terms of industry culture, performance behaviour of employees and also internal organizational factors (Fu, & Deshpande, 2014). The relation between business performance and EO has been widely analyzed by the scholars, but effect of culture on business performance has been underrated. The corporate entrepreneurship requires the appropriate application of Entrepreneurial orientation that consists of the organizational culture (Gertsen & Sørderberg, 2011). The external and internal environment of the organization poses challenge in front of the managers to balance them through their risk taking capabilities and innovativeness. Climate or culture of the organization not only depends on the culture of the employees, but it is also influenced by the efforts of the managers. The organizational climate has to be created by understanding the culture, and such environment must encourage employees to display innovativeness and creativity. Creativity is very important for successful business performance (Fu, & Deshpande, 2014).

Business performance is the analysis of the success of the firm, which is affected by EO and its various dimensions. It is also affected by the financial factors, market, decision making and organizational culture (Kotter, 2008). Organizational culture also has significant association with productivity. Culture helps to understand the level of cooperation among the employees, conflict resolution strategies and also interaction between the employees and management of the organization. If the culture is beneficial for the employees and management then, productivity increases (Awadh & Alyahya, 2013). The commitment o the employees towards the organization increase with encouraging climate and cultural satisfaction. The perceived organizational support tend to influence business performance (Fu, & Deshpande, 2014). The business activities and

performance of the employees also depend on the external factors of uncertainty, dynamism and change. Therefore, the EO decision making has to be more influential.

Chuang, Morgan, & Robson (2012) found that organizational behaviour also defines that way through which organization is going to control the external factors. Therefore, it is very important for the firms to display entrepreneurial culture. Such culture encourages the organizations to be innovative, creative and risk taking in their approach, which is also important for the entrepreneurial activities. These activities positively influence the business performance (Idar, Yusoff & Mahmood, 2012). The culture of change and innovation is necessary for positive organizational performance and to retain the cultural capital in the organization (Michael, 2017). For this purpose the business owners and entrepreneurs have to behave entrepreneurially and should display innovativeness and proactiveness, to form a valuable culture within organization. The direct and indirect effect of the external factors can be seen on the business performance. Therefore the culture of organization can help in understanding and effectively addressing the internal and external factors (Michael, 2017).

#### **4. The influence of corporate culture on Entrepreneurial Orientation and Business Performance**

Corporate culture has very high influence over the entrepreneurial orientation and business performance. The national and industry culture could explain the entrepreneurial behaviour in the firm. However, corporate culture is also of great significance for an organization. The studies have shown culture as the internal factor that has the capability of influencing the entrepreneurial behaviours (Bouchard et al, 2008). It is also found that every organization has their tangible and intangible traits that help to establish their unique identity and culture. The effective corporate culture can work as an asset for the organization and can also be determinant of the strategic behaviour of the firm. Corporate culture has significant place as national or industry culture. Therefore, broader understanding of the corporate culture is significant to determine its influence on entrepreneurial orientation and business performance (Krueger, 2007).

Corporate culture has several dimensions. The first dimension is that it acts like a pervasive context for everything that individuals do in the organization. The corporate culture is also manifested in the business standards, principles, values, ethical standards and various approaches of personnel management (Eccles, Ioannou, & Serafeim, 2012). It is also used to develop the policies and procedures for enhancing performance and strategic orientation. Corporate culture also helps to develop a standard organizational environment that facilitates better interaction and relationships among the managers and employees. '*Corporate culture defines what is expected by others, what behaviors are rewarded by the community, how and what things are valued, be they a dress code, the office space, work habits, or anything else*' (Bouchard et al, 2008, p.12).

#### **CONCLUSION**

Culture plays very significant role in the personal and professional life of individuals. Culture has the capability of defining the failure or success of the organization. paper discussed the various aspects of culture that can influence Entrepreneurial Orientation and Business performance. Paper provides the review of literature to illustrate the various factors of national, industrial and corporate culture and its role in influencing EO and performance. Organizational culture has significant relation with corporate entrepreneurship and business performance. It can be concluded that by understanding the various entrepreneurial activities, the culture of

organization and performance can be determined. Every individual in the organization has their own values and belief. When the people come to join an organization, they also bring their values and belief to organization that forms the organizational culture.

Culture has been investigated by various researchers in different aspects. However, it is found that culture impact EO in terms of decision making, risk taking, innovativeness and also autonomy to some levels. Culture also influences the performance of the employee as well as performance of business. With the adoption of organizational culture, employees can enhance their performance and capabilities and it will also influence the strategic orientation of the organization. Therefore, it can be said that role of culture is embedded in the concept of entrepreneurial orientation and business performance and it can take entrepreneurship to very high levels.

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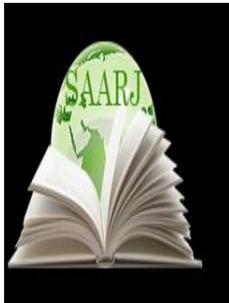
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## THE IMPORTANCE OF AESTHETIC EDUCATION IN THE PROCESS OF TECHNOLOGY COURSE

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### ABSTRACT

*This article provides information about the importance of aesthetic education, aesthetic education of students, as well as the teaching of science in the process of technology lessons. Understanding the importance and social significance of work evokes an awareness of its necessity and responsibility. First, the beauty of a relationship is born in the precise organization of the work. Thus, the task of cultivating the desire for beauty in labor is not only aesthetic, but also industrial, economic education, the formation of the desire to perform any work to the highest quality, the most skillful and perfect.*

**KEYWORDS:** *Aesthetic Education, Formation Of Internal Aesthetic Culture, Pedagogical Tasks, A.S. Makarenko's Opinion, Pedagogical Practice, The Basic Conditions Of Aesthetic Education, The Purpose Of Aesthetic Education, The Pedagogical System, The Words Of V. A. Sukhomlinsky.*

### INTRODUCTION

In the theory of aesthetic education, the living environment is often seen as an element of the aesthetic education process. Habitat includes not only the natural environment, but also the “second nature” created by humans. The work of changing this environment, in which the

experience of the generations embodied, becomes an active factor in education. Therefore, people strive to constantly improve this environment in line with the changing and deepening ideas of a full-blooded life. In this regard, the aesthetic preparation of the younger generation should be the most important area of its introduction into the universal values that form the basis of the cultural environment and therefore one of the most important forms of its socialization as a person. It also forms an internal unity with technological, environmental and social. Therefore, the utilitarian-practical approach to the subject of labor, which is the subject of nature, must be based on the principles of morality and humanity, aesthetics and technological ethics. Adherence to these principles, along with the understanding of aesthetics as a universal value, allows the optimal use of the objective-aesthetic and technological features of the natural object in the production process, creating the necessary artistic form, artistic quality and image of the product. This approach solves the pedagogical task of forming an internal aesthetic culture that predetermines the value attitude of school students towards the social functions of the product being created.

In improving the system of public education, the most serious attention should be paid to the forms and methods of labor, moral and aesthetic education in the school. All this requires the creation in each school of its own optimal conditions for the implementation of multifaceted educational work that leads to the spiritual prosperity of the student's personality.

As for pedagogical practice, Makarenko said: "I can't imagine a team like that ugly if the child wants to live in a team and is proud of it. You can't ignore the aesthetic aspects of life. The aesthetics of the costume, the room, the stairs, the benches no less than aesthetics. "

It is known that the lesson is the main form of teaching and educational work in the school. Students' practical work plays a key role in the labor lesson. This work is built on the basis of productive labor, as a result of which material values are created. School education should be educational. To bring up a harmoniously developed person means that an aesthetically developed person instills in the child a whole set of positive character traits. Fabric processing technology classes have created particularly favorable conditions for aesthetic education, so this task is one of the main tasks in technology classes.

As a mandatory element of a properly organized lesson, the technology teacher should show students the standard of the product or the scheme of its production sequence. The technology teacher should strive to introduce students to the tools of labor, while at the same time providing an opportunity to demonstrate their structure and movements. The didactic effect is much higher with this combination. When choosing an object of work, the teacher should think not only about its compliance with the requirements of the program, but also about how it will evoke emotions in students.

For the purpose of aesthetic education in the process of teaching students in the field of "Technology" it is necessary to:

- To acquaint students with advanced technologies, modern technological processes and advanced production. This encourages school students to have a valued attitude towards work;
- Involve as many students as possible in the workforce. It helps to broaden students' worldviews and develop their creative abilities;

- The activity of student labor collectives is to help teachers in the formation of public opinion of students, to participate in solving problems of labor education and vocational guidance. Forms of labor unions should be chosen depending on local conditions and opportunities. Physical labor, along with cultural leisure, helps to cultivate high moral qualities, healthy needs;
- Combining socially useful work with technical creativity and experimental work, nature protection, study of the motherland, labor traditions. In active work the consciousness of the specific value of its results is formed, the beauty of the changing activity is realized.

In order to form an ethical-aesthetic relationship between schoolchildren, to actively influence their personal qualities, the labor process is a single, integral, practically clear and aesthetically consistent, which is an integral part of the ideological, political and moral education complex. - There should be an organized system. Children's attitudes to teamwork are constantly improving, especially when the prospects for work are clearly defined, when everyone knows what is being done and why, when the outcome of work is socially beneficial and cost-effective, when work is closely linked to life. Understanding the importance and social significance of work evokes an awareness of its necessity and responsibility. First, the beauty of a relationship is born in the precise organization of the work. The beauty of work organization and the clarity of labor issues reinforce the best personal qualities in a student, bringing out the moral beauty of the individual. The main essence of the pedagogical organization of labor is not only to increase social wealth, but also to develop students' labor skills and diligence, first of all, to form and improve the moral beauty of the individual.

Aesthetic education of school students in labor activity can be effective only if a comprehensive approach to the entire labor system in the school. In other words, each element of the pedagogical system must bear the aesthetic burden of student labor in the classroom, socially useful, effective labor in an organic organic relationship with other components of the system: the purpose of labor - with its process, process - with result, result - personal relationship, relationships - with the qualities that shape a person. It is important to keep in mind that the beauty of each element of the labor process system is not some specific abstraction of the beauty inherent in that element. To reveal the beauty of all the elements of the labor process, their ideological, political and moral significance, only at the same time for the correct understanding of the beauty of each element of the labor system of schoolchildren and their pedagogical effective use possible. Any labor activity of school students, its purpose, process and outcome should be accompanied by the pursuit of beauty, its marriage and aesthetic pleasure. Education, socially useful, productive work - everything needs to awaken in students the need for beauty and creativity "according to the laws of beauty". At the same time, the pursuit of beauty should act not only as a pursuit of aesthetic pleasure, but also as a desire to create a high-quality piece that is an integral part of beauty. Thus, the task of cultivating the desire for beauty in labor is not only aesthetic, but also industrial, economic education, the formation of the desire to perform any work to the highest quality, the most skillful and perfect.

Focusing on a specific task in the course of the work activities of school students is for aesthetic purposes only. Living in a world of beauty, a schoolboy often doesn't see or hear it. He often perceives the colorful world clearly in black and white because he does not have a set to perceive colors, and he does not hear forest or field music or takes it as a simple background because he has to listen to music in it. There is no collection. At the same time, seeing, feeling, perceiving

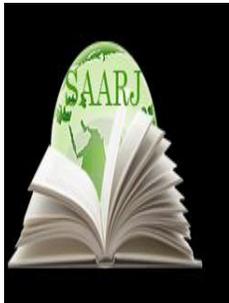
the beauty of the world not only gives it aesthetic pleasure, but also brings new shapes and colors to the piggy bank of creative activity. Therefore, it is important to teach the child to understand the shapes he sees in nature, the beautiful subtle combinations of colors, the patterns of construction of some structures, giving direction to a specific task. In addition to direct tuning, it is necessary to direct school students in search of beauty in the surrounding world in order to collect visual images that can be used in future work.

The process of aesthetic orientation of teaching schoolchildren in the technology of fabric processing covers the intellectual, emotional, volitional, value-oriented aesthetic aspects of the harmonious formation of the individual at work, resulting in the creation of something useful and beautiful. According to V. A. Sukhomlinsky, "beauty pleases a man only when he works."

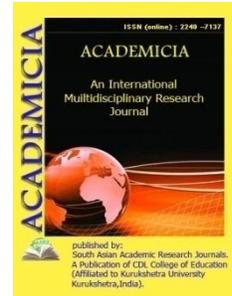
The main task of a modern school of education is to bring up a harmoniously developed person. Aesthetic education plays an important role in the formation of a harmonious personality. At present, as indicated in the main directions of general and vocational school reform, the most important task is to significantly improve the artistic and aesthetic education of students. It is necessary to develop a sense of beauty, a high aesthetic taste, the ability to understand and appreciate works of art, historical and architectural monuments, beauty and wealth. For these purposes, it is better to use the possibilities of each subject, especially literature, music, fine arts, labor education, aesthetics, knowledge and educational power.

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## THE IDEAL APPEARANCE OF A MODERN TEACHER

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### ABSTRACT

*People have always treated teachers differently and called them “mentors”. In folklore, phrases such as “Teacher is as great as your father” have glorified teachers and increased respect for them by the society. From ancient time, the society has increased the demand for teachers, desiring that these professionals to be free from all weaknesses. Correspondence of the year of 1586 showed the following requirements to the teachers: “... the teacher of a school must be pious as well as thoughtful, humble, but at the same time wise, polite, non-alcoholic, kind, far from dreamy, but at the same time striving for good qualities... “at the beginning of the XVII century, a well-known founder of world pedagogy KomenskiyYa. A. said: “the main goal of a teacher is to educate a mature specialist in his profession, who can demonstrate high personal morality, love, knowledge, diligence and other qualities that encourage students to set an example. Every teacher has his or her own way, style and way of teaching. “In educating the young soul - give them inspiration like sunlight,” – said Ushinsky K. D. The article reveals the essence of the requirements for a modern teacher.*

**KEYWORDS:** *Modern Teacher, Personal Behavior, Attitude To Life, Human Qualities, High Ideals Of Truth And Goodness, Upbringing, Work With Students, Love For Children, Personality Quality, Pedagogical Ability.*

## INTRODUCTION

The President ShavkatMirziyoyevmade a speech in a video conference on improving the skills and prestige of teachers in society, raising the morale of the younger generation: “I think a lot about raising the image of teachers in our society. Personally, I have been a teacher at the university for many years;I understand very well how difficult and arduous this field is. Of course, financial support is important in this regard, but only a teacher can increase the prestige of this profession through selfless work, tireless work on the personal development, providing others with a role model. Now we need to create the environment in our society where teachers are respected, they are who get honor and respect, who are truly gloried as the creators of the future”

People have always been setting quite high standards for teachers. To start with, the teacher must have deep and multifaceted knowledge, an idea of how effectively transfer concepts in the field of science, to win a child’s trust, which is the main basis of human education, become a reliable friend of his students and give them right advice. Any curriculum, any teaching method, no matter how good it may be, if a teacher does not win a student’s trust, will remain only “dead letters and correspondence” on paper, but in fact, if the trust is justified, it will have a strong effect.

### Main Part

If we talk about a number of requirements for a modern teacher, primarily, the Master is obliged to set an example of spiritual life in his personal behavior, attitude to life, to educate students based on human qualities, high ideals of truth and goodness. An important requirement for a teacher today is the availability of pedagogical skills as a person who can demonstrate a love for working with students, a love for children, and the pleasure of interacting with them. According to the results of many surveys, the ranks of leading teachers include professionals who can always demonstrate their abilities and have pedagogical competence.

Necessary professional qualities of a teacher are the following ones: knowledge, creativity, thirst for innovation, perseverance and self-control, leadership, a tendency to love the student, not being nervous about small things. The unique professional quality of a teacher is fairness. He is obliged to systematically assess the knowledge, skills and actions of students according to the nature of his work. Therefore, it is important that its assessments are appropriate to the level of development of the students. They assess objectivity. Nothing enhances a teacher’s moral reputation as an ability to be objective. Partisanship, subjectivism is extremely detrimental to education.

The mental sensitivity of the teacher’s character is to feel the state of the student, their mood, to help those in need in the first place, to act as a barometer as much as possible. The natural state of a teacher is in the importance of having a sense of professional care and personal responsibility, caring for the present and future of the student. The teacher must be demanding. This is the most important condition for its successful operation. The teacher sets high standards for himself because others cannot demand what they donot have. Pedagogical demands must be reasonable, taking into account the capabilities of the developing individual.

A sense of humor helps the educator to neutralize a tense situation during the pedagogical process: a cheerful teacher teaches better than a sad one. His arsenal includes humor, proverbs,

aphorisms, friendly humor, a smile - everything that allows you to create a positive emotional background, attracts students to themselves and the situation.

The teacher's professional tactic is to have a sense of proportion in communicating with the student. Etiquette is a concentrated expression of the educator's consciousness, emotions, and general culture. Its main purpose is to respect the identity of the STUDENT. This warns the teacher of negligence, urging him to choose the optimal means of influence in a particular situation. Personal qualities in the teaching profession are inseparable from professional characteristics. These include: mastering the topic of teaching, methods of teaching the subject, psychological training, general knowledge, broad cultural outlook, pedagogical skills, mastering pedagogical labor technologies, organizational skills, pedagogical tact, pedagogical techniques, mastering communication technologies, public speaking and others. Its components are conscientiousness and dedication, the joy of achieving educational results, the constant growth of demands on oneself and one's qualifications.

## **RESULTS AND DISCUSSIONS**

Many experts are limited to the conclusion that the lack of specific skills can be compensated by the development of other professional qualities; in fact, the ability is formed through diligence, honest attitude to their duties, and constant work on themselves.

We must be familiar with pedagogical skills (talent, profession, inclination) as an important condition for the successful acquisition of a pedagogical profession, but in any case, the decisive condition remains innate professionalism. While most of the candidates for teaching had a professional inclination, they were not able to literally fulfill the task of teaching because they did not have the ability to convey it with their knowledge and interest in science. Despite all the possibilities, it is also possible to see teachers who are not able to manage the audience.

Therefore, the important professional qualities of a teacher are diligence, efficiency, discipline, responsibility, ability to set goals, as well as ways to achieve them, perseverance, regular and systematic improvement of professional level, desire to constantly improve the quality of teaching.

The personality of a modern teacher is largely determined by his knowledge and high culture. Anyone who wants to move freely in the modern world needs to know a lot. The teacher is a visual role model, the owner of a specific standard of behavior. An integral quality in the analysis of a teacher's work is the teacher's skill that comes first. It has many definitions. In the most general sense, it is a high and constantly improving art of education and upbringing. Skills are based on the combination of a teacher's personal culture, knowledge, and worldview with pedagogical techniques and best practices. Knowledge of the theory of mastery is expressed in the use of effective technologies of the learning process, their proper selection for a particular situation, the design of the process at a given level and quality, its organization in such a way that even in the most unfavorable conditions. A real teacher always finds a non-standard answer to any question, can address it in a unique way, arouses his interest, excites. This type of instructor ensures deep knowledge of the subject, has the ability to convey his or her knowledge to students, and has mastered modern teaching methods.

Most teachers can adopt modern work methods if they wish. The way to achieve this is not easy; it requires tension, monitoring the work of colleagues, constant self-education, study of special

literature, the introduction of new teaching methods. What a skilled teacher possesses is that he knows how to effectively root the knowledge, achieve a positive result in the learning process, change work methods, give interesting examples, and find unique ways to transfer knowledge.

An important element of compulsory education is the high level of teaching techniques. Pedagogical technique is a set of knowledge, skills and abilities necessary for the effective application of methods of pedagogical cooperation in practice. It also requires in-depth knowledge of pedagogy and psychology, special practical training. First of all, the teacher masters the skills of communication with children, the ability to choose the right tone and style, simplicity and naturalness.

An integral element of pedagogical technique is the ability of the teacher to control his own attention and the attention of the student. In large groups of students performing multiple surgeries, nothing should get out of control. It is important for the teacher to be able to determine his or her own mental state based on the external signs of the student's behavior. This cannot be ignored in the choice of pedagogical actions. Taking into account the situation of the student at every moment is the basis of pedagogical tactics, plays the most important role in the work.

A sense of urgency is also inherent in the teacher. One of the reasons for many mistakes is that teachers do not compare the pace of their actions proportionally: they may approach the topic in a hurry or late, which reduces the effectiveness of the pedagogical impact.

The acquisition of qualifications and skills influences certain actions of teachers, the manifestation of moral qualities, and the absence of subjective attitudes. In this sense, a teacher's skill is somewhat similar to an actor's skill. Teacher's appeal - please, can be a verdict, confirmation, order. The teacher always plays the same role - for himself and thus pursues the same goal - to interact properly with the students.

Pedagogical relationship and communication is the establishment of communication between teacher and student. It can also be defined as a teacher's professional interaction aimed at establishing a trusting relationship with students. Speech culture, proper breathing, and vocal exercises play an important role here. The teacher must learn to control his voice, face, pause, posture, facial expressions, and gestures.

Today, the problems of pedagogical communication are actively being studied in world pedagogy. The recently published American teachers J. Brofi and T. Gudd's book, *The Teacher-Student Relationship*, analyzes the characteristics of "subjective" communication that are manifested in a teacher's selective attitude toward students. For example, it has been found that teachers often turn to their students to arouse their sympathy. Students who are indifferent to them will be left out of the teacher's attention. Teachers treat "intellectuals" with good, disciplined, executive students. Liabilities are in second place. In addition, independent, active, and self-confident students do not enjoy the teacher's affection at all. The external attractiveness of the student has a significant impact on communication effectiveness.

At this point, J. Brofi and T. Gudd listed some of the positive and negative qualities of teachers:

- The desire to involuntarily appeal to students sitting in the front row;
- Evaluate their achievements with a high score;
- Give preference to students with beautiful writing;

- Separation of well-dressed people;
- Female teachers give high marks to young men;
- Male teachers slightly increase the grades of beautiful female students.

Enthusiasm, joy, and insecurity are usually conveyed in a loud voice, anger, and fear in a much louder voice, grief, sadness, and fatigue in a soft and muffled voice. Remembering how annoying the squeaking or hissing voices of some teachers in school can be assumed, the sound can also interfere with teaching. A lot can be changed through self-education, constant self-improvement classes. Speed of speech also reflects the teacher's emotions: fast speech is excitement or anxiety; slow - evidence of depression, arrogance or fatigue.

### CONCLUSION

To conclude, it can be said that the external, aesthetic aspect of teacher perception is also important for students. Students' interests in the formation phase are more prone to the effects of labile and environmental conditions. Therefore, it can be concluded that the process of teaching and learning takes place in the process of communicating with the teacher, and this is no less than accepting students as individuals with their own advantages and disadvantages, because its development is influenced by those around it, among whom the teacher is not the last.

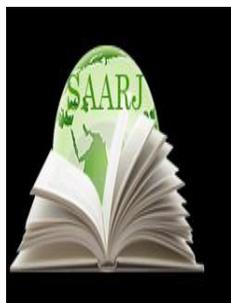
The ideal image of a future teacher for a modern student is taking shape today. In educating a future teacher, the main focus should be on the psychological and pedagogical disciplines, perhaps it is necessary to introduce such disciplines that will help the future teacher to develop his creative foundations, aspirations and creativity.

A teacher, first and foremost, is always a creative person. He is the organizer of the daily life of his students. Through the scale of his personal activity, the teacher demonstrates his will and tries to keep students interested in the subject. The teacher in the classroom is a teacher, a leader, an educator, an inventor, a professional who is fast, determined, always ready to solve any situation independently. Only by understanding the norms and rules of one's natural structure can one become a true professional. Moreover, this new integrity paves the way for shaping the future teacher. Pedagogy should shape a person who can demonstrate the rules of creativity. This approach expands the scope of development of scientific views and leads to their consistent movement towards integrity.

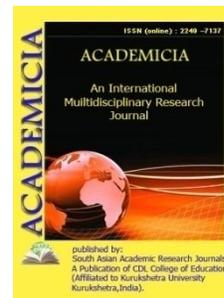
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## EFEMERAL ANIMAL FEVER AND ITS TREATMENT

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### ABSTRACT

*The article presents epizootological data of ephemeral rinderpest, diagnostic methods, pathogenesis, clinical signs and symptoms, pathological changes, differential diagnosis, methods of treatment and prevention of the disease. One of the most common carriers of the disease are bloodsuckers of the Culicoides and Culex genera. The disease persists in the form of epizootics, has a clear seasonal character, its greatest prevalence and manifestation is observed in summer and autumn during the period of peak activity of Culicoides and Culex.*

**KEYWORDS:** *Ephemeral Rinderpest, Productivity, Prevalence, Diagnosis, Symptoms.*

### INTRODUCTION

Ephemeral bovine fever (three-day epizootic fever, influenza, muscular paralysis; Febrisaefemera - Latin, Bovine ephemeral fever - English). It is a disease characterized by mouth, esophagus, eyes, muscle stiffness, stiffness and lameness). The disease is mainly spread by wind. Its carriers are Culexannulirostris and Anopheles annulipes flies.

### Epizootiological data

Under natural conditions, blood-sucking insects transmit the pathogen. [9.s 6-9], Culexannulirostis and Anopheles annulipes are the most active carriers of mosquitoes. The spread of the disease depends on the migration and density of the animals. It manifests itself in the warm, humid season, during the biological activity of blood-sucking insects. Predisposed to the disease are primarily large animals. One of the most common carriers of the disease are bloodsuckers of the Culicoides and Culex genera. The disease persists in the form of epizootics, has a clear seasonal character, its greatest prevalence and manifestation is observed in summer and autumn during the period of peak activity of Culicoides and Culex. The emergence and

spread of epizootics is largely determined by weather conditions and the direction of winds, as well as periodicity.

### **Methods of diagnosis**

When infected in the brains of 1–3-day-old mice, rats, and white mice, the ephemeral fever virus causes paralysis, with an average of 1-day mortality (17% of cases) on day 12, 3–8 times all after infection, and 3–5 times death is observed in animals during the day. Cattle are particularly susceptible to the virus, especially cattle fed over one year of age. The disease is not contagious in the absence of insects, it can be propagated by intravenous transmission [5.s 128-131]. There are reports of susceptibility to sheep virus (without clinical manifestations of the disease) [11.s 713-722].

### **The main part**

The economic damage in ephemeral fever is due to a decrease in the meat and dairy productivity of cattle and the quality of products derived from them, the efficiency and mortality of sick animals up to 10%.

The causative agent is an RNA-storing virus, a form of bullet or cone-shaped virions (I. Ito et al., 1969; G. Lecatsas et al., 1969), its size 70-80x140-170nm, morphological in terms similar to the causative agent of vesicular stomatitis. But its genome is double-stranded RNA. The density of the virus is 1.196 g / ml, sensitive to ether, chloroform, trypsin, unstable with divalent cations, resistant to heating at 50 ° C, but dies in 10-30 minutes at 56 ° C, rapidly under the influence of ultraviolet light dies, is activated at exactly 10 pH below 2.5 and above 12. The optimal pH zone is 7.2–7.6 (W. Heusche, 1970). It is not recommended to store the pathological material at 25 ° C for 5 days, at 37 ° C for 1-2 days, at 4 ° C for 1-1.5 weeks, at -20 ° C for more than 40 days. The virus is well preserved at a temperature of 70-80 ° C and lyophilized at + 4 ° C. Thermal stability of the virus increases when stored in a protective environment.

### **Pathogenesis**

RNA-containing arbovirus, fam. Rhabdoviridae. The virus causes paralysis and death in 1–3-day-old mice and 1-day-old guinea pigs, and multiplies well in some cells.

Ephemeral fever virus contains antigens that cause the formation of neutralizing, complementary antibodies found in the serum of animals 2-3 weeks after infection. Antibodies that neutralize the virus peak in convalescents 1-2 months after infection and persist for more than 400 days (VN Syurin, 1979). Many researchers believe that the ephemeral fever virus is antigenically identical. However, there are reports of several serotypes of this virus in Australia (N.Standfast et al., 1973).

### **Clinical signs and symptoms**

Emeral bovine fever is a sudden rise in body temperature to 40-41 ° C, foaming at the mouth and nasal discharge, muscle tremors, respiratory disorders (cough, wheezing, etc.), general malaise, lack of appetite, dryness of the front of the nose, stiffness of the muscles of the limbs, a significant decrease in milk during lactation. In severe cases, spasms or paralysis of the muscles of the throat and esophagus, emphysema of the lungs, lameness, inability to stand due to pain in the joints are observed. Clinical symptoms the manifestation of the disease lasts 1-2, sometimes 3-4 days. The disease is characterized by a sudden rise in body temperature to 41-42 ° C. After

1-2 days it returns to normal. Some sick animals develop subcutaneous emphysema in the back of the neck, in front of the chest. When the temperature drops to normal, these symptoms disappear. Hematological examination is characterized by the presence of a specific nuclear shape in leukocytes.

**Pathological changes.** The changes are most often observed in the lungs; there are bleeding in the mucous membrane of the upper respiratory tract, nasal cavity, larynx, trachea. Rarely, the lungs resemble large balls, and emphysema spreads intramuscularly and subcutaneously to the diaphragm, neck, and abdomen. Areas of hepatization in the lung parenchyma are vaguely expressed. Usually pathological changes are characterized by serofibrinosis, multiple articuloparostitis, periartthritis, lymphadenitis.

### **Differential diagnostics**

Ephemeral fever in cattle caused by adeno, roto, herpes viruses and other pathogens Infectious disease, foot and mouth disease, dangerous catarrhal fever, sheep catarrhal fever and Ibaraki disease, viral diarrhea and shortness of breath should be distinguished from the complex of infections of the respiratory tract.

Diagnosis is based on clinical, epizootic and pathological data, serological studies to determine the results of biocides (by intravenous administration) on immunological and non-immune animals (cross-immunization method) or in the neutralization reaction in RN and RSK determined. Antibodies that neutralize the virus are detected 1-2 weeks after infection and last up to 50 weeks, their maximum titer is 1: 1024. Complement-bound antibodies are detected after 2-3 weeks, persist for up to 9 weeks, their maximum titer is 1: 16. The method of fluorescent neutralization reaction is also used in the detection of the virus in the leukocytes of sick cattle, in vaccination of newborn mice, guinea pigs, cell culture BHK-21, Vero, etc., as well as methods of serological analysis (MFA, RN, RSK) and methods of pathogen isolation in electron microscopy. Antigens for CSC are obtained from the brains of mice by extraction from cultured fluid inoculated using sucrose, acetone, ether, or modern concentration methods. With pH isolated virus, the cell is cultured or placed in mice for 1–3 days. The best material for disease progression is defibrinated blood, a suspension of leukocytes; vaccinated material can be used and a 10% suspension of lymph nodes and spleen tissue obtained during fever.

### **Treatment**

No specific treatment has been developed for the disease. The sick animal is treated symptomatically. If the animal has symptoms of hypocalcemia, such as a large abdominal obstruction, calcium borogluconate may be given. Non-steroidal anti-inflammatory drugs can improve recovery. Rest for at least a week is very necessary, otherwise death may occur. Second, antibiotics are used to prevent infection (tylosin, oxytetracycline, penstrip, dithrim, etc.). To restore large abdominal atony, a solution of chemritsa (atanol, gastrovet, ruminaton) is taken at the rate of 2 ml per 10 kg of live weight. A 10% sodium chloride solution is injected into a vein. If sores form on the mucous membranes of the mouth, the wounds are treated with antibiotics and astringents (limoxin, chemri spray, oxy spray and other means).

### **Disease prevention**

The vaccine is available in Japan, but is very expensive, which limits its use. Ultravac BEF (from Zoetis) is a vaccine to prevent ephemeral fever in cattle. This product is registered in

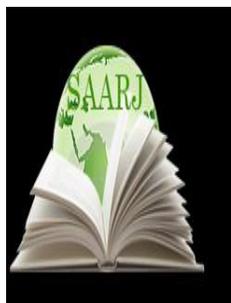
Australia, Israel and Egypt. It is recommended to disinfect cattle every 15 days in summer and autumn. In infected farms, cattle are thermometrically examined, and animals with elevated body temperatures are isolated and treated. Animals with normal body temperature are isolated and thermometry is performed daily.

### CONCLUSION

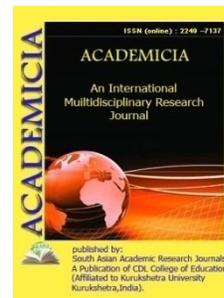
Cypermethrin, neatsedol, alfatsipermetrin, pteid and other disinfectants are used to kill blood-sucking mosquitoes in barns and barns according to the instructions. be located at a distance of 1 to 1.5 km from swamps, marshy forests and shrubs, lowlands and other possible places for breeding blood-sucking insects in high, open, dry, well-ventilated areas need. The minimum time for insects to move should be used to move the animals.

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**THE EFFECTS OF TERMS AND NORMS OF SOWING OF SECOND  
 CROP PEANUT, SOYA AND MUNG BEAN CROPS ON ECONOMIC  
 EFFICIENCY INDICATORS**

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**ABSTRACT**

*The studies have shown that the second cropping of peanut, soybean and mung bean in all crops has an effect on planting time and seedling thickness, leading to an increase in economic profitability. The total cost of the experimental variants (fertilizer, seeds, wages, POL and additional costs) was summarized. The expenses were then deducted from the proceeds of the sale in order to earn a net profit.*

**KEYWORDS:** *Second Cropping, Planting, Duration, Norm, Number Of Seedlings, Cultivation, Agrotechnical, Yield, Net Profit, Level Of Profitability.*

**INTRODUCTION**

In agricultural sector of our country, a wide range of opportunities are being created for economic entities to modernize production, efficient use of land and water resources, further development of production of import-substituting and export-oriented products. Based on the fulfillment of these tasks, the domestic market will be filled with the agricultural products, new equipment and technologies will be introduced into production, and many new jobs will be created. Along with domestic investment, the scale of attracting foreign investment to the economy will expand, which will ultimately increase the economic efficiency of agricultural production. For this purpose, along with the creation of new varieties of low-cost, high-yielding, high-quality agricultural crops, the introduction of intensive and resource-efficient agro technology is invaluable.

## Research results

Based on the above problems, in our project research, we determined the effect of planting norms on the economic efficiency of peanut, soybean, and mung bean crops planted in the second crop period (25.06-05.07).

According to the analysis, in the project experiments, the amount received was calculated by multiplying the average grain yield for 3 years by the public purchase price. The total cost of the experimental variants (fertilizer, seeds, wages, POL and additional costs) was summarized. The expenses were then deducted from the proceeds of the sale in order to earn a net profit. After calculating the conditional net profit, the level of profitability between the variants was determined by multiplying the sum of the costs of production by 100(coefficient). According to the results of the experiment, the thickness of seedlings and planting dates had an impact on the productivity and economic efficiency of second crop crops in all crops.

In particular, the most optimal variant of the seedling thickness of four (180; 230; 280 and 330 thousand pcs/ha), planted in the experimental field for a second crop period (25.06-05.07), was 280 thousand pieces/ha seedlings per hectare, the average annual yield of peanuts was 30.8 centner per hectare, net profit was 1270.9 thousand soums and the profitability was 84.7%, additional net profit compared to the variant (180 thousand pieces/ha) amounted to 568.3 thousand soums a level of profitability was 36.5%.

In the project studies, according to the analysis second cropping of peanut which were planted in the variant with the seedling thickness 180; 230; 280 and 330 thousand pcs/ha had an impact on the cost- effectiveness indicators, with the lowest economic indicator in the variant of second crop peanut with seedling thickness of 180,000 pcs per hectare, , the net profit was 702.6 thousand soums and profitability rate was 48.2%.

The next highest indicator of economic efficiency was 330 thousand pieces/ha seedlings per hectare, the net profit was 914.3 thousand soums, the yield was 60.3% while the thickness of the seedlings was 230 thousand pieces/ha, in case of high economic efficiency, net profit decreased by 447.8 thousand soums and the profitability decreased by 28.7%.

Also, the most optimal variant of four (200; 250; 300 and 350 thousand pieces/ha) seedling thickness in the second crop soybean was specified in the variant with seedling thickness of 300 thousand pcs. per hectare, the average annual soybean yield was 23.7 centner per hectare with a net profit of 797.1 thousand soums and profitability was 59.7%.It was found that the additional net profit compared to the variant was 604.0 thousand soums, the rate of profitability was 44.9% (Figure 1).

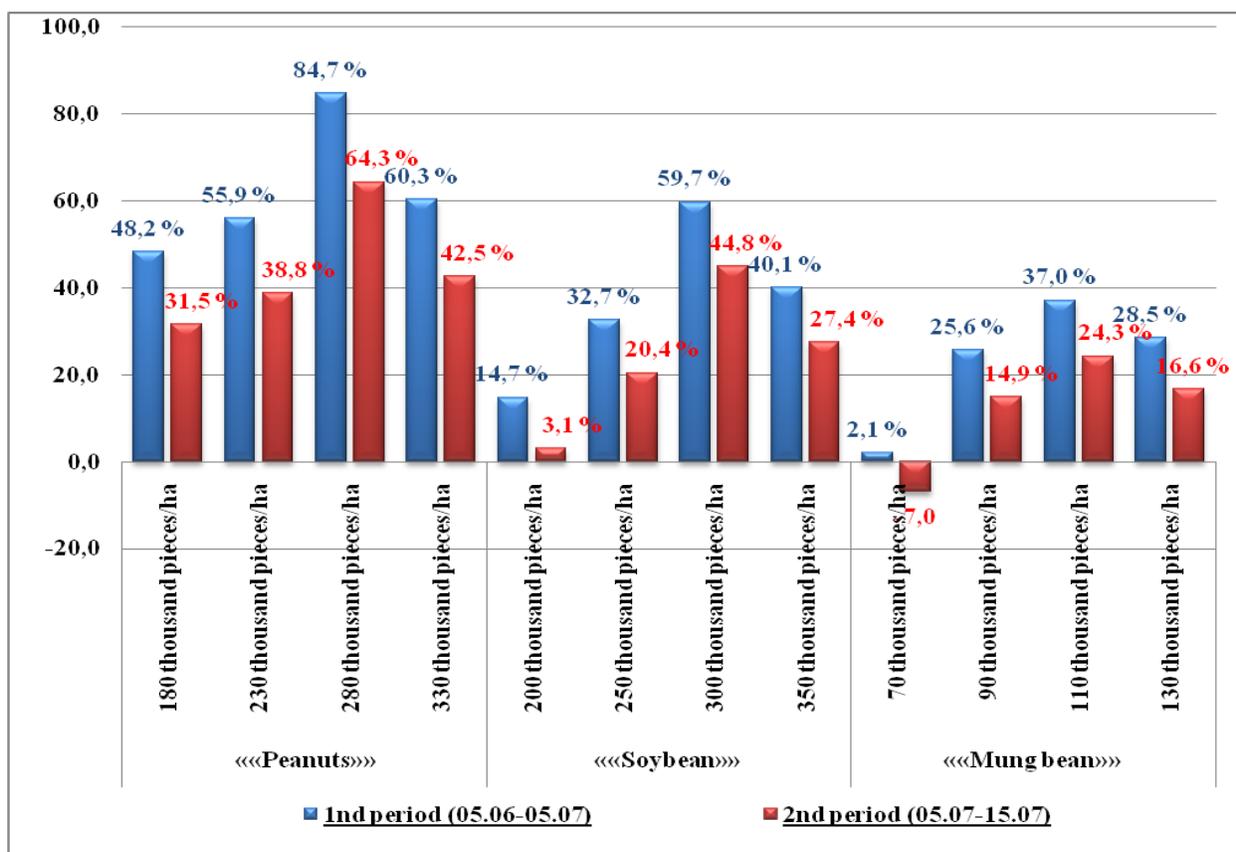
In the experiment second cropsoybean planted variants by;200; 250;300 and 350 thousand pieces/ha, the seedling thickness effected on the cost-effectiveness, indicators, the minimum efficiency was in the variant in which the seedling thickness of the second crop soybean was 200 thousand per hectare, the yield was 16.7 c/ha, the net profit was 193.0 thousand soums and the profitability rate was found to be 14.7%.

The next largest indicator of the profitability of the research was the seedling thickness of 350 thousand pieces/ha net profit amounted to 541.1 thousand soums, the level of rentability was 40.1%, while in the variant of the seedling thickness was 250,000 pieces/ha it was established

that the rate of return on net profit decreased by 27% to 365.0 thousand soums compared to the indicator of high economic efficiency.( Figure 1).

During the study of the project, the most optimal variant was found out of four (70;90;110 and 130 thousand pcs/ha) seedling thickness, specified during the second crop sowing mung bean in the variant with seedling thickness of 110 thousand pieces/ha seedling per hectare, the yield of mung bean was 19.3 centner per ha, net profit 417,4 thousand soums, the level of profitability was 37.0%, compared to control variant (70 thousand pieces/ha), net profit was 391.4 thousand soums, the level of additional profitability was 34.9%.

However, if an increase in the number of seedlings had a positive effect on increasing yields, then the seedling thickness was 130 thousand pieces/ha of the mung bean yield was 18.3c/ha, the net profit was 325.0 thousand soums, the profitability was 28.5%, while the thickness of seedlings was 110,000pieces/ha the net profit was 92,4 thousand soums compared to the variant, the yield reduced by 8,5%,it can be explained by the fact that the excess thickness of seedling in 20 thousand pieces/ha had a direct negative impact on the yield of mung bean (Figure 1)



**Figure-1. The influence of sowing time and norms of second crop peanut, soybean and mung bean crops on the level of economic profitability.**

When analyzing the impact of sowing rates on the economic efficiency of peanut, soybean and mung bean crops planted in a second crop period (05.07-15.07), according to the project study options, the amount received by multiplying the average grain yield for 3 years by the public

purchase price was calculated. The study showed that for all crops the yield of second cropping was affected by cost-effectiveness indicators depending on the thickness of the seedlings.

In particular, the most optimal variant of the seedling thickness of four (180; 230; 280 and 330 thousand pcs/ha) peanut planted experimental field in a second crop period (05.07-15.07) was 280 thousand pcs/ha seedlings per hectare, the average annual yield of peanut was 27.4 centners per hectare, net profit was 964.9 thousand soums, profitability was 64.3 %, this figure was controlled by this crop (180 thousand pieces/ha) compared to the planted variant, the additional net profit was 505.3 thousand soums, profitability was 32.7%.

As part of the project studies, second cropping of peanut which were planted with the seedling thickness 180; 230; 280 and 330 thousand pcs/ha had an impact on the cost-effectiveness indicators, with the lowest value in the variant of second crop peanut with seedling thickness of 180,000 pcs/ha per hectare the net profit amounted to 459.6 thousand soums and profitability was 31.5%.

The next highest productivity indicator was 330 thousand pcs/ha thickness of seedlings per hectare with a net profit of 644.3 thousand soums, the profitability was 42.5%, the thickness of the seedlings was 230 thousand pcs/ha, compared to the high economic efficiency the indicator, net profit decreased by 393.8 thousand soums and the rate of return decreased by 25.55 (Figure 1).

In studies during this period, the most optimal variant of four (200; 250; 300 and 350 thousand pieces /ha) of seedling thickness, which was also determined in the second crop soybean was 300 thousand seedlings per hectare, during this period, the average annual soybean yield was 21.5 centners per hectare with a net profit of 599.1 thousand soums and a yield of 44.8% (200 thousand pieces/ha) additional net profit compared to the planted option was 559.0 thousand soums, the level of profitability was 41.8%.

In the experiment second crop soybean planted variants by ;200; 250; 300 and 350 thousand pieces/ha, the seedling thickness effected on the cost-effectiveness, indicators, the minimum efficiency was in the variant in which the seedling thickness of the second crop soybean was 200 thousand pcs/ha per hectare, the net profit was 40.0 thousand soums and the profitability rate was found out to be 3.1%.

The next highest figure for soybean planted in the period of second crop (05.07-15.07) was 350 thousand pcs/ha seedlings thickness, net profit made 370.1 thousand soums, the profitability was 27.4%, the thickness of the seedlings was 250 thousand pcs/ha variant the net profit decreased by 329.0 thousand soums and profitability decreased by 24.4% compared with the indicator of high economic efficiency.

The most optimal variant of four (70; 90; 110 and 130 thousand pcs/ha) seedling thickness, which was also determined in the second (05.07-15.07) period of the project research amounted to 110 thousand seedlings per hectare, if the observed yield was 17.5 centners per hectare, the net profit was 273.4 thousand soums, the yield was 24.3%, this figure was controlled by the crop (70 thousand pieces/ha), net profit in comparison with the option amounted to 359.4 thousand soums, additional profitability of 31.2%. Although the increase in the number of seedlings during this period also had a positive effect on the increase in yield, the thickness of the seedlings was 130,000 pcs/ha, the yield in the variant of second cropping mung bean was 16.6 c/ha, net profit

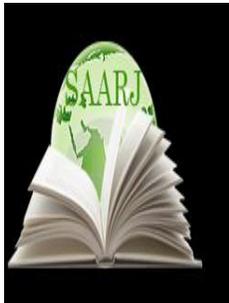
was 189.0 thousand soums , the yield was 16.6 % and when the seedling thickness was 110,000 pieces/ha. it could be seen that the net profit was 84.4 thousand soums and the profitability rate is 7.7% lower than that of the option for each unit.

### CONCLUSION

So, in conclusion, it can be said that the second crop sowing of peanut, soybean and mung bean has proven that planting time and seedling thickness have a significant effect on increasing yields of all crops and lead to an increase in economic profitability.

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## PROBLEMS IN TRANSLATING Y.V. GOETHE'S WORK "FAUST"

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### ABSTRACT

*In this article, we will examine the meaning used in the philosophical work of Faust by the German writer Yu.G. Goethe, the novel by A. Kadiri, "The Past," and how they can be translated into Uzbek and German. As you know, Faust is a very complex philosophical and symbolic work by Goethe. Goethe highlights the problems that surround themselves, their era and their leaders.*

**KEYWORDS:** *Reading Comprehension In Foreign Languages, Reading Model, Development Of Reading Skills, The Interactive Reading Model, The Reading Tasks, L2 Reading Research, Skimming, Scanning, Guessing Unfamiliar Word Meaning From Context, The Common European Framework Of Reference (CEFR)*

### INTRODUCTION

For centuries, peoples have created poetic forms that meet the needs of their languages and tastes. There are both "international" genres common to many nations and "pure national" genres that exist only in one or two nations. This poses a number of additional challenges to literary translation. The purely linguistic difference between languages in the translation of a poetic work is not only a matter of nationality, intonation, weight, rhyme, style, but also a problem of genre. Reflecting the uniqueness of a genre in translation is an attempt to convey the national characteristics of another people.

In the philosophical work of the German writer YV Goethe "Faust", we analyze the implicitism used in A. Kadyri's novel "Last Days" and the ways of their expression in the process of translation into Uzbek and German. Implicit information in the original text is for people and objects, place names, realities that increase the artistic value of the work, as well as the German way of life, customs, historical and geographical names, the spiritual image of the character and the author's pragmatic attitude to them. it contains information that seems to be ordinary words, but contains a lot of cognitive knowledge that is difficult for the readers of the translated

language to understand, often requiring interpretation within or below the text. Such information is usually expressed in the presupposition of information, in the imperative, which is understood through a logical conclusion, and in some cases through the subtext. Below we present our observations on their transmission in a foreign language.

It is known how honorable and noble it is to restore a mature monument of poetry and artistic thought of one nation on the basis of another nation's poetry and, consequently, to turn it into its spiritual and cultural property. Talented poet Erkin Vahidov is known not only for his original poetry, but also for a number of translations from the literature of the peoples of the world.

It is well known that Faust is Goethe's intricately complex philosophical and symbolic work. In doing so, Goethe raises issues that concern him, his time, and his progressives. Erkin Vahidov's "Faust" is a completely new experience of Uzbek translation with its creative freedom and thoroughness. Erkin Vahidov admits that he used the poetic translations of AL Sokolovsky's prose (Petersburg 1902), N. Kholodovsky's and B. Pasternak's when he translated the first part of the tragedy. Boris Pasternak's translation is the main source. In Pasternak's translation, we admire the fact that he sometimes distanced himself from Goethe, and sometimes found his way directly to the original.

Finding an alternative word in a translation and using it in its place requires skill and taste from the translator. Consider the following verses from the poet's language in the Introduction to the Theater:

Goethe:

Oft, wenn es erst durch Jahre durchgedrungen,  
Erscheint es in vollendeter Gestalt.  
Was glänzt, ist für den Augenblick geboren,  
Das Echte bleibt der Nachwelt unverloren.

B.Pasternak:

Пусть мысл твоя, когда она зреет,  
Предстанет нам законченно чиста.  
Наружный блеск рассчитан на мгновенье,  
А правда переходит в поколенья

E.Vohidov:

Bas, o'ylar toshqinin tindirolmasak biz,  
Mukammal go'zallik shunda tug'ilar.  
Jilvaning umridir bir lahza faqat,-  
Avlodlarga qolur haqiqiy san'at.

Posho Ali Usmon:

Necha yillar o'tib topadi qaror,

Inson zakosi-la yaralgan san'at.

Joziba oniydir, chin san'at xolos

Avlodlar nazdida topadi ixlos.

Goethe "das Echte" said "real thing", he mean real art. Pasternak gives it an abstract concept of "правда", and E. Vakhidov specifies the meaning of "haqiqiy san'at" - it is completely consistent with the original. He also does not use the word "мысль" to mean "thought" or "opinion," but figuratively translates it as "flood of thoughts." The translation of The Introduction to the Theater also contains some inaccuracies.

Goethe:

Euch ist bekannt, was wir bedürfen,

Wir wollen stark Getränke schlürfen;

Nun braut mir unverzüglich dran!

Pasternak:

Я вам сказал, что нам во благо

Вы варите вашу брагу.

Без разговоров за котел!

E. Vohidov:

Bizga nima kerak sizlarga ayon.

Sizdan shinni qilish- bizlardan qozon.

Tezgina kirishing, fursat kutmaydi (20)

Posho Ali Usmon:

Ma'lumingizkim, orzuimiz ayni shu tob

Sipqomoq o'tkir, safoli bodai nob;

Paysalga solmay, ishga kirishing darhol! (18)

The word "stark getränk" is used in the passage to mean implicit. Pasternak translates to "braga" (boza, house beer); In E. Vakhidov it has become a shin. It is clear from the context that the term "spicy drink" refers to a work that captivates the audience. Although Braga is a little closer to the original, the shinni is not to be missed. But Posho Ali Usmon translation fills this gap: He replaces the word "stark Getrnke" with "sharp, pure bodai nob" which means much closer to the translation.

Raphael, Gabriel, Michael, and Mephistopheles, the angels of God, will take part in the scene. The mythical angels were not to praise the universe, but the god who "created" it. Goethe expresses his views on the universe through their anthem. In our opinion, when we say god, Goethe means nature. But the author can't say it openly, that is, there is a hidden meaning in the word. Because the circumstances in which he lived required figurative thinking. From the tongue

of the angel Raphael, the sun, which gives life to all living things, is praised. The next four lines of Raphael's monologue are as follows:

Ihr Anblick gibt den Engeln Stärke,  
 Wenn keiner Sie ergründen mag;  
 die unbegreiflich hohen Werke  
 Sind herrlich wie am ersten Tag.

Pasternak:

Дивятся ангелы господни,  
 Окинув взором весь предел.

Как вы перввый день таки сегодня  
 Безмерна слава божых дел (47)

E. Vohidov:

Hayrat nigohin tikmish malaklar,  
 Ajabkim kuch bermish belgisiz dunyo,  
 Yaralish onidan tob u dam qadar  
 Mangu musharrafdir sun'iy taolo!

Poshali Usmon:

Maloik ahliga qudrat-nigohi,  
 Hech kim bilmas qayda uning asrori;  
 Nechuk topmish esa azaldan qaror

Hozir ham o'shanday cheksiz purviqor.

The content of the original is as follows: "His (the Sun's) gaze empowers the angels, though none of them understands its essence; these great things are as glorious as ever (that is, the world is as it was before), "Goethe said. However, both Pasternak and E. Vahidov avoided the poet's opinion. In Posho Ali Usmon translation, the verses come to life as if they had read Goethe's thought.

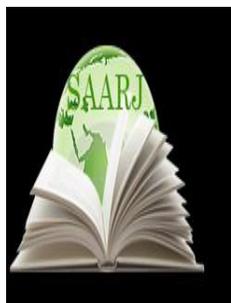
In the original, the glory of the vast universe is sung, while in B. Pasternak and E. Vakhidov the "glory" of God is sung. To say so would be to deny the atheism of the great philosopher. The author uses mythical images such as Raphael, Gabriel, Michael as conditional figurative images that describe reality, and God and Mephistopheles are also prototypes of such images.

In the linguistic literature, human names (pronouns) are defined as lexical units that distinguish the same objects from each other by implicit connotations, in contrast to cognate nouns, whose nominative function is at the forefront.

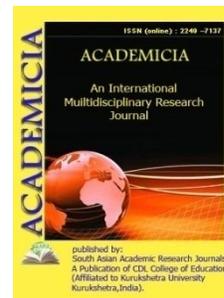
For this reason, famous nouns representing human names are studied in linguistics as onomastic realities, precedent nouns, pragmatic nouns, and implicit nouns. Famous horses of this type are traditionally translated by means of transcription and transliteration, rarely by kalkalash. As a result, it is observed that the connotative meaning of the implicit in the root of the famous horse does not reach the readers of the translated language, which leads to the inadequacy of the literary translation to the original.

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## EXPLOSION OF SUBSTANCES AND MATERIALS

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### ABSTRACT

*This article discusses the explosiveness of technological equipment and materials, the terminology and the basics of grouping materials for explosiveness. Classification of dusts and explosive substances, firefighting of materials and their properties.*

**KEYWORDS:** *Fire And Explosion Hazard, Fireproof Materials, Flame Retardants, Dust-Air Mixtures, Degree Of Explosive Danger.*

### INTRODUCTION

Currently, the issues of explosion hazard of technological equipment and materials are given great attention not only from the fire safety authorities, but also from the government (regulatory documents) and educational literature. These questions are important for most sectors of the national economy. First of all, for organizations and the population it is necessary to clarify some of the concepts and definitions used for the fire and explosion hazard of substances and materials.

Fire and explosion hazard - the comparative probability of ignition and combustion of substances in equal conditions, which is determined by the following basic properties of the substance: - temperature of ignition, flash, self-ignition; - concentration limits of ignition; - minimum ignition energy; - tendency to fire; - dispersity and other properties.

All flammability materials are divided into three large groups:

1-Non-combustible materials under the influence of an ignition source do not ignite, do not smolder or char. These include granite, marble, brick, concrete, reinforced concrete, glass, steel, etc.

2-Non-combustible materials ignite, smolder and char in the presence of an ignition source, but after removing it they cannot burn independently. Such materials are some types of plastics (for example, fiberglass on phenolic resin), gypsum dry plaster, asphalt concrete, wood impregnated with fire retardants, etc.

3-Combustible refers to materials that can independently burn or smolder after the ignition source is removed from them. This group includes wood, linoleum, felt, roofing material, polystyrene and fiberboard, etc. (2)

To improve the properties against combustibility, materials are impregnated with fire retardants (Greek anti - against, pyr - fire) - substances that protect materials of organic origin from ignition and self-combustion. This is how materials are artificially transferred from the group of combustible to the group of difficult to burn.

Dust of some solid substances, which, when mixed with air, are also extremely explosive, constitute a great danger. It is known that any solid substance forms dust of different moisture content and particle sizes. Both of these qualities determine its ignition: the drier and smaller the size of the dust particles, the easier it is to ignite and explode.

Dust explosions are one of the main hazards in technological processes and production. They occur in confined spaces (in the premises of buildings, inside equipment, in adits of mines, transport channels, etc.). Dust explosions are possible in the flour milling industry, in grain elevators (flour dust), in the pharmaceutical industry, in the production of dyes, sulfur, sugar, powdery substances, in fuel crushing plants (coal dust), in the textile industry, etc.

According to foreign sources [4], out of 1120 explosions of dust-air mixtures in factories, 540 occurred during work with grain, flour, sugar and other food products, 80 - with metals, 63 - with coal dust at fuel crushing plants, 33 - with sulfur, 61 - in the chemical and oil refining industries.

Every day 23 people die from the fire, 12-13 of them are children of 4-5 years of age. Over the past 15 years in Uzbekistan, the number of eaters by 42%, and the economic damage has increased by 2.5 times.

According to the degree of explosive hazard, all dust is divided into four classes [4]:

I - the most explosive dusts with a lower flammable limit of up to 15 g / m<sup>3</sup> (dust of starch, wheat flour, sulfur, peat, etc.);

II - explosive dusts with a lower flammable limit from 16 to 65 g / m<sup>3</sup> (dust of aluminum, wood flour, coal, sugar, hay, oil shale, etc.);

III - flammable dusts with a lower flammability limit above 65 g / m<sup>3</sup> and an ignition temperature, respectively, up to 250 ° C;

IV - flammable dusts with a lower flammable limit above 65 g / m<sup>3</sup> and an ignition temperature of more than 250 ° C.

The upper concentration limits of dust explosiveness are quite large, and in practice, they can be achieved in production facilities only in the event of emergency situations or improper actions of the operating personnel.

In combustion and explosion processes, a special place is occupied by the minimum ignition energy of the mixture, which is defined under stationary conditions as the energy required for the flame to propagate in a self-sustaining mode. The minimum ignition energy determines the sensitivity of a substance to sources of initiation and characterizes the likelihood of ignition of a combustible mixture.

The standardized values of the minimum ignition energy characterize the level of stability of combustible substances and depend mainly on their chemical structure. Numerical values are given in the reference literature [3].

The fire hazard of solid combustible substances is also characterized by the specific heat of combustion, combustion temperature, burnout rate and propagation of the combustion front over the surface of materials.

When fuel is burned in fire-technical installations and combustion chambers, a torch is formed - a powerful source of thermal energy transmitted by radiation. This source of radiant energy can, under certain conditions, cause the ignition of combustible materials or flammable vapors and gases and contribute to the outbreak and development of a fire if fire safety measures are not followed. The flame temperature of a torch in fire-technical devices can reach high values in real conditions, K [4]:

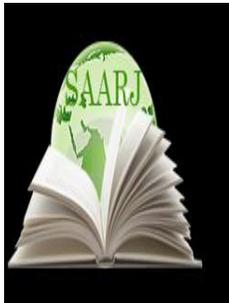
**TABLE THRESHOLD AMOUNT OF SUBSTANCES FOR SOME TECHNOLOGICAL PRODUCTION [4]**

№	Name of substances and groups of substances	Hazard category according to GOST 19433-88	Threshold amount of substances. T (not less)
Combustible gases, compressed, liquefied and dissolved under pressure			
	Acetylene C <sub>2</sub> H <sub>2</sub>	231	50
	Hydrogen H <sub>2</sub>	231	50
	Hydrogen sulphide H <sub>2</sub> S	241	50
	Ethylene oxide (CH <sub>2</sub> ) <sub>2</sub>	241	50
	Ammonia NH <sub>3</sub>	241	500
	All others compressed, liquefied and dissolved under pressure	231, 232, 241, 911	200
Flammable and flammable liquids			
	Propylene oxide C <sub>3</sub> H <sub>6</sub> O	311	50
	All other flammable and flammable liquids	311, 312, 321, 322, 324, 325, 335, 314, 315, 323, 331	200
Solids			
	Self-degradable substances	415, 416, 417, 418, 521, 522, 523	10

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## METHODS USED IN MOTHER TONGUE LESSONS

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### ABSTRACT

*Language is a social phenomenon, and the teaching of the mother tongue in the classroom is given special attention by our state. This requires great skill from our educators. A variety of interactive methods can be used to instill native language lessons in the minds of pupils and students. In this way we can make the lesson more effective. It is our duty to our motherland to bring up the younger generation in their native language. This article describes the methods of effective teaching of the native language.*

**KEYWORDS:** *Methodology, Interactive, Language, Learn, Teach, Perfect, Teacher, Learner, Effectively, Instructor, Result, Lesson, Mother Tongue, Object, Realia, Different, Valuable, Instructions, Skills.*

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### INTRODUCTION

The effectiveness of mother tongue lessons plays an important role in the development of our society. There is no doubt that the people who know their language perfectly will have a bright future. Today, a number of measures have been taken to develop the skills of our teachers. The tasks set for mother tongue lessons and the ways to implement them can give the expected results only if they are effectively inculcated in the minds of students. At present, scholars point to some of these methods as the best, as well as the use of interactive methods in teaching the native language, the problem of increasing the effectiveness of lessons, and the use of non-traditional methods in focusing, developing ingenuity and creativity. make recommendations on how to use it. Today it is recommended to follow a number of factors in order to teach at the level of modern requirements:

- thorough armament with didactics and educational theory;
- use of innovative technologies;

- keep abreast of news on their subject;
- to be able to apply non-traditional methods of teaching in practice
- updating the content of education in accordance with the knowledge, skills and abilities of students;
- introduction of multimedia in teaching;
- to be able to speak fluently, to persuade, to prove;

If a problem situation is created, identified and remedied in the organization of a non-traditional lesson, students will master the topic. There are many ways to create a problem situation in mother tongue classes. The following methods can be used to create a problem situation in mother tongue lessons:

- creating a problematic situation based on the analysis of linguistic evidence
- it is also possible to create a problematic situation based on the synthesis of language materials
- creating a problematic situation by contrasting and comparing language facts
- creating a problem situation using innovative technologies
- creating a problematic situation by requiring some changes to language materials
- It is also possible to create a problematic situation by comparing languages.

It is extremely important to take into account the level of complexity of the language material when creating a problem situation. Because the teacher chooses the method of creating a problem situation based on the level of complexity of the language material.

The use of innovative technologies is a tool to increase the effectiveness of the lesson. This education is a challenging method of teaching that encourages students to acquire knowledge independently. In accordance with this type of education, discussions with students, didactic games, special creative tasks are held. In accordance with the new pedagogical technologies, the student should not master the materials of the native language, but search for it and be creative.

The use of interactive methods in the lessons should be organized in such a way that all students in the class are active, that is, a certain part of the teaching materials is organized independently by students in the teaching process. The teacher is also the organizer, leader, supervisor of the educational process. Students should feel a little free in the classroom and the learning activities should satisfy them emotionally so that they can express their thoughts freely.

Syncway method. The meaning of the word syncvein is five, which means a five-line lion without rhyme. Students write a five-line lion without rhyming using the Syncline method. Accordingly, the first line should consist of one word and the word should belong to the category of nouns, the second line should consist of two words and this adjective should belong to the category of words, the third line should consist of three words and the verb should belong to the category of words, the fourth line should be full a proverb can be quoted and a word that is synonymous with the word in the first line can be placed in the fifth line. The teacher listens to the student's opinion and at the same time teaches the students to pay attention to each other's

words. Objections or additions are also respectable, in addition to your opinion, expressed in words as if we also had some opinions. In a lesson organized in this way, the student begins to think freely without any pressure and expresses his or her thoughts openly, respecting others as well. In primary education, the mother tongue should serve to develop students' logical thinking, vocabulary, oral and written speech (ie reading and writing), phonetics, vocabulary, word formation, and grammar. It is well known that even in the native language class, conducting vocabulary work, students become interested in the interpretation of words that are unfamiliar to them. In finding an explanation for these words, it is advisable for the reader to search less independently. In this case, the following method not only increases the vocabulary of students, but also teaches them to work with a dictionary.

The method of analysis and synthesis was introduced into the lessons through the work of teachers of Russian-style schools. Analytical analysis of the process of mother tongue teaching is applied in order to identify important features of the grammatical phenomenon, to reveal and strengthen new aspects of the organized grammatical concept. Phonetic, lexical, morphological and syntactic analysis is a practical manifestation of this method. Synthesis is the rounding of grammatical material organized into parts. For example, ot. The method of synthesis in the organization of word groups such as adjectives, verbs, numbers, etc. appears. Activation of students in the method of analysis-synthesis also depends on the questions and tasks given by the teacher to students, the forms of work organization. Because of these features of grammatical comprehension, comprehension is formed with great difficulty in students. To learn a grammatical concept, abstract thinking must be developed to a certain extent. Abstract thinking occurs in the learning process and requires special exercises. These exercises should be aimed at developing specific mental skills and a set of linguistic imagination and knowledge. Studies by many psychologists have shown that the process of forming a concept is also a process of learning to analyze, synthesize, compare, generalize, and define thinking. The outcome of concept formation in students depends on the extent to which their abstracting activity has increased

Methods of teaching the native language at different stages of education determine the knowledge, skills and abilities of students, determine the successes and failures of learning, look for the cause, find ways to overcome mistakes and shortcomings. Mother tongue methodology ensures consistency and continuity of mother tongue teaching at all stages of the education system. Preschool education is mainly concerned with developing your child's speech. In addition to developing students' speech in the primary school, it is also expected that they will master the theoretical concepts of the native language.

The main goal of the National Training Program is to radically reform the education system, to create a national system of training highly qualified personnel at the level of developed democracies, meeting the highest moral and ethical requirements. The state policy in the field of training envisages the formation of a comprehensively developed personality through a system of continuous education, which is inextricably linked with the intellectual and moral upbringing of a person. The methodology of teaching the mother tongue also works on the basis of the above objectives in the development of forms and methods of organizing the educational process.

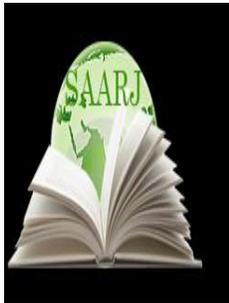
The peculiarity of the above methods is that they are implemented only through the joint work of teachers and students. This process of pedagogical cooperation has its own characteristics.

Organizing lessons based on the use of innovative technologies has a positive effect, because the content of education changes only when the teacher is innovative.

The use of interactive methods and scientific games in the lessons of the native language and literature to increase the effectiveness of teaching, as well as expand the range of independent thinking, creative research and logical thinking, increases their interest in science.

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## IMPACT OF REPEATED CROPS ON SOIL FERTILITY

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### ABSTRACT

*The soil-climatic conditions of the country create favorable conditions for obtaining grain and nutritious food for livestock twice a year from irrigated lands, sowing of secondary crops after winter wheat creates favorable conditions for improving soil fertility. Especially from legumes, mash, beans and soybeans not only increases soil fertility, but is also a nutritious fodder for livestock. In other words, in the experiment, it was revealed that in mash grain there is (15,2 c/ha) 1991.1 kg/ha, in mash hay – (32.2 c/ha) 1032.3 kg/ha, a total of 3023.4 kg/ha of the nutrient unit, and it was also determined 443.8 kg/ha and 89.8 kg/ha of protein, respectively, and a total of 533.6 kg/ha of protein.*

**KEYWORDS:** *Legumes, Fertility, Mash, Soybeans, Root And Stubble Residues, Nutrient Elements, Nutrient Unit, Winter Wheat, Digestible Protein, Mobile Nitrogen, Mobile Phosphorus, Mobile Potassium, Gross Nitrogen, Corn, Yield, Meadow Soil, Hay Harvest*

### INTRODUCTION

As we know, from the first years of independence in our country, the land issue has risen to the level of state policy. Because the land is the greatest wealth of the people, the state, the source of our livelihood, the continuity of our descendants, the backbone of our country. At the same time, one of the most important factors in strengthening the independence of the republic, increasing its economic potential, bringing it into the ranks of strong developed countries is the efficient use of available land resources, maintaining, increasing and restoring soil fertility.

In order to use irrigated lands efficiently, it is necessary to develop and introduce into production agro-techniques for resowing a large number of grain, fodder, oilseeds and other crops.

Planting legumes as a secondary crop is important because these plants solve the problems of grain, protein and oil. In addition, the high annual temperatures in the country, the use of accelerated soil cultivation during cultivation of crops, as well as the cultivation of crops under irrigation conditions leads to the rapid depletion of the natural reserves of humus accumulated in the soil. As a result, the biological properties of the soil deteriorate, the microorganisms that cause bacterial and fungal diseases increase in the soil, and the yield of crops decreases. The role of alfalfa in maintaining and improving soil fertility, in obtaining high yields from crops, in effective crop rotation is endless. However, the area under alfalfa has declined sharply in recent years.

Therefore, the introduction of intermediate, secondary grain, leguminous crops into crop rotation systems serves to maintain and increase soil fertility.

In addition, the widespread introduction of intensive technologies (winter wheat sowing after repeated sowing) is a guarantee of high-quality grain production on irrigated lands. Growing grain on the basis of this technology requires the simultaneous growth and development of the plant to provide all the factors. The effective use of irrigated land throughout the year allows not only to increase productivity, but also to increase soil fertility, improve the dangerous conditions associated with this. However, agro-technical measures in the agriculture of the republic, in particular, the nutritional standards of cereals, are not determined depending on the amount of residual roots left by secondary crops in the soil. Therefore, we conducted field experiments to study the productivity of secondary crops (corn, mash, beans and soybeans) in the conditions of meadow soils of the Fergana region and the effectiveness of the application of fertilizer norms in winter wheat planted after them.

The content of the issue. Field experiments were conducted at the Fergana branch of the Uzbek Cotton Research Institute. In the field experiment with repeated sowing, there are 5 options, each option with a total area of 720 sq. m and the estimated area of 360 sq. m, in the field experiment with winter wheat, 15 options were planted, the area of each plot is 240 sq. m, the calculation area is 120 sq. m. Experimental options were performed in 4 repetitions in 1 tier.

The soil-climatic conditions of the country create favorable conditions for obtaining grain and nutritious food for livestock twice a year from irrigated lands, sowing of secondary crops after winter wheat creates favorable conditions for improving soil fertility. [3,18 p]

In our study, we determined the nutrient units and the content of the digested protein in the grain, green mass (corn) and hay (mash, soybeans) repeated crops. It was revealed that in three years in corn grain there is (38,2 c/ha) 5042,2 kg/ha, in corn stem – (307,3 c/ha) 4837,3 kg/ha, a total of 9879,5 kg/ha of the nutrient unit, and 297,5 kg/ha and 338,9 kg/ha of protein, respectively, and a total of 636,4 kg/ha of protein.

It was revealed that in mash grain there is (15,2c/ha) 1991.1 kg/ha, in mash hay – (32.2 c/ha) 1032.3 kg/ha, a total of 3023.4 kg/ha of the nutrient unit, and it was also determined 443.8 kg/ha and 89.8 kg/ha of protein, respectively, and a total of 533.6 kg/ha of protein.

**Nutrient units and the content of digestible protein in grain (kg/ha), stems and hay of secondary crops**

Option	Secondary crops	Grain yield, centner/ha	Hay yield c / ha	Feed unit per 1 ha		Total	Amount of digestible protein, kg		Total
				In grain	In stem and hay		In grain	In stem and hay	
1	Control	-	-	-	-	-	-	-	-
2	Corn	38,2	307,3	5042,2	4837,3	9879,5	297,5	338,9	636,4
3	Mash	15,2	32,2	991,1	1032,3	3023,4	443,8	89,8	533,6
4	Beans	12,3	12,3	1611,2	393,4	2004,6	357,9	39,3	397,2
5	Soybean	23,5	33,5	3078,4	1071,6	4150,0	687,2	93,5	780,7

It should be noted that during the growing season the corn plant absorbs 200-250 kg/ha of nitrogen from the soil, so its nutrient content and digestible protein content in grains and stems were found to be 6856.1 kg/ha and 102.8 kg/ha higher, respectively, than that of mash. This means that corn is a nutritious food for cattle.

The nutritional unit content in bean grain was 1611.2 kg / ha, and in hay (393.4 kg / ha), and the amount of digestible protein was 357.9 kg / ha and 39.3 kg / ha, respectively.

It should be noted that among the secondary crops, beans were characterized by low yields and low nutrient content, protein content.

It was revealed that in soybean grain there is (23.3 c/ha) 3078.4 kg/ha, in hay (33.5 c/ha) 1071.6 kg/ha, a total of 4150.0 kg/ha of nutrient units and, respectively, 687, 2 kg/ha and 93.5 kg/ha - a total of 780.7 kg/ha of digestible protein.

This means that for livestock, soybeans rank 2nd after corn in terms of nutritional value, but it is not possible to draw a complete conclusion without studying the stubble and roots residues that left in the soil.

It is known that any agricultural crop removes a significant amount of nutrients from the soil during the growing season. Once the plants have been harvested, a certain amount of nutrients remain in their root and stubble residues. In addition, the remnants of secondary crops quickly decompose and become inorganic matter. [2.20]

In our study, when we studied the amount of stubble and root residues in the soil of secondary crops planted for 3 years, after corn, an average of 17.2 c/ha of stubble residues and 35.0 c/ha of the root residues (a total of 52.2 c/ha) were found in a layer of 0-50 cm of soil.

It was found that mash plant can leave an average of 11.8 c/ha of stubble residues in 3 years and 29.8 c/ha and 3.9 c/ha of root (total 45.5 c/ha) residues, respectively, in layers of 0-30 and 30-50 cm of soil.

A relatively smaller number of indicators were obtained for bean residues - 8.9; 21.5 (0-30 cm) and 2.5 kg / ha (30-50 cm), a total of 32.9 kg / ha.

From soybean, an average of 10.4 c/ha of stubble, 32.0 c/ha of roots and a total of 42.4 c/ha of residues were observed per hectare.

When the amount of nutrients accumulated in the mass of these residues was studied, 20.8 kg of nitrogen, 9.5 kg of phosphorus and 12.8 kg of potassium were left after one hectare of corn. However, the corn plant absorbs 200-220 kg / ha of nitrogen. It is therefore necessary to pay attention to the norms of fertilization of the plant to be planted later. But it has been written before that corn is a great food crop for livestock.

It was found that the root and stubble residues of the mash plant accumulated an average of 71.0 kg/ha of nitrogen, 51.0 kg/ha of phosphorus and 60.9 kg/ha of potassium in an average of 3 years. This creates good nutritional conditions for the winter wheat that is then planted.[4,20 p]

So, among the secondary crops, the one that leaves the most nutrients is the mash plant. It was followed by soybeans, beans and finally corn.

In addition, there are reports in the literature that legumes accumulate biological nitrogen in the soil under the influence of nodule bacteria.

It was found that the root and stubble residues of beans and soybeans leave 30.7 kg of nitrogen, 11.8 kg of phosphorus, 21.0 kg of potassium and 45.7 kg of nitrogen, 16.7 kg of phosphorus, 30.5 kg per hectare of land potassium, respectively.

When we determine the nutrient content in the stubble and root residues left over from winter wheat sown after repeated sowing, it was found that more stubble and root residues were 15.5 and 19.3 kg/ha, respectively, compared to the control variant, when fertilizers N -200, P-140, K-100 kg/ha were used in moderate amounts, and the amount of NPK in them, respectively, 1570; 0.930 and 2.130%.

The root and stubble residues of winter wheat sown after corn were 35.3 c/ha. 1.715% of total nitrogen, 1.080% of phosphorus and 2.180% of potassium were found in them.

High results in this regard were obtained from winter wheat sown after mash. In the variant where fertilizers N-150, P-105, K-75 kg/ha were applied normally, the root and stubble residue was 39.8 c/ha. They were found to contain 2,000% total nitrogen, 1,200% phosphorus and 2,280% potassium.[6, 10p]

These values were 5.0 c/ha, 0.430%, 0.720% and 0.90%, respectively, compared with the control and 4.5 c/ha 0.285%, 0.130% and 0.100%, respectively, in wheat after corn.

In winter wheat grown after re-sowing mash, the fertilizer rate of N-150, P-105, K-75 kg/ha was acceptable, and a relatively large number of root and stubbles residues were collected, which contained the more common NPK forms.

One of the main factors in maintaining and increasing soil fertility is the rotation of these crops. In addition, the application of optimal standards of organic and mineral fertilizers is also important in this regard. Therefore, the main goal of our research is to determine the effect of mineral fertilizer application rates on soil fertility on repeated plantings and winter wheat.

If the humus content in the (plowed) soil layer of 0–30 cm was 1.940% before the start of the experiment and 1.670% by 30–50 cm, then in the control variant (wheat planted after wheat) at the end of the experiment (after 3 years), the humus content was 1770 ; 1780 and 1760%, respectively (N-150, P<sub>2</sub>O<sub>5</sub>-105, K<sub>2</sub>O-75 kg/ha; N-200, P<sub>2</sub>O<sub>5</sub>-140, K<sub>2</sub>O-100 kg/ha and N-250, P<sub>2</sub>O<sub>5</sub>-175, K<sub>2</sub>O-125 kg/ha ). Relatively high values (1,780 %) were observed with the use of N-200, P<sub>2</sub>O<sub>5</sub>-40, K<sub>2</sub>O-100 kg/ha. This is 0.160% less than the initial state. This means that if wheat is planted after wheat, the amount of humus in the soil is found to decrease from year to year. Even in the underlying plowing layer, a slight decrease in the humus content was observed, which is mainly associated with the mineralization of humus and the assimilation of plants.

In the variant in which winter wheat was planted for three years after corn, a decrease in the amount of humus from the initial state was observed, regardless of fertilizer norms. These fertilizer norms were observed when N-250, P<sub>2</sub>O<sub>5</sub>-175, K<sub>2</sub>O-125 kg/ha were applied, but this was also 0.110% less than the initial condition and 0.05% higher than the control.

In the experiments, relatively high values of humus content were observed when winter wheat was planted after mosh plant and fertilizers N-150, P<sub>2</sub>O<sub>5</sub>-105, K<sub>2</sub>O-75 kg/ha were applied. This is 0.050% higher than the initial state and 0.210% higher than the control; 0.160% higher than the corn variant.

As a result of planting winter wheat after soybean, the amount of humus was found to be higher than in the control, corn and bean planted options, but lower than in the mash planted options.

In the variant planted after soybean, the humus content was 0.009% higher than in the initial case (0-30cm), 0.169% higher than in the control, 0.119% higher than in the corn variant, and 0.026% higher than in the bean variant..

Changes in total nitrogen and phosphorus were also found to replicate humus data on variants.

This means that when moss is planted as a secondary crop and then winter wheat is sown, when fertilizers were applied in quantities of N-150,P<sub>2</sub>O<sub>5</sub>-105,K<sub>2</sub>O-75 kg/ha, it was found that soil fertility improved compared to the initial state, this situation was also observed after soybean planting, when wheat was sown after corn (wheat), and a relative decrease in soil fertility was found.

Secondary crops also had a positive effect on the mobile nutrients in the soil. Studies have shown that the amount of nitrate nitrogen in the soil at the end of the growing season of winter wheat in 2013 (June) was 17.0 mg/kg in the initial state of nitrate nitrogen in the plowed layer (0-30 cm), whereas in the control version at the end the period of application of winter wheat, N-150, P<sub>2</sub>O<sub>5</sub>-105, K<sub>2</sub>O-75 kg/ha and N-200, P<sub>2</sub>O<sub>5</sub>-140, K<sub>2</sub>O-100 kg/ha and N-250, P<sub>2</sub>O<sub>5</sub>-175, K<sub>2</sub>O-125 kg/ha were 17,8; 18,0 and 19.2 mg/ha, respectively, when used in moderation. In 2014 and 2015, these

figures were 18.2; 19.5; 19.8 and 19.0, 20, 21.2 mg/kg, respectively. Thus, it was found that the amount of nitrate nitrogen increased slightly, even with increasing fertilizer standards, even when winter wheat was sown again after winter wheat, instead of re-sowing crops. In these options (1-3), relatively high amounts of nitrates in the norm of N-250, P<sub>2</sub>O<sub>5</sub>-175, K<sub>2</sub>O-125 kg/ha used in option (2015) are 21.2 mg/kg, it was noted that assimilation for plant development increased by almost 4.2 mg / kg from the initial state.

In the case of winter wheat planted after corn (4-6), optimal conditions were created when N-250, P<sub>2</sub>O<sub>5</sub>-175, K<sub>2</sub>O-125 kg/ha were used in moderation, and the nitrate content according to the years of research was 18.1, 19.0 and 21.8 mg/kg, respectively. This last (2015) figure was only 0.6 mg/kg higher than the control.

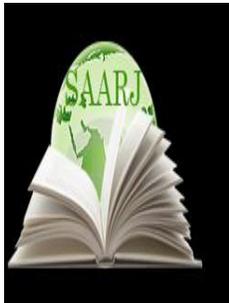
From the above data, we can conclude that if winter wheat is planted again after winter wheat, the nutritional conditions will be created as if it was planted after corn. In both cases, high amounts of nitrate nitrogen were detected when applied N-250, P<sub>2</sub>O<sub>5</sub>-175, K<sub>2</sub>O-125 kg/ha. However, it should be noted that in the control, the norms of fertilizers N-200, P<sub>2</sub>O<sub>5</sub>-140, K<sub>2</sub>O-100 kg/ha had an optimal effect. In all other variants, relatively large amounts of nitrate nitrogen were observed when high fertilizer standards were applied.

When we analyzed humus, a key indicator of soil fertility, it was concluded that the most favorable conditions were observed in winter wheat planted after the mash plant. However, a relatively high amount of nitrate nitrogen was observed at the end of the growing season of winter wheat planted after soybean production and in 2015 it was 25.5 mg/kg. In winter wheat planted after mash, the figure was 24.5 mg / kg. We express this situation by the fact that the plants assimilate more nitrate nitrogen in this (9 var.) variant.

To maintain and increase soil fertility, it is advisable to plant mash or soybean as a secondary crop in meadow loam soils, and then to plant winter wheat using optimal fertilizer standards.

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## THE IMPORTANCE OF AESTHETIC EDUCATION IN THE PROCESS OF TECHNOLOGY COURSE

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### ABSTRACT

*This article provides information about the importance of aesthetic education and aesthetic education of students in the teaching of science in the process of technology lessons. The most important element of the content of aesthetic education is the development of students' artistic imagination. These perceptions should cover a wide range of aesthetic phenomena. Therefore, in addition to aesthetics, one of the most important tasks of labor is to teach not only the skills of good execution of the subject, but also the sense of form, combination of colors, composition, symmetry.*

**KEYWORDS:** *Aesthetic Education, Formation Of Internal Aesthetic Culture, Pedagogical Tasks, Pedagogical Practice, Basic Conditions Of Aesthetic Education, Purpose Of Aesthetic Education, Pedagogical System, Tasks Of Aesthetic Education, Content Of Aesthetic Education.*

### INTRODUCTION

The concept of “aesthetic education” is the most common in the theory of aesthetic education. It includes a number of concepts related to it. Among them should be noted: aesthetic development, aesthetic taste, aesthetic ideal, aesthetic feeling. Aesthetic development is the process of purposefully forming in a child the vital forces that ensure the formation of aesthetic perception, creative imagination, emotional experience activities, as well as spiritual needs.

In this regard, the aesthetic preparation of the younger generation should be the most important area of its introduction into the universal values that form the basis of the cultural environment and therefore one of the most important forms of its socialization as a person. Their interaction in the process of aesthetics, cognition, forms the culture of aesthetic attitude, the aesthetic

worldview. The formation of aesthetic relationships is based on aesthetic activity, which is an active means and condition of aesthetic education of students in the field of technology education. In this activity, aesthetic consciousness, aesthetic attitude to the object, the means of labor, the result of labor, and interpersonal relationships in labor are formed.

The formation of this system of values among young people is inextricably linked with the understanding that their artistic form, artistic quality and appearance of the product depends not only on the natural features of the object of labor, but also on the social conditions of its composition: socio-economic conditions, the state of the nation and moral society, its customs, the level of development of material production, scientific knowledge and professional skills, aesthetic culture and the value orientations of its participants, and other factors. The most powerful factor in their aesthetic upbringing is this systematic-active approach. In addition to the development of aesthetic theory, natural and social world, folk arts, design, decorative-applied arts, works of art, architecture by students, students should be directly involved in the creative process of creating beauty.

Achievements of functional and decorative beauty, such as logical scientific, aesthetic, technological depth of thought, subtlety of emotions, based on the technological and aesthetic monism of the product created by students in the process of independent aesthetic activity develops the ability to do. They play the most important role in the structure of aesthetically knowledgeable and educated human activity. The products created in the process of this activity serve not only as an object of perception, but also as a driving force to achieve an aesthetic ideal, stimulating creative activity. Study of the problem of multifunctionality of art - professional, folk, fine, decorative practice, design (E.A.Antonovich, Yu.B. Borev, R. V.Zakharchuk-Chugaev, G.Zeleper, T.V.Kozlova, M. N.Nekrasova, V. I. Panchenko, M.Yu. Rusin, M. E. Stankevich, etc.) allow to emphasize the basic principles of activation of independent aesthetic creativity of students in the process of its aesthetic education:

- value-oriented active;
- Cognitive-heuristic;
- Retrospective;
- Aesthetic-conceptual;
- Communicative;
- Information;
- Moral cataracts;
- Compensation;
- Aesthetics;
- Hedonistic;
- Creative;
- Art - design;
- Technological;

- Economic;
- Professional guidance;
- Professional development.

The process of activating creative activity in accordance with the laws of beauty is carried out on the basis of a synthesis of the listed principles. This allows students to form a holistic scientific and aesthetic worldview, to master the scientific theory and practice of creative transformational activity based on the aesthetic approach to the technological application of the laws of nature in achieving the aesthetic ideal, as well as their adaptation to the future profession.

The aesthetic upbringing of a person can be assessed by his attitude to labor. Anyone with a proper aesthetic upbringing will not allow labor productivity to increase, which is detrimental to product quality. In each lesson, the learning process should be structured in a way that reinforces students' love of work. A necessary component of a properly structured technology lesson is didactic tools. They include all the topics and activities that teachers and students use to make learning tasks more effective.

The main condition of aesthetic education in the field of "technology" education is: practical activity, the organization of which suggests the formation of school students' ideas and concepts of beauty in labor, its results, the relationship between the participants of labor; fostering aesthetic feelings, emotional response; the existence of collective creative activity. For the purpose of aesthetic education in the process of teaching students in the field of "Technology" it is necessary to:

- 1) to acquaint students with advanced technologies, modern technological processes and advanced production;
- 2) Involve as many students as possible in the workforce. It helps to broaden students' worldviews and develop their creative abilities;
- 3) The activity of student labor collectives is to help teachers in the formation of public opinion of students, to participate in solving problems of labor education and vocational guidance. Forms of labor unions should be chosen depending on local conditions and opportunities. Physical labor, along with cultural leisure, helps to cultivate high moral qualities, healthy needs;
- 4) combining socially useful labor with technical creativity and experimental work, nature protection, study of the native land, labor traditions. In active work the consciousness of the specific value of its results is formed, the beauty of the changing activity is realized.

The student must discover literally: everything a person does has a unique shape, composition, color, line, and therefore everything he or she does is beautiful and ugly, beautiful or ugly. can be. Any item and craft has not only a consumer, but also a spiritual, aesthetic value for a person. When formalizing the result of labor, a person should think not only about the convenience of what is given, but also about its appearance. Everything - from a sophisticated bench, an airplane and a rocket, to a toothbrush - can attract or point to itself, arousing or denying the desire to have it, causing hatred and resentment. Therefore, in addition to aesthetics, one of the most important tasks of labor is to teach not only the skills of good execution of the subject, but also the sense of form, combination of colors, composition, symmetry. The law of the unity of labor and beauty is that these are not two artificially combined processes, but two sides that are inextricably linked.

Man strives to make something more robust, compact, and economical, making it more aesthetic. At the same time, thinking about doing something according to the "laws of beauty", striving to make it more aesthetically pleasing, makes a person give up everything superfluous, looking for more perfect shapes, making it easier to use. That is, a technology teacher, master, coach, organizer of children's labor activity is responsible not only for teaching the skill, but also for developing his creative, aesthetic sense, the child's understanding of harmony, creative labor and aesthetic creation processes. The labor process itself can sometimes be difficult and requires great willpower.

It is very important that students themselves participate in the evaluation of products, various labor issues. The very fact of self-esteem and criticism not only develops an individual's independence, but also teaches us to see the end product of labor more and more deeply from an aesthetic point of view.

The field of study "Technology" includes important pedagogical aspects of aesthetic, economic, environmental education and upbringing of students. It is very important to implement the aesthetic direction of the educational process in the class of food processing technology, the main task of which is the formation and development of creative, aesthetic tendencies, general scientific, technological, design knowledge and skills, modeling and design work is inextricably linked with their abilities. The manifestation of such a tendency is the spirituality of the student's attitude to the performance of tasks on the topic in conjunction with the most important truths of his inner world (moral guidelines, aesthetic taste, searching ability - creative, emotional states, etc.). is to develop a principle. This course has a great educational and pedagogical aspect.

Aesthetic education in technology classes is based on the development of students' interest and creative abilities. All learning products are selected taking into account a number of psychological characteristics listeners, because only in this case there is interest and motivation for further learning and cognitive activities. All labor subjects are chosen in such a way that they have the maximum knowledge in terms of polytechnic education, are aesthetically appealing and have an idea of the traditional artistic forms of material processing. In addition, the selected work objects open up a wide range of opportunities for the development of creativity, which can be more fully implemented in the project activities and finally performed in the school workshop. The end result of the "Artistic Processing of Materials" program is that children can master a variety of artistic methods of processing materials, independently create beautiful, necessary things that will bring satisfaction from the results of their work. In the process of mastering the relevant technologies by students, aesthetic education is carried out more successfully using the capabilities of modern computer support for the description of the presented material, as well as for the preparation of working sketches. Aesthetic education affects the development of artistic taste, spatial imagination, abstract thinking, eye, clarity. In the process of creative work, aesthetic education allows to develop the personality, to form a creative attitude to work and to solve the problem of career choice. In its most general form, aesthetic education is a purposeful process of forming a creatively active personality of a child who is able to perceive and appreciate the beautiful, tragic, funny, ugly in life and art, living and creating "according to the laws of beauty" can be defined as.

Tasks of aesthetic education:

1. The formation of aesthetic consciousness, which includes a set of knowledge about the basics of aesthetics, the world and everyday culture, the ability to understand and distinguish art, folk art, nature, true beauty that can distinguish man from the surrogate takes
2. Formation of aesthetic feelings, tastes; pedagogically correct resistance to the disorienting influence of pseudo-culture; development of motives (needs, interests) and skills for artistic and creative activity.
3. Formation of methods of artistic and creative activity; support for gifted children: development of experience (skills and abilities) in the organization of the environment, work, teaching, taking into account aesthetic norms and needs.

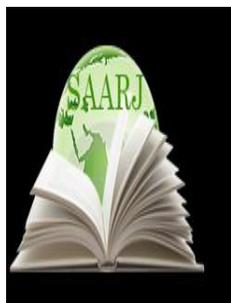
An equally important aspect of the content of aesthetic education is that it focuses on the personal development of students. First of all, it is necessary to form the aesthetic needs of students in the field of art, in understanding the artistic values of society. The most important element of the content of aesthetic education is the development of students' artistic imagination. These perceptions should cover a wide range of aesthetic phenomena. In particular, students need to be taught to perceive beauty in a variety of art forms, in nature, in the life around them, and in the behavior of people. An important component of aesthetic education is the ability to acquire knowledge related to the understanding of art and to express their judgments (views) on issues of artistic reflection of reality. It is associated with the formation of students' perceptions and understanding of the specifics of reflecting this reality in different types and genres of art, the development of the ability to analyze the content and ethical-aesthetic direction of art. In the context of aesthetic education, the formation of students' perception of beauty and artistic taste associated with the experience plays an important role. Students need to be taught to feel the beauty and harmony of a true work of art, to show artistic sophistication, as well as to strive to enhance a culture of behavior. Introducing students to artistic creation, developing their inclination and ability to music, fine arts and literature is an important component of aesthetic education. LN Tolstoy was convinced that every child's needs for artistic creation are different, that they should be developed and used for education.

Thus, the most successful goal of aesthetic education is to form a harmoniously developed person, who is well-developed, knowledgeable, highly moral, capable of reasoning and empathy, who understands the beauty of life and the beauty of art, who sees life around him through the eyes of another person. formation of scanning ability. This goal also reflects the specific features of aesthetic education as part of the whole pedagogical process.

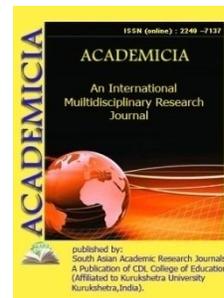
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## THE EFFECT OF ORGANIC AND MINERAL FERTILIZERS ON THE YIELD OF AUTUMN WHEAT VARIETIES

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### ABSTRACT

*Proper determination of the norm of fertilization, the normal course of growth and development of the plant, in turn, affects the size of the grain, weight gain. The grains of Grace variety are longer, the weight and yield of grain in one grain is high. If these varieties are given 25-30 tons of organic fertilizers and mineral fertilizers per hectare N200. P120. K.90kg, 100 c. The possibility of obtaining more grain was determined based on experimental results.*

**KEYWORDS:** *Quality, Grain, Yield, Organic Fertilizer, Mineral Fertilizer, Accumulation, Piping, Irrigation, Suspension, Microelement,*

### INTRODUCTION

The provision of food to the world's population has now become an economic, social and political problem. This calls for more efficient to use of arable land. Therefore, the President of the Republic of Uzbekistan Sh. Mirziyoyev noted that in the strategy of actions on five priority areas of development of the country in 2017-2021, one of the most important tasks in agriculture is the optimization of arable land and crop order, the introduction of advanced agro-technologies and increasing productivity.

Therefore, the principles of irrigation and effective use of mineral fertilizers to increase the productivity of saline soils, the norms of feeding it with optimal organic and mineral fertilizers, as well as the introduction of basic production methods on farms are becoming the most urgent task. In the Republic of Karakalpakstan and Khorezm region, the role of organic and mineral fertilizers in increasing soil fertility and growing high-quality grain from winter wheat is invaluable. Adequate supply of phosphorus to winter wheat ensures good nitrogen uptake, accelerates the development of the root system and the formation of generative organs, and increases the plant's resistance to winter and drought.

## **MATERIALS AND METHODS**

In order to find a solution to these problems, we conducted field experiments in 2017-2020 in the experimental field of the Nukus branch of Tashkent State Agrarian University to determine the effect of differential fertilization standards on the growth and development of different varieties of winter wheat. In the 4th iteration, the variants are systematically placed in one tier. The total area of each plot is 480 m<sup>2</sup>, of which 240 m<sup>2</sup> is taken into account. Mineral fertilizers were applied as follows: Annual application of phosphorus fertilizers was carried out at the same time as sowing of 20% of fertilizers under 80% plowing. Annual application of potassium fertilizers was divided into four times during the development period of the plant (accumulation. In the experimental field from mineral fertilizers ammonium, nitrate (N-34.6percentage) urea 46%. Nitrocalcium phosphate (NKF-A grade) (N-6percentage P<sub>2</sub>O<sub>5</sub>-16percentage Cao-14percentage) and potassium chloride (K<sub>2</sub>O-58-60percentage) applied.

## **Results and their analysis**

In the laboratory, seeds with a germination rate of more than 95% were prepared for sowing and 500 seeds per 1m<sup>2</sup> were planted at a depth of 5-6 cm. Immediate irrigation was carried out, taking into account the water shortage, 50-60 meters of the field was irrigated with juice. No matter how big or long the field is, it keeps the whole part of the field moist and allows you to get full seedlings. On the contrary, if the fields are not plowed, the soil at the beginning of the field will dry out and water will flow at the end of the field. Uneven removal of seedlings in the field has a negative impact on productivity. If the seedlings do not germinate completely in 7-8 days after the first watering, immediately repeat watering. Thorough study of soil reclamation, soil and climatic conditions of the northern regions of the country, increasing soil fertility in the cultivation of winter wheat on irrigated lands, the introduction of crop rotation, the development of new water-saving agro-technical measures

Demand the results of the experiment show that the germination of winter wheat is higher in Thunder and Grace varieties, and the effect of organic and mineral fertilizers is 3-5% higher in the variants given in the above norm. In order to get a high yield from winter wheat, it is necessary to keep the soil moisture at 70-75% during the accumulation period. To apply 30-40 kg of nitrate during the accumulation in autumn. To set the fertilization rate correctly at 30-50 kg / ha during the weeding period kg / ha of urea. If 25-30 kg / ha of urea is given at the beginning of the grain formation period, the desired yield can be obtained.

When observing the varieties in the accumulation phases of plants by variety, the number of tufts in the Grace variety affects the phase of accumulation of organic and mineral fertilizers. 1-2 cubes determine the number of tufts. Backward grain fields lagging behind in development are identified and these areas are treated separately. Another of the most important agro-technical

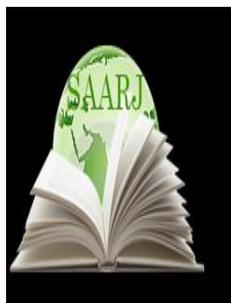
measures is the accumulation of an average of 30 tons of local fertilizer per 1 hectare. In order to turn the local fertilizer into juice in each area, it is necessary to dig ditches and bury the local fertilizers in the trenches to a thickness of 5-10 cm. It is also good to apply at least 20 tons of local fertilizer per hectare to the sparsely populated areas that have entered the rest of the winter without accumulation. In Karakalpakstan and Khorezm regions, where the winter was observed, this variety was found to be suitable for our conditions. From March 15 to May 15, stem length and growth of plants were higher in Thunder and Grace varieties. Stem length was 10-12 cm. Observations show that Tanya variety ripens faster than Thunder and Grace varieties, the differences between them were 3-4 days. Observations on the length of a grain of wheat showed that the grain of the Grace variety was longer, and the weight and yield of a single grain were higher. According to the results of experiments, it is possible to get 90-100 tons of grain per hectare if the agro-technical measures are carried out in time.

### CONCLUSIONS AND RECOMMENDATIONS

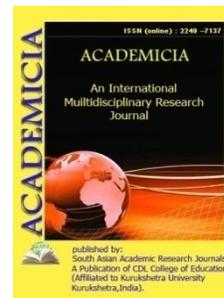
- I. The local fertilizer is applied to the soil, the more carbon is released, which accelerates the process of air nutrition of the plant and increases its resistance to drought. In addition to - 0.6%) and potassium (0.5-3.0%), as well as trace elements (chalk, manganese, cobalt, copper, zinc, etc.), as well as carbon, valuable fertilizer at the expense of 7-10 ts. premium,
- II. When observing the plants in the accumulation phases by varieties, it was found that the number of tufts in the Gratzia variety affects the accumulation phase of organic and mineral fertilizers, and the number of tufts exceeds 1-2. In winter, observers observed a tendency of this variety to saline soils in Karakalpakstan and Khorezm regions.
- III. It is recommended to apply 30-40 tons of pure manure per hectare, on average 200 kg of nitrogen, 120 kg of phosphorus, and 90 kg of potassium fertilizers on time. 7-8 kg of grain is obtained at the rate of 1 kg of NPK. The growth period of wheat is prolonged. The quality of grain decreases. Large amounts of sugar and starch accumulate in the leaves of the plant. The physiological processes in the leaves are very slow. Diseases increase and the plant weakens. Spots appear on the leaves and then wrinkle.

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## DETERMINATION OF ECONOMIC AND SOCIAL EFFICIENCY OF MULTI-FLOOR HOUSING AND UTILITY SERVICES

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### ABSTRACT

*The article discusses the issues of determining the socio-economic efficiency of public services. As well as it provides the information about the quality of services. Economic efficiency gives a positive result only when it is calculated at the level of the network, enterprise, industry and division at each level of services. Therefore, it is analyzed comparatively at each stage. In addition to the initial economic criteria, special criteria are also used in practice, for example, the minimum level of consumption of means of production and resources is set to achieve the maximum increase in the volume of services.*

**KEYWORDS:** *Utilities, Rational Use Of Resources, Cost, Income, Profitability, Efficiency.*

### INTRODUCTION

The cost-effectiveness of multi-storey housing and communal services means the achievement of quality services through the rational use of each type of resource, saving at the level of a set of live and packaged labor spent on the implementation of the service unit. All these are aspects that improve the social situation of the population / 1, 2 /.

Economic efficiency is determined not only by the ratio of costs to the results of production and services, but also by the quality of the product or service and the level of demand.

The primary criterion of economic efficiency of economic services is the reduction of living and packaged labor, while maximizing the national income. In addition to the initial economic criteria, special criteria are also used in practice, for example, the minimum level of consumption of means of production and resources is set to achieve the maximum increase in the volume of services. At the same time protect the environment, improve product quality and so on. As a

result, all private criteria should allow for the growth of national income, which is the main criterion, and increase the economic efficiency of services and production / 3-5 /.

As in any other field, the main criterion of economic efficiency is the implementation of as many services as possible, using less material and labor resources, using less lively and packaged labor.

The final efficiency is the gross income after deducting the material and labor costs incurred here.

Economic efficiency gives a positive result only when it is calculated at the level of the network, enterprise, industry and division at each level of services. Therefore, it is analyzed comparatively at each stage. When calculating the economic efficiency of the service sector, it is necessary to take into account its specific industry characteristics, the geographical location of the region, the availability of material and labor resources.

Nature and value indicators are used to determine the economic efficiency of the industry.

In-kind indicators include the volume of drinking water and heat in kind, natural indicators for sewerage, cubic meters of gas, kilowatt-hours of electricity, and person-days of service. No matter how important the cost of resources and services is, it is important to know the cost of services, ie the same services or productivity can be achieved at different levels of cost. In addition, the quality indicators of homogeneous yields may be different. Therefore, services are converted into value to be able to compare with each other. Expenses incurred and results obtained are valued in sums.

It is an important indicator of economic efficiency, which is understood as the gross product relative to the live and packaged labor expended on it.

The higher the quality of the gross product and the more parts sold, the higher the cost-effectiveness of the services.

Since gross product is a generalized indicator, economic efficiency is also calculated by the ratio of gross income and the cost of creating it.

The efficiency of services can also be determined by the ratio of expenses incurred to net income or profit.

The cost-effectiveness of services is also calculated by the gross product, gross income, net income, and profit per capita of the average industry worker.

In determining the cost-effectiveness of multi-story housing and communal services, it is important to determine the efficiency of the use of fixed assets. Its indicators are the level of vehicle supply and engine armament.

The efficient use of capital investments plays an important role in increasing the economic efficiency of sectorial services and is determined by indicators such as gross output, gross income, and profit, calculated for each sum of capital investment.

Profitability is an important economic category that reflects the level of profitability and profitability of the enterprise, for any enterprise operating on any economic account. Profitability is one of the most important indicators of economic efficiency of agricultural

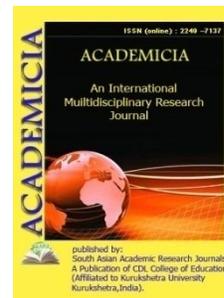
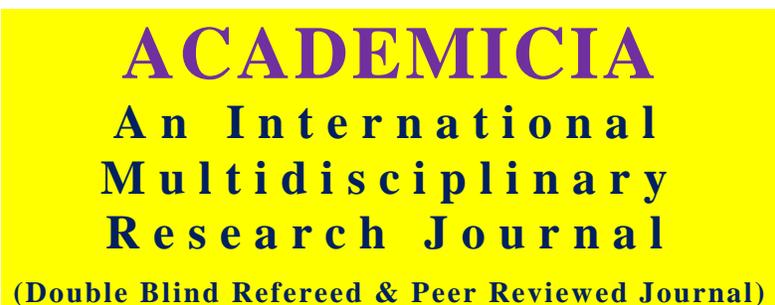
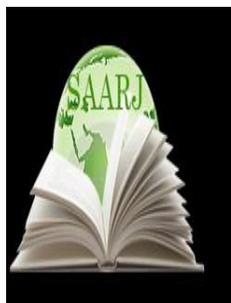
production, which reflects not only the level of live labor spent, but also the level of use of packaged labor, as well as the quality of services sold, the level of organization and management of services.

Pricing the cost-effectiveness of a particular service, network, or enterprise as a whole does not give a complete result. To do this, it is necessary to compare its value with the cost incurred in order to generate a profit. Therefore, the rate of return indicator is used. It shows the level of profit as a percentage of the ratio of the values of material and labor costs. Profit is calculated by deducting the full cost or cost of services (production) from the value of money received in return for services (products) sold, reflecting the converted part of net income.

Profitability rate is the profit per one soum of production costs spent on each percent, i.e. if the profitability of the enterprise providing services is 25 percent; it means that for every soum of material and labor costs, the profit is 25 tiyins.

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## THE ROLE OF DIDACTIC AND METHODOLOGICAL INNOVATIONS IN THE IMPLEMENTATION OF PRIMARY MATHEMATICS EDUCATION

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### ABSTRACT

*Design and implementation of methodological innovations for the systematic renewal of primary mathematics education, substantiation of the importance of the most modern innovations for the implementation of systemic changes in primary mathematics education, and the introduction of the concept of "methodological innovation" in full scientific and methodological circulation.*

**KEYWORDS:** *Elementary, Mathematics, Education, Systematic, Methodical, Didactic, Innovation, Design.*

### INTRODUCTION

At a time when large-scale consistent reforms are being carried out in our country on all fronts, it is expedient to examine the shortcomings within the achievements in the field of education. Education will be changed in scale and content in the process of reform and renewal. The reforming and qualitatively renewing education is a requirement of today.

The idea of projection and implementing methodological innovations for the systematic renewal of primary mathematics education are encompassed that the importance of methodological innovations in mathematics lessons in the implementation of the requirements of the State Educational Standards (SES). Thereat:

- It is defined as the concept of "methodological innovation";
- It is specified the sources of methodical innovations in primary mathematics education and principles of their design;

- It is identified the types of methodological innovations and the basis of distinguishing their appearances.

According to the researches, the creating process of projection and implementing methodological innovations for the systematic renewal of primary mathematics education is based on the current problems of primary mathematics education and the modern requirements placed on them. As well as, it should be done taking into account issues related to the history of the creation of advanced ideas of mathematics and primary education.

It is emphasized and paid attention to the important appearance of innovations in this research area. In particular, if we look for the answer to the question of what are the methodological innovations in the teaching of mathematics, it can be answered as follows: The methodological innovations are opportunities that allow a wide using of the methodological technologies, teaching aids, ensuring that the educational process is carried out in an updated form, taking into account the specifics of mathematics and the characteristics of primary school pupils.

It is known that the new goals of the primary education system that are putting in front of itself are the formation of reading and consciousness skills in children. The achieving of these new goals requires that the implementation of new methods (teaching aids, forms of teaching) in school practice. It should be achieved the using of the modern educational technologies in the organization of educational processes, as a result of full mastery of the essence of the science of mathematics, not only the teaching of mathematics but also education with mathematics; it should not only absorb ideas but also achieve results such as teaching thinking. These types of methodological innovations help to enrich the knowledge of pupils with the developing of ability in the calculating of the content of the course of mathematics, to develop a system of the tasks for primary school pupils which appropriate to their age, to teach a mathematical example solving, to connect logical sequences of events and phenomena.

The empirical basis of these cases is the methodological challenges that primary school teachers may face in the process of implementation of the modern requirements and didactic innovations in the education system at the school level.

The traditions of mathematics education in our schools have been formed and preserved over the years, but today we have “just begun to realize that the main task of a math teacher is not to fill a child’s memory with different formulas, but to develop it((In other words, most of the formulas that are learned in school math aren’t useful, people need not them in life). For this reason, It comes a time to reconsider our traditional teaching methods” [2, 45-6].

The methodology of teaching the essence of mathematical science is interpreted as "a system of rules that form the basis of the process of studying mathematics"[1, 8-6].The ideas that are analyzed in this research include the sources, appearance, and types of methodological innovations, the specifics of primary education, and the principles of projection of new types of innovations, taking into account the field of application of mathematical science.It is served as a basis for classifying new types and forms of methodological innovations in primary mathematics education, according to their importance and creating a general model of their implementation in practice.

For the systematic renewal of primary mathematics education, the projection and implementation of methodological innovations provide the followings:

- it is regulated the targeted processes of development of forms, types, methods, technologies of innovations for the implementation of structural changes in primary school and created opportunities for finding new means of teaching mathematics;

-the effectiveness of the process of preparation for the educational environment in which the requirements of the STS in primary mathematics education of primary school teachers are put into practice;

-the effectiveness of education will increase due to the use of forms, types, methods, and technologies of innovation, the renewal of educational tools.

As a result of the study and analysis of the practice of primary mathematics education, it is concluded that necessary methodological, normative-legal, pedagogical-psychological resources have a basis for the implementation of modern structural changes, despite the full development of didactic innovations in pedagogy. cannot be used in practice. Despite the existence of didactic innovations in the teaching of mathematics, It is being still observed cases of use of traditional methods. It is known that mathematical, pedagogical, psychological, normative-legal knowledge is necessary, but not enough, to implement the requirements of DTS and didactic innovations in the teaching of mathematics. It is important to create the most necessary and new type of pedagogical innovation - methodological innovation.

Socio-economic reforms in Uzbekistan that were carried out, changes in society have led to changes in the goals and educational standards in the national education system. As a result, A social situation that is being awaited the achievement of new goals, the updating of educational standards, and also a systemic change in the teaching of primary mathematics in general secondary schools in a short time had occurred.

Our research and observations that were carried out show that to implement the preparation process had been occurred in the form of slowly, unsystematic, and often imperfect requirements of DTS and didactic innovations in the teaching of mathematics by primary school teachers.

Only a few teachers who have to understand correctly the new goals of education are putting into practice the changed and updated standards in the teaching of mathematics, and by this way, independently demonstrate their methodological readiness for innovation. According to our researches, primary school teachers are also facing difficulties to put even the developed didactic innovations (approaches and principles) into practice without appropriate methodological support, and they consider it a complex issue.

Therefore, it is necessary to introduce "methodological innovation", which is a type of innovation. The transition of innovative processes to the methodological stage requires taking into account the characteristics of the subject (mathematics) and the specifics of the educational stage (primary education). It is proved that the introduction and a separate study of methodological innovations, which are the most important type of pedagogical innovation, is the right way.

Pedagogical innovations ensure the implementation of lesson training into the educational process through didactics and methodology. Theoretically, didactics and methodology have different functions, they are:

1. Generalization of principles, ideas, concepts that are related to different fields of science in didactics;
2. The methodology provides that the organization and conduct of educational processes (teaching methods, forms, tools, technology, tasks) for a specific age group in a particular subject.

Didactic innovation - new, effective ideas, principles, and concepts that are simultaneously required and implemented to achieve new goals in education.

Thus, pedagogical innovations in the education system can be divided into two types: methodological and didactic innovations.

Methodological innovations are an innovation in the teaching methods. That is, it can be said that methodological innovation means methodological support of pedagogical processes.

Methodological innovation is a methodological innovation that is investigated and utilized in educational practice, satisfied the requirements of pupils and which will be a tool in achieving new goals, provides a qualitative increase in the effectiveness of educational processes and extracurricular activities in a particular subject.

Methodological innovation is a type of pedagogical innovation, it:

- to solve methodological problems;
- to apply didactic innovations in the educational process, taking into account the characteristics of the subject and the specifics of the teaching processes;
- serves to implement tasks such as the introduction of systematic updates in the lesson training, taking into account the new goals of education and updated standards

Methodological innovation in primary mathematics education is such a change that was happened in the methodology of primary mathematics education that it can be considered as a new, demanding, achievable, effective innovation at the same time. In other words, it is such a change in the organization and demonstration of the essence of primary mathematics education activity that it can be seen as a new, demanding, achievable, applied effective innovation at the same time.

## CONCLUSION

The aim of the present work was to determine the level of their innovation indicators in the evaluation of innovations. These indicators include:

1. The level of demand for methodological innovations in primary mathematics education:
  - a) Compliance of mathematical education with the "socially acceptable effect" (that is, updated goals, objectives, requirements for primary mathematics education) that is defined in the updated normative-legal sources;
  - b) the relevance of mathematical education to the requirements of pupils;
  - v) the relevance of mathematical education to the requirements of the elementary school teacher who have problems

2. The indicative criteria that the methodological innovations introduced for primary mathematics education are novelty:

a) degree of differentiation from the methodological components that were used in the earlier stages of development of mathematical education;

b) the low level of methodological preparation of many teachers in the application of these methodological tools in mathematics lessons;

c) insufficiently deep and structurally undeveloped of these methodological means in journals and methodological recommendations in the field, as well as in other methodological literature;

g) It was being introduced insufficiently that the methodological innovations in mathematics textbooks, methodological manuals on teaching mathematics in primary school.

3. Indicating criteria the level of the practical application of methodological innovations introduced for primary mathematics education:

a) a mechanism for the implementation of mathematics teaching methods has been worked;

b) The methodology of teaching mathematics has been developed and tested in practice but has not been fully popularized.

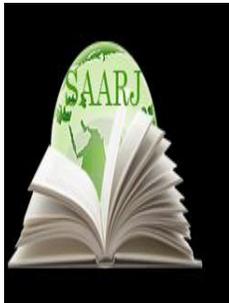
4. Indicating criteria of the level of effectiveness of methodological innovations that were introduced for primary mathematics education:

a) compliance with the goals, objectives, and requirements of modern education of the methods, techniques, forms, technologies and teaching aids of the teaching mathematics that were worked following the goals, objectives, and requirements of modern education is ensured at low cost (that is, not at the expense of "at any cost");

b) One of the main goals of the education system is the health of participants in the educational process, so the adequacy of the level of health of methodological innovations is the most important evaluation criterion.

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## INTERPRETATION OF THE IDEAS OF PATRIOTISM AND LOVE IN THE WORKS OF ALISHER NAVOI

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### ABSTRACT

*The article analyzes the symbol of patriotism in the work of Alisher Navoi. The literary heritage of the famous poet that has come down to us is large and multifaceted, it is about 30 collections of poems, poems, scientific works and poetic treatises, which fully reveal the spiritual life in Central Asia at the end of the 15th century.*

**KEYWORDS:** *Interpretation, Patriotism, Life, Love, Poetry, Poem, Treatises, Humanist, Great Thinker.*

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### INTRODUCTION

One of the most pressing issues is the study of the heritage of Nizamiddin Alisher Navoi, the scientific analysis of the ideas of patriotism and love in the education of youth. Nizomiddin Mir Alisher Navoi - (February 9, 1441 - January 3, 1501) - Sultan of Uzbek literature, scientist, poet, statesman, philanthropist, humanist, great thinker who made an invaluable contribution to the development of spirituality and world culture.

The rich heritage of Alisher Navoi is an invaluable contribution of the Uzbek people to the treasury of world culture. And the personality of Alisher Navoi is an example of effective service to the fatherland and his people. Alisher Navoi wrote poetry in 17 genres of oriental poetry. Gazelles occupy a significant place: - 2,600 Uzbek and 550 Persian are included in 5 sofas, one

of which is Persian. Throughout his life he wrote gazelles, poems about love and reverence for the mind, justice, faith in God, democracy and humanism, knowledge and art, patronage, about his teachers, about asceticism and other beautiful features of outstanding personalities. He wrote 6 poems, 6 qasid (od), many rubai, musaddas and others.

Musamman is a poem, each line of which is eight lines. Muammo is a verse riddle. Musatazad is a poem with a repetition of the final words of the second line of each bayt. Muhammad is a poem from five verses. Tajriband is an Arab. "Repeat lines", i.e. repeated repetition of lines. Tuyugi is a quatrain, in the rhyming of the lines of which homonyms are usually used, a play on words. Kyta is a short poem in which the first couplets do not rhyme. Fardas are poems.

A total of 45 thousand lines of poetry in Uzbek and more than 12 thousand lines of poetry in Perso-Tajik languages. "All his poems in his native language were collected in a huge collection" Treasures of Thoughts ". All his poems were collected in a collection, which he called "Hamsa - Five" - writes Nikolai Tikhonov in the preface to the translation into Russian of ten volume collected works of Alisher Navoi [1, p.9]. His thoughts about himself, about his relationship to God, about his spiritual state are woven into the canvas of the gazelles, etc. etc., the theme of the poems covers all aspects of spirituality, life and activities of people.

The sign of love on the scroll heart is imprinted with eternity,

Others - a tablet of oblivion, others - dust and decay [2, p.338].

Much has been written about love. The object of Alisher Navoi's main love was God. This love is "etched in eternity." What does "on the scroll of the heart" mean? Recent studies have shown that the shape of the heart, the outgoing and incoming blood vessels, one can read the word "Allah" in Arabic [3, pp.15-16]. Everything else, except for love for God, active service to him, which implies service to the Motherland, to people - "ashes and dust". Alisher Navoi served people - morally, physically and financially, making every effort. He was harassed by "boring affairs", i.e. government work took a lot of time and effort.

In the work of Alisher Navoi relied on three sources: the Koran, the Sunnah of the Prophet (s.a.v.) and the philosophy of Islam. He often quotes in his writings the Qur'an, the hadithi of the prophet. Al-Shakur. Grateful, Awarded for goodness is one of the 99 names of the attributes of Allah. Alisher Navoi thanks Allah in all types of his creativity. Is called "Shukurullo"

Darken my eyes in separation,

I thank Allah for seeing you again.

A. Navoi Mukammal asarlar typlami 20 zhldik 1 guild T. 1987.472-b

Repetition of the previous thought in other verbal expressions. Same with 522

Bladari Allah for the face in paradise and for not longing in hell. Vol. 1. from 76.

Thank you 100 times, not counting a lot and a little. Vol. 1. from 163

He thanks Alisher Navoi not only for what has been given to him, but also for what has been lost. Having lost something material, he gained spiritual, it became easier for him.

A request to Allah that he made the language of Alisher Navoi thankful to Allah forever and the head forever worshiped him.

In these three couplets, Alisher Navoi's edification to travelers:

- 1) Thank the Navo of Allah, if you want more (Navo) music, thank!
- 2) What language should I use to thank my idol for fulfilling my goal? - For any achievement, a tribute must be paid.
- 3) Thank the Lord much for the gifts, patience, and countless gifts.

Serving is material: he paid taxes to the treasury for the people, built hospitals, dormitories, schools, baths, canals, fed and dressed those in need. To give shelter to people of art, he built houses for them where they could live and work. Morally - his works - praise and educate in people kindness, honesty, hard work and all the best qualities of character.

Many poets, preparing their collected works, knew the importance of the beginning of the book. They knew the role and meanings of what the book begins with. The first poem sets the mood for the reader, defines the face of the entire book. It leads the reader into the author's world, establishes mutual understanding, arouses interest and draws the reader into the amazing, mysterious world of thoughts, thought - forms, imaginations and ideas of the poet about life, nature, about himself. They make it clear that the word has its own depths. The magic of the poetic word must be expressed from the very beginning. The first page of Alisher Navoi is a high springboard from which the seeker must jump onto the path of life he has chosen. He must comprehend what he can and what he is capable of. The book is also one of the ways of spiritual connection of people, one of the sources of education for people, at the same time, it serves to specialize people on the way to mastering any business - a specialty.

It seems that the era of Alisher Navoi has long passed, the progress of mankind - computers of radio, cinema, television, airplanes and others have made the global communication of intellectuals available. However, humanity is worried about the spirit of Alisher Navoi's poetry, his personality, his philosophical views, life path. Among the works of Alisher Navoi there is also a moral and didactic work "Confusion of the Righteous", where, summing up the results of life experience, wisdom and life lessons, expresses his thoughts on a number of socio-political and moral-ethical issues. Implementation of the edification of Alisher Navoi and his opinions, as well as their leadership would raise humanity to a high level of spirituality, moral perfection and the improvement of people's lives. This is the first book of "Hamsa" - "Five". He says: "The purpose of my introduction is this: ... but they do not know how joyful and difficult life is, and many of my friends who have not experienced good and evil" and he warns everyone about this. In his statements and admonitions, his worldview is evident and his personality, his dreams, ideals emerge. The ideal of a man, a sovereign, his personality, state structure, about the role of justice, especially with the ruler, about the army, about employees, and then whether.

All this raises the personality of Alisher Navoi not only above his era, his country, but also for many centuries. Alisher Navoi, creating works of art, weaves into it subtext - Sufi ideas, the Sufi school of education, on the one hand, the political-state code, as well as the code of honor of the sovereign, official, employee, peasant, sheikh, bek, esaul, judges, etc. , a perfect person with another.

He also creates his own image in literature. A person differs not only in bodily parameters, but in mental-intellectual-moral ones. Expressing his worldview, Alisher Navoi outlines his intellectual and spiritual world, his way of life, principles. He gives his creativity, his way of seeking God -

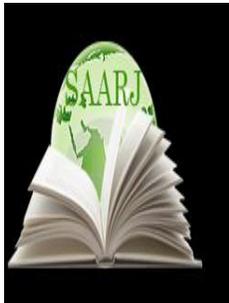
Truth in his gazelles, as well as in "Hamsa" and "Lison ut-tair". There is an opinion that Alisher Navoi's "Khamasa" is "Nazir" - a literary imitation of Nizami, Khosrov Dehlavi and Jami. "Nazira" is a form of literary imitation, widespread in the Near and Middle East and in Central Asia. A new work, as a rule, retains the main theme, size, order, rhymes, and sometimes even the form of the original. Contemporaneous poets often competed in the art of poetry, and also created a "nazir" and a famous poem. Modern examples of "nazir" were created on the basis of the poems of Nizami Ganjavi by the great poets of the East Alisher Navoi, Amir Khosrov Dehlavi, Jami, Fuzuli and others "[4, p.82]. Rahmat Majidi writes: "It should be noted that the "Khamasa" created after Nizami, as has been repeatedly proven by scientists, is in no way an imitation of the genius of its first creator. Each new "Khamasa" is a poetic response to the great works of Nizami, Khosrov Dehlavi and Jami, at the same time it was an original work of art reflecting the main ideas of their era. However, the architectonics, style, poetic techniques, poetic dimensions and complex lines of all The "Five" Remain Outwardly Similar "[5, P.262].

### CONCLUSION

We can say that Alisher Navoi believes that he does not imitate with his works, there is enough room for his mind, he will not lead his "horses" after strangers into the robbed "flower garden", but he dives into the sea of words, like a pearl fisherman, for this sea is inexhaustible, and manages to get such a valuable cargo, and he is proud of it. The basis of his work is the creation in people of correct, ethical standards of behavior, starting from rulers, officials, clergy, workers of men, women, children, based on love for God - the Creator, for humanity, the Motherland, the ideals of perfection.

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## ANALYSIS OF RISK FACTORS OF BREAST CANCER DEVELOPMENT

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### ABSTRACT

*More than 1.1 million cases of morbidity and more than 410,000 breast cancer deaths (BC) are diagnosed worldwide every year. The systematic review and analysis of the study of the influence of possible risk factors and causes of this type of cancer by the statistical materials of the oncology databases are essential. The study of risk factors for the incidence of breast cancer was carried out on a global scale, considering geographical and temporal variations in different regions of the world. The article analyzes the literature data on the role of the main risk factors in the mechanisms of development of breast cancer (BC) (hereditary factor, background precancerous diseases, the role of immunodeficiency, hormonal imbalance in various endocrinopathies, age factor and a number of others) on the molecular cell, organ and systemic levels. The authors focus on the mechanisms of oncogenic transformation of cells under the influence of hyperestrogenism of various origins, against the background of hypothyroidism, as well as excessive formation of free radicals in various forms of pathology that have mutagenic activity and disrupt the processes of intercellular interaction. An important role in the transition of the first stage of carcinogenesis - oncogenic transformation to the stage of promotion is assigned to the previous and concomitant immunodeficiency states, when the elimination of malignant cells is impaired.*

**KEYWORDS:** *Morbidity, Mortality, Causes, Risks, Breast Cancer.*

## INTRODUCTION

Breast cancer (BC) is the world's leading cancer in terms of prevalence among the female population and accounts for about 25% of all cancers affecting the female population [1]. The peak incidence among women is between 50 and 60 years of age - 25%. The reproductive age of women accounts for about 30% of diseases. Various causes cause this disease. The main ones are genetic disorders. In addition to them, other reasons can also contribute to the occurrence and development of breast cancer. No less important is the definition of risk groups due to age-related changes, anthropometric indicators, physical activity, external factors and other external causes.

### Age differences

In most European countries, two out of 1,000 women per year develop breast cancer among women over the age of 50, and about 15 have a high risk of developing breast cancer [2]. Age is one of the leading risk factors for breast cancer. The main increase in the incidence occurs at the age of 50 to 64 years. The most common cause of death among women between the ages of 40 and 50 is breast cancer. Mortality accounts for about 20% of all cancer deaths. At the same time, the number of sick women over the age of 65 over the past 30 years has increased from 14% to 21%. Thus, statistics indicate that even more women in this age segment will be vulnerable to breast cancer [3]. However, in some countries, there has been a decrease in morbidity after menopause. The age of onset of the disease and mortality from breast cancer significantly depend on the geographic characteristics of the place of permanent residence of women, and are very different in the west and east of Eurasia. Environmental factors also have a significant impact on morbidity and mortality, and much more significant than genetic factors.

The proportion of young women to the total number of patients can reach 5-10%. So, for example, out of 1,398 women followed up for 99 months, 107 patients under 35 years of age were identified [4]. During this observation period, in young, in contrast to older women, additional factors affecting morbidity and mortality were identified. In the proportional hazard model [4], which includes clinical, treatment-related variables as well as pathological features of the disease, age under 35 years of age remained the most significant predictor of relapse, long-term relapse, and overall mortality.

### Hereditary predisposition

Concerning the role of a hereditary factor in the development of breast cancer, it should be noted its role in about 5-10% of diseases. Hereditary cancer is more often diagnosed in young women of reproductive age [18]. Clinical observations show that the presence of relatives with breast cancer in the family significantly increases the risk of developing the disease. In this regard, a special nosological form of pathology was identified - breast cancer, within which the presence of various genetically determined forms is possible. Moreover, the authors do not exclude the possibility of the presence in the population of two forms of breast cancer - hereditary and sporadic. So, Ya.V. Bohman, 1993, on a large clinical material studied the role of genetic predisposition in the development of cancer of various localization. It turned out that blood relatives of patients with breast cancer have a 3-5 times higher risk of developing this disease than in the female population as a whole. A family background study revealed an association of ovarian cancer with endometrial and breast carcinoma. In addition, female relatives of patients with endometrial cancer have a high incidence of breast cancer, ovarian cancer and colon cancer.

Currently, the opinion has been established that an earlier age of cancer manifestation is the leading symptom of all hereditary neoplasias, including breast cancer. This is due to the development of a mutation already in the germ cells, for the manifestation of which a repeated somatic mutation is required. In a hereditary form of cancer, all tissues carry a "pathological" gene, therefore, hereditary cancer is characterized primarily by multiple lesions. Were identified such tumor associations as breast cancer and gastrointestinal cancer; breast and ovarian cancer; cancer of the breast and tumors of soft tissues, brain, tongue and larynx, adrenocortical adenoma (SBLA syndrome). Various tumor associations indicate genetic heterogeneity in breast cancer. One of the significant advances in molecular genetic studies of breast cancer was the discovery of the BRCA1 and BRCA2 genes, whose germinal mutations determine the hereditary form of these neoplasms. Hereditary mutations of these genes account for 56% to 80% of the risk of developing breast cancer throughout life [22, 26]. The range of BRCA1 gene mutations is quite wide: 71% of mutations are related to the shift of the reading frame due to micro - mini - deletions. As you know, the BRCA1 gene is located in the region 17q21.1.-21.2. Loss of BRCA1 expression correlates with increased proliferation and enlargement of the tumor node.

Another suppressor gene, more specific for breast cancer, is the BRCA2 gene. Mutation of this gene plays an important role in the development of familial breast cancer in both men and women [18]. Along with the hereditary factor, an important role in the development of breast cancer is assigned to the overproduction of estrogens, the formation of their reactive metabolites, as well as changes in the reception of these hormones by target cells. The point of view is expressed that under the influence of estrogens, the expression of some protooncogenes in target cells occurs, in particular the c-fos gene, c-myc gene, c-jun gene, the formation of cyclins, cyclin-dependent kinases, autocrine and paracrine growth factors and their receptors is stimulated [9, 21]. It has been established that the process of promotion in breast cancer, as well as neoplasia of other localization, is associated with a powerful induction of the estrogen receptor system. Estrogen-induced growth factor proteins have autocrine or paracrine effects. It has been found that receptors for polypeptide growth factors belong to the ERBB family, are expressed on cell membranes, with ERBB2 or HER2 / neu being the most important. In the process of intense hormonal stimulation of estrogen receptors in the mammary gland, an increase in the formation of transforming growth factor alpha (TGF- $\alpha$ ), which belongs to the EGF family (epidermal growth factor), occurs. TGF- $\alpha$  - stimulates mitotic activity, the growth of tumor and normal cells of epithelial origin, has angiogenic activity [9, 22]. At the same time, the formation of the estrogen-receptor complex induces the synthesis of insulin-like growth factor and suppresses the formation of transforming growth factor beta (TGF- $\beta$ ). The latter belongs to the EGF family, inhibits the division of tumor and normal cells, and increases their differentiation [9,10].

Cells of the stroma of the mammary gland, due to the release of fibroblastic growth factor, stimulate their own proliferation, and paracrine-epithelial tumor cells. The growth factor of platelet origin enhances the proliferation of the mesenchymal stroma of cancerous tumors [9, 11, 24]. It is important to note that a significant part of the cells that underwent oncogenic transformation die at the early stages of promotion during apoptosis. A characteristic feature of the effect of estrogens on target cells is the inhibition of apoptosis with the participation of the bcl-2 oncogene [14]. According to the data of a number of authors, estrogens promote the accumulation of microsatellite structures of DNA of target cells, considered as a manifestation of

defective repair of its damage. It has been shown that not only sex hormones, but also the products of their interconversion, in particular the products of 2-hydroxylation, 16-alpha-hydroxylation and 4-hydroxylation, the so-called catechol estrogens, have oncogenic activity. In the mechanisms of oncogenic transformation of the mammary epithelium, an especially important role is assigned to the enhancement of the process of 16 alpha-hydroxylation of estrone [7, 14].

**Impact of being over weight.** Anthropometric indicators (height and weight) also have an impact on morbidity and mortality rates. For example, observations in the period from 6 to 18 years for women aged 30 to 69 years (about 570,000 patients) showed that in all age groups, tall women had a high risk of both morbidity and mortality from breast cancer. Overweight was a risk factor for morbidity only in the postmenopausal period, mortality in all age groups [5].

Epidemiological data indicate a positive relationship between anthropometric body parameters and postmenopausal breast cancer. However, there is not yet a sufficient number of observations in order to reliably study this relationship. A prospective study to investigate the relationship between body mass index (BMI) and breast cancer mortality was initiated in the US population in 1982. After 14 years, there were 2,852 cases of malignant breast cancer among 424,168 postmenopausal women who had no previous history of cancer. As a result of this study, it was determined that mortality rates from breast cancer significantly increase with increasing BMI (OR (odds ratio) = 3.08; 95% CI (confidence interval) = 2.09 - 4.51 for BMI  $\geq$  40, 0 versus BMI 18.5 - 20.49). It has been shown that in 30 - 50% of deaths from breast cancer occurred in postmenopausal women with overweight [6]. This is an important predictor of malignant breast cancer. These results highlight the importance of maintaining a moderate weight throughout a person's life [7].

#### **Breast cancer deaths also increased with the woman's height.**

Being overweight is associated with poor outcomes in postmenopausal women with breast cancer. To study this theory, 1,360 Australian women with breast cancer under the age of 60 were examined. Obesity is defined as a body mass index  $\geq$ 30 kg / m<sup>2</sup>. It was confirmed that obesity increased with age ( $p < 0.001$ ), and was often associated with an increase in the recurrence of breast cancer ( $p = 0.02$ ), mortality of this group of women ( $p = 0.06$ ), the occurrence of larger tumors ( $p = 0.002$ ), as well as damage to the axillary lymph nodes ( $p = 0.003$ ), but not with receptor sensitivity to hormones ( $p \geq 0.6$ ) or dose reduction of the first cycle of adjuvant chemotherapy ( $p = 0.1$ ). So, obesity has been associated with a poorer prognosis for premenopausal and postmenopausal women [6]. Obesity is a risk factor for breast cancer and also affects the survival rate of women who have already been diagnosed with the disease.

The main goal of this study was to conduct a meta-analysis that would include more recent studies on this issue. The adjusted individual hazard scores in the studies were pooled using a random effects model. The meta-analysis included women diagnosed with breast cancer between 1963 and 2005. The sample size in different studies ranged from 100 to 424,168 people [24]. A meta-analysis showed the least favorable survival rates for obese women. However, survival did not change significantly, depending on the method of assessing body mass index or the degree of fat deposition in the waist and hips. At the same time, significant differences were determined in the case of diagnosing women during menopause or postmenopause, before or after 1995, as well as undergoing chemotherapy or not. The authors concluded that there is currently no basis to

classify obesity as an additional risk factor for women diagnosed with breast cancer. That is why, it was concluded that further research should be aimed at assessing other possible risk factors for morbidity and mortality from breast cancer, such as diabetes mellitus or the nature of chemotherapy (drug dosage), and also on changes in body weight [6, 24].

In [5], the relationship between obesity and the results of tamoxifen treatment among women with hormone-dependent breast cancer was analyzed. The experimental group consisted of 3,385 women enrolled in the national surgical adjuvant therapy for breast and intestinal oncology. The randomized, placebo-controlled study included the study of the risk of recurrence of cancer of the affected breast, the occurrence of contralateral tumors, new primary cancers, as well as the mortality of this group of patients. The assessment of these indicators was carried out in relation to BMI using statistical modeling with adjustments for other prognostic factors. The average follow-up time was about 166 months. As a result, it was found that the risk of breast cancer recurrence was the same for obese women ( $BMI > 30.0 \text{ kg / m}^2$ ) and for women with normal body weight ( $BMI < 25.0$ ;  $OR = 0.98$ ,  $95\% \text{ CI} = 0.80 - 1.18$ ). The risk of breast cancer in women with obesity was higher than in women with low or normal body weight ( $OR = 1.58$ ,  $95\% \text{ CI} = 1.10 - 2.25$ ), as well as the risk of others. primary malignant tumors ( $OR = 1.62$ ,  $95\% \text{ CI} = 1.16 - 2.24$ ). The risk of death associated with breast cancer was also higher among obese women than those with normal weight ( $OR = 1.31$ ,  $95\% \text{ CI} = 1.12 - 1.54$ ), as was the higher risk of death for reasons not related to breast cancer ( $OR = 1.49$ ,  $95\% \text{ CI} = 1.15 - 1.92$ ). At the same time, tamoxifen reduced the likelihood of recurrence and mortality from breast cancer, regardless of BMI. Thus, it was concluded that for women with lymph node metastases with hormone-dependent breast cancer, obesity does not affect the effectiveness of tamoxifen treatment. However, since obesity was associated with an increased risk of developing second breast cancer or primary cancers, and an increase in overall mortality, it was concluded that the prognosis for women with overweight and history of breast cancer was poor [5].

**Impact of physical activity.** An attempt to establish a link between the presence of physical activity, diet, obesity and survival rate in the diagnosis of breast cancer was undertaken in [23]. We examined 1,490 women who received treatment at an early stage of the disease in the period from 1991 to 2000. Univariate analysis showed a decrease in mortality, which was weakly associated with more frequent consumption of vegetables and fruits, increased physical activity and body mass index within the normal range. In Cox's multivariate model, specifically tailored consumption of five or more daily servings of vegetables and fruits was associated with a significant survival rate ( $OR = 0.56$ ;  $95\% \text{ CI} = 0.31-0.98$ ). An approximately 50% reduction in the risk associated with a healthy lifestyle was observed in obese and non-obese women, although fewer obese women were physically active (16% versus 30%). As a result, a pronounced protective effect of a healthy lifestyle was identified, which necessitates additional research on the combined effect of diet and physical activity on the survival of women with breast cancer [23].

The effect of physical activity on the reduction of mortality from breast cancer at an early stage of the disease and after treatment was carried out in [27]. The sample consisted of 1,970 women. A prospective study was conducted looking at behavioral risk factors and their health consequences that were associated with work, living conditions and recreation. Age-adjusted results indicated that high levels of physical activity were associated with a lower risk of recurrence and mortality from breast cancer ( $p = 0.05$  and  $0.07$ , respectively, highest versus

lowest physical activity). These data suggest that regular physical activity is likely to be beneficial for patients with a history of breast cancer in terms of reducing overall mortality [27].

**Impact of co morbidities.** In women over 55, the incidence of breast cancer in 77% of cases is fatal. Postmenopausal women develop other age-related health problems that can affect prognosis and treatment. In [30], the phenomenon of comorbidity in breast cancer patients was studied, and the relationship between the disease and age, treatment, and early mortality was assessed. Thus, 1,800 patients were divided into 3 age groups: from 55 to 64 years old, from 65 to 74 years old and over 75 years old. As a result, 73% (in 1,312 cases) had breast cancer diagnosed at stages I and II, 10% (188) at stages III and IV, and 17% (300) at unspecified stages. At the same time, it was revealed that patients in older age groups received therapy in accordance with the protocols significantly less often ( $p < 0.001$ ), and women aged 70 years and older had significantly less chances of axillary lymph node dissection, which was determined by regression analysis ( $p < 0.001$ ). Diabetes, renal failure, stroke, liver disease, history of a malignant tumor at another site, and smoking were significant factors in early mortality in a statistical model that also included age and stage of breast cancer. During the 30-month observation period, a total of 263 patients (15%) died. Moreover, breast cancer was the main cause of death in 135 cases (51.3%), cardiovascular diseases - in 45 (17.1%) and other types of cancer - in 22 (8.4%). The study authors concluded that treatment decisions for patients are based not only on the presence of breast cancer, but also on other age-related diseases. Thus, comorbidity in elderly patients may limit treatment options, as well as increase the risk of death from other causes not related to cancer. It is important to note that, despite the high rates of newly diagnosed breast cancer in women over 70 years of age, a less aggressive treatment strategy has been proven to be effective for this particular group of patients. It was also found that in patients in the eighth and ninth decades of life, special attention should be directed to the study of axillary lymph nodes [30].

A systematic review and meta-analysis to compare the overall survival of cancer patients with and without diabetes mellitus was performed in [2]. The presence of diabetes mellitus was associated with more frequent deaths (OR = 1.41; 95% CI = 1.28 - 1.55) compared with patients with normal blood sugar levels regardless of the type of cancer (OR = 1.61; 95% CI = 1.46 - 1.78) [2]. This analysis was performed to determine the effect of comorbid conditions on the occurrence and mortality of early breast cancer. The women who participated in the randomized trial (total of 2,542 patients) were surveyed regarding the presence of a wide range of diseases (cardiovascular, diabetes, gallbladder, gastrointestinal tract, arthritis, and osteoporosis), and physiological disorders (high blood pressure, high cholesterol). All subjects were followed up for an average of 7 years (range 0.8 - 15.0). Regression analysis was used to evaluate the results. Overall, 406 newly diagnosed cases of breast cancer and 242 deaths were identified. Patients with diabetes mellitus had a more than twofold risk of increased incidence of breast cancer (OR = 2.1, 95% CI = 1.3 - 3.4) and mortality (OR = 2.5, 95% CI 1.4 - 4 ,4). The presence of a large number of comorbidities did not statistically significantly increase the risk of breast cancer. However, compared with patients without comorbidities, patients with 3 or more comorbidities had OR = 2.1, 95% CI = 1.3 - 3.3 for mortality. Thus, diabetes mellitus is associated with a poor prognosis for patients with breast cancer. Considering that 85% of deaths were caused by this particular disease, the obtained data indicate that the presence of several comorbidities can reduce the likelihood of survival and increase the risk of cases of breast cancer [19].

Diabetes mellitus is significantly associated with all-cause mortality in 6 out of 7 studies [20]. Patients with breast cancer and diabetes mellitus had a significantly higher mortality risk (OR = 1.49; 95% CI = 1.35 - 1.65) compared with the comparison group without diabetes. Three out of four studies found a history of diabetes mellitus was associated with more severe breast cancer. Diabetes mellitus has also been associated with a change in breast cancer treatment and increased toxicity of chemotherapy. Further research is needed to study the pathophysiological interactions between diabetes mellitus and breast cancer [20].

**Impact of depression.** The effect of depression on mortality in breast cancer patients remains unclear. In this direction, a retrospective study was conducted in [12], in which all subjects with affective and anxiety disorders were divided into groups. The authors found that breast cancer patients with depression had a significantly higher mortality risk [12].

This study assessed the impact of depression on treatment and survival in older women with breast cancer. To achieve this goal, scientists conducted a retrospective analysis of medical records [11]. A total of 24 696 women aged 67 to 90 years old with a diagnosis of breast cancer were examined in the period from 1993 to 1996. As a result, 1,841 women out of 24,696 (7.5%) were diagnosed with depression for 2 years before breast cancer was diagnosed. However, no difference was found in tumor size or disease stage at the time of diagnosis for women with and without depression. It was shown that women with depression were less likely to receive treatment (60% versus 66%,  $p < 0.0001$ ), and this difference did not depend on age, ethnicity and comorbidity. In addition, women with depression had a higher risk of death (OR = 1.42; 95% CI = 1.13 - 1.79). Thus, it was concluded that women with depression are at a higher risk of premature stopping of treatment, and have a worse prognosis in terms of survival after being diagnosed with breast cancer [11].

**Influence of external factors.** In the United States, studies have been conducted on the effects of sunlight on mortality from breast, ovarian, colon and prostate cancer. Death certificates from 1984 to 1995 were analyzed. in 24 US states. Multiple regression was used as a model that included age, gender, race, socioeconomic status, physical activity, and exposure to sunlight, not only in the region of residence, but also in the professional activities of the subjects. Thus, as a result of the study, it was found that the sun's rays led to breast cancer (the odds ratio was 0.82 with a 95% confidence interval from 0.70 to 0.97) [9].

Epidemiological and laboratory evidence suggests that vitamin D may play a role in reducing the risk of breast cancer. Researchers assessed the relationship between the total average annual energy of sunlight falling on the earth and mortality from breast cancer. The risk of breast cancer in large areas of the United States was inversely proportional to the intensity of local sunlight. The ecological nature of this study indicated a likely indirect relationship with dietary and socioeconomic factors of this disease [10].

Exposure to the electrical and magnetic components of electromagnetic fields (EMF) can cause cancer [16]. Experimental studies have led to the conclusion that exposure to low-frequency EMF decreases the production of the hormone melatonin, thereby increasing the susceptibility of hormone-dependent cancers such as breast cancer. As a result of data analysis for the period from 1985 to 1989. it was confirmed that women working under conditions of exposure to elevated EMFs more often died from breast cancer compared with the control group (OR = 1.38; 95% CI = 1.04 - 1.82) [16].

### Geographic variability

An analysis of the distribution of subtypes of breast cancer among different racial groups was carried out in [3]. The study revealed the relationship of cancer subtypes with menopause, mitotic index, nuclear polymorphism and survival of women after diagnosis. It follows from the work that the basal type of breast cancer is most common among African American women during the premenopausal period (39%), in contrast to African American postmenopausal women (14%), and non-African American women (16%) of any age ( $p < 0.001$ ), while the prevalence of other subtypes of breast cancer did not change with race or the presence of menopause. In addition, basal tumors had significantly more mutations (44% versus 15%,  $p < 0.001$ ), a higher mitotic index (OR = 11.0; 95% CI = 5.6 - 21.7), pronounced nuclear polymorphism (OR = 9.7; 95% CI = 5.3 - 18.0). Thus, it is the basal type of breast cancer that indicates a poor prognosis for young African American women [3].

The survival rate of women of African descent with a diagnosis of breast cancer compared with women of European descent was investigated in [6]. Participated 1,130 women (612 African and 518 European) living in Atlanta, New Orleans and Oakland, aged 20 to 79 years, who were diagnosed with primary invasive breast cancer. Information about the stage of the disease, the prescribed treatment, comorbidities and demographic factors was obtained through the collection of anamnesis, examination of hospital records and test results. The study found that race and age were the leading risk factors for mortality from breast cancer. Thus, racial differences were approximately 75% in terms of patient survival [6].

The American Cancer Society in 2006 estimated the causes of morbidity and mortality from breast cancer [26]. According to the data presented, among the female population of various races, the incidence of breast cancer increased sharply from 1980 to 1987. (the period of the beginning of the mass passage of mammography). For the period from 1987 to 2002. it continued to grow, but at a slower pace. An increase in the incidence of breast cancer was found among African American women over 50, women of other races under 50. At the same time, there was a decrease in the incidence for African American women under 50 years of age. Thus, about 70% of women aged 40 and over had an annual mammogram, with incidence rates varying by race and ethnicity [26].

The American female population of different ethnic groups is most at risk of developing breast cancer in the presence of other forms of cancer. At present, the influence of psychosocial characteristics of the female body on the incidence and mortality of breast cancer is being intensively studied. The literature contains information about women of different ethnic groups with a confirmed disease in different socio-economic conditions. In [1], a qualitative study of surviving women with a previously confirmed diagnosis was carried out. A total of 102 female survivors participated in the interviews, of whom 24 were African American, 34 Asian, 26 Hispanic and 18 Caucasian. Important ethnic differences were investigated when choosing the appropriate type of treatment. For example, Asians and Hispanics were more likely to receive mastectomy, while African American women were less likely to receive adjuvant therapy, including radiation or chemotherapy. Among the women who survived, the majority, as a rule, had a satisfactory quality of life. Concerning fears about changes in the future quality of life, women predominantly named impaired general health, performance, recurrence of cancer or metastases, as well as psychosocial problems associated with anxiety about the future of their

children, burdening the family due to illness, changes in body appearance and decline libido. Additional concerns included a lack of general knowledge among patients about breast cancer, such as health care issues such as insurance and cost of services. In addition, women mentioned the following problems that they had to face in the process of treatment: language barrier with medical personnel, cultural factors related to the perception of the disease, their gender role and family responsibilities (for example, self-sacrifice). All women tested noted that their spiritual beliefs were critical in coping with stress. This study expanded knowledge about the psychosocial problems of breast cancer among women of different ethnic groups, as well as about specific cultural influences (for example, diet) and socio-ecological factors on the survival, morbidity and mortality of this group of patients. As a result, it was revealed that among women of various ethnic minorities, there were high rates of morbidity and mortality from breast cancer, as well as a later diagnosis of this disease [1].

From the analysis of literary sources, it follows that there are large discrepancies in data on the survival rate, morbidity and mortality from breast cancer among women in different countries and regions. Many complex factors underlie these changes, including population structure (e.g., by age, race, and ethnicity), lifestyle, environment, socioeconomic status, prevalence of risk factors, use of mammography, stage of disease at diagnosis as well as social accessibility of high quality medical care. Therefore, further research is needed to understand the true reasons for the differences between breast cancer incidence and mortality worldwide. The study of this problem will contribute to the development of adapted strategies aimed at reducing the incidence in general, as well as the development of standards of medical care for different groups of the population [13].

Morbidity rates were significantly higher in more developed countries than in less developed countries (72/100,000 and 30/100,000, respectively), while the corresponding mortality rates were 17/100,000 and 12/100,000. Five-year estimates of relative survival ranged from 12% in parts of Africa to 90% in the USA, Australia and Canada. Survival of patients diagnosed with breast cancer in more developed regions of the world has increased over the past decades thanks to the introduction of screening procedures for the population using mammography, ultrasound diagnostics and the systemic use of adjuvant therapy [31].

### **Influence of heredity**

The factor of heredity should be considered one of the leading causes of morbidity and mortality from breast cancer [8]. In a number of cases, joint breast and ovarian cancer is recorded, caused by mutations in certain genes. The proportion of cancers due to the BRCA1 suppressor gene mutation is about 5% in the age group under 40, 2% in the age group from 40 to 49 years old, and 1% in the age group from 50 to 70 years old [8].

A number of authors speak of the need for hormone replacement therapy in menopause in women with an increased risk of breast cancer. In this study, a random sample of 41,837 Iowa women aged 55 to 69 years. Morbidity (n = 1,085) and overall mortality (n = 2,035) after 8 years of follow-up were calculated using data from the State Health Registry in the specified state and the mortality index. Scientists reported that 12.2% of women with breast cancer had a hereditary predisposition. It was found that women genetically predisposed to this disease who used hormone replacement therapy had a lower risk of overall mortality than women who did not use this therapy (OR = 0.67; CI = 0.51 - 0.89) ... The data obtained indicate that the use of hormone

replacement therapy in women with a predisposition to breast cancer significantly reduces overall mortality [25].

However, many of the established risk factors for this disease are associated with the level of the hormone estrogen in the blood. The risk increases in the case of early menarche, late menopause, overweight in postmenopausal women, mutations in certain genes, and taking oral contraceptives or alcohol. Childbirth, breastfeeding and physical activity reduce the risk of breast cancer occurrence and development [14].

Genetically determined breast and ovarian cancer is caused by a mutation in the BRCA1 and BRCA2 genes, which were tested in blood samples, including from young patients in the UK. Mutations were found in 15 (5.9%) of 254 (100%) women with an established diagnosis of breast cancer under the age of 36 years (9 or 3.5% with a mutation in the BRCA1 gene and 6 or 2.4% in gene BRCA2); in 15 (4.1%) of 363 (100%) women with an established diagnosis, aged 36 to 45 years (7 or 1.9% with a mutation in the BRCA1 gene and 8 or 2.2% in the BRCA2 gene). 11% (6/55) of first-generation hereditary patients who developed ovarian or breast cancer before age 60 were carriers of the mutant genes, compared with 45% (5/11) of patients with 2 and more relatives of the first and second degree of kinship. Based on the data presented, the scientists suggested that carriers of BRCA1 and BRCA2 mutations accounted for 3.1% and 3.0% of breast cancer patients who were under 50 years old, 0.49% and 0.84% of breast cancer patients, whose age was over 50 years old, as well as 0.11% and 0.12% in the general population of women. Thus, mutations in the BRCA1 and BRCA2 genes have approximately equal contribution to the early manifestation of breast cancer in the UK and constitute a certain proportion of the risk for this disease in the presence of a family history [30].

A notable increase in the incidence of various types of breast cancer, benign skin tumors, and congenital malformations has been noted among children whose parents had a history of breast cancer. Understanding the biological mechanism of the relationship between breast cancer and skin tumors is possible with deeper genetic research, which may expand existing knowledge about the etiology of breast cancer [28].

Raloxifene hydrochloride is a selective estrogen receptor modulator that antagonizes the mammary gland itself and in addition to endometrial cells. An experimental risk assessment for invasive breast cancer was conducted in women with osteoporosis taking raloxifene or placebo for 40 months between 1994 and 1998. in 25 countries of the world. As a result, 30 cases of breast cancer were confirmed among 5,129 women who took raloxifene versus 27 cases out of 2,576 women who took placebo (OR = 0.24; 95% CI = 0.13-0.44;  $p < 0.001$ ). Raloxifene was found to reduce the risk of estrogen receptor-positive (ER-positive) breast cancer by 90% (OR = 0.10; 95% CI = 0.04 to 0.24), but not estrogen receptor-negative (ER-negative) breast cancer (OR = 0.88; 95% CI = 0.26 - 3.0). Moreover, raloxifene increases the likelihood of venous thromboembolism (OR = 3.1; 95% CI = 1.5 - 6.2), but not endometrial cancer (OR = 0.8; 95% CI = 0.2 - 2.7). Whence it follows that among patients with osteoporosis in postmenopausal women, the likelihood of developing a malignant form of breast cancer was reduced by 76% within 3 years as a result of the use of treatment with raloxifene. Tamoxifen citrate suppresses the action of estrogens directly in the area of the breast itself. It has been noted to improve survival in women with estrogen receptor-positive breast cancer. Scientists reported that tamoxifen reduces the risk of breast cancer by about 50% among women at risk for age (over 60) or other

risk factors. In addition, in addition to increasing the risk of thromboembolic disease, tamoxifen increased the risk of endometrial cancer [4].

## CONCLUSION

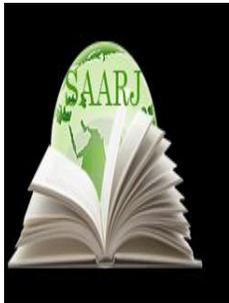
The main risk factors for the high morbidity and mortality from breast cancer include the following: overweight, high growth, physical activity, the presence of chronic diseases, depression. Among the external factors, environmental factors are especially distinguished - this is solar radiation, electric and magnetic components of electromagnetic fields. Also, it is very important to take into account factors such as heredity and the presence of hereditary oncology, and the leading among them are age and race, alcohol consumption, any type of hormonal therapy (taking oral contraceptives, hormonal therapy of menopause

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## A COMPLEX SENTENCE IN KOREAN "THE CONCEPT OF CLOSED SPEECH"

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### ABSTRACT

*The main purpose of learning Korean is to communicate fluently in Korean. Therefore, the importance of grammar education in Korean language teaching is highlighted in this article. The relevance of the chosen topic is explained by the comparison of closed sentences on the basis of Uzbek and Korean language materials. The purpose of this article is to consider the units of the grammatical layer of the language in the example of two languages, as well as to master the closed sentences in Korean and Uzbek, to compare its linguistic essence, as well as to understand the subtleties of meaning by reading them in different texts.*

**KEYWORDS:** Korean closed sentence, Uzbek closed sentence, comparison, 복합문, 내포문, 명사절, 관형절, 부사절, 서술절, 인용절, action name, adjective, adverb.

### INTRODUCTION

*A complex sentence in Korean "In the example of the concept of closed speech"*

The relations of the Republic of Uzbekistan with the countries of the East in the economic, social, cultural, political and scientific spheres are strengthening year by year, including a new stage in the relations between Uzbekistan and Korea. The history of social, economic and cultural ties between Uzbekistan and Korea dates back thousands of years, and the roots of these ties go back to the history of the Great Silk Road.

Complexity is the pinnacle of syntactic integrity. In Korean, a compound word is called 복합문 [pokhapmun]. Complex sentences have two parts that are structurally different from each other. In terms of its structure, it is basically a simple sentence - 단순문 [tansunmun]. This balance is especially evident in the main sections. A compound sentence, the structure of which is relatively similar to a simple sentence, can include all the main parts, that is, subject and the participle. Accordingly, in Korean, a preposition is structurally equivalent to a simple sentence, and the prepositions are synonymous with the prepositions in a simple sentence. But in this case, the question naturally arises as to how a complex sentence differs from a simple sentence. In a simple sentence, the cut is affirmative, while in the main sentence, the cut is relative. From this we can conclude that although the main sentence is considered to be structurally similar to a simple sentence, but it "needs" another sentence in order for it to complete its meaning.

In Korean, sentence types are divided into singular sentences (short sentences) and adverbs (complex sentences), and adverbs are connected sentences and closed sentences. In addition, when communicating in Korean, more complex sentences are made than simple sentences, and complex sentences are formed through them.

In Uzbek subject and main verb are important. If a sentence has one subject and one verb, it is called a simple sentence, a sentence that has two or more parts and a sentence is called a complex sentence. Because Korean and Uzbek are agglutination languages, the two languages have different propositions, and there are many additions at the core parts of verbs and adjectives. It will be easier to understand the meaning. However, due to the fact that there are more suffixes in Korean than in Uzbek, students of Uzbekistan studying Korean face great difficulties in composing Korean sentences.

The word order is almost indistinguishable between Korean and Uzbek, but differs in closed sentences. In Uzbek, as in Korean, there is one more sentence in one sentence. In Korean, this grammatical type is called 내포문 (closed sentence), In Uzbek, such a complex sentence is considered a simple sentence or a complex sentence. This is because, unlike closed sentences in Korean, they are treated as short sentences rather than complex sentences. Therefore, it can be assumed that there will be difficulties for Uzbek students in creating inclusive speech. Therefore, in this chapter, we will look at the similarities and differences through the contrast of closed sentences in Korean and Uzbek, and consider the advantages and difficulties of Uzbek students in learning Korean sentences.

**Types of closed sentences in Korean and closed sentences in Uzbek (verb form):** Closed sentences in Korean are divided into 명사절, 관형절, 부사절, 인용절, 서술절

1. 명사절- a sentence that acts as a closed sentence horse in this round.

Example: 철수가그어려운일을해냈음이분명하다. It is clear that Cholsu worked hard.

2. 관형사절- a sentence that serves as an attribute of a closed sentence in this round.

Example: 말하기대회에많은학생이왔다. Many students came to the public speaking competition.

**3.부사절-** a sentence that serves as a closed sentence following sentence in this round.

Example: 진달래가빛깔이곱게피었다 Azalea blooms beautifully.

**4.인용절-** in this round a closed sentence is a sentence that serves as a portable speech. Example:

철수는영희가참빠르다고말했다.

Chul-Su says Yong Xi is very fast.

**5.서술절-** a sentence that acts as a closed sentence main verb in this round.

Example: 토끼는앞발이짧다. The claws of rabbits are short.

The closed sentence in Uzbek is called a verb form, and the verb form is divided into action nouns, adjectives and adverbs.

- An action noun is a functional form of a verb that denotes only the noun of an action and has no meanings such as tense, person, number, or inclination. This form of the verb is formed by the affixes - (i) sh, - (u) v, moq; such as reading, writing, saying.
- Participle is one of the functional forms of the verb. Like adjectives, it is used to indicate the sign of an object and is called an participle, because of the same feature. The participle form is formed in modern Uzbek mainly by the affixes -gan, -vchi: the books which I read, the guys who wrestle.
- The action-oriented form of the adverb is a special form of a verb for use in a adverb-specific function. The action-oriented form of the adverb is a sign of action, a feature of it. The action-oriented form of the adverb can be used with any verb to describe an action. They usually indicate the sign of the action, including the time, the purpose, the cause, and are the main verb in the sentence. There are several forms of the action-oriented form of the adverb in modern Uzbek, which are made with the help of the following suffixes: — (i)b — o‘qib, ko‘rib; — a, — y—kula-kula, yig‘lay-yig‘lay; — gach (—kach, — qach), —kelgach, tikkach, chiqqach; — gani (—kani, — qani) — ko‘ringani, to‘kkani, soqqani; — guncha (—kuncha, — quncha) — borguncha, cho‘kkuncha, taqquncha and others. The action-oriented form of the adverb's negative form — may, — masdan is made with additions: o‘qib— o‘qimay, o‘qimasdan.

As mentioned above, the Uzbek language is considered a complex sentence only when there are two or more subjects and main verbs. In other words, another sentence that replaces one sentence is treated as a component that changes only one, regardless of whether it is a phrase or a sentence. This means that in Uzbek, most Korean complex sentences are considered short sentences.

## CONCLUSION

1. A number of scientific studies have been conducted on the analysis of sentences that are considered closed in Korean linguistics. In particular, Korean linguists such as Yu Hyun Gyeong, Han Chon, Hoyong, and Kim Pyong Il have thought about closed speech in their scientific works.

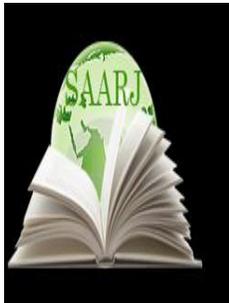
2. There are five types of closed sentences in Korean:

3. Closed sentences in Uzbek are divided into three types, but we consider them as simple sentences, not complex sentences in Uzbek.

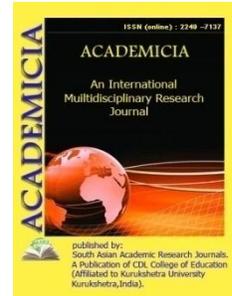
4. Each type of closed sentence differs in its meaning and syntactic functions.

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**A STUDY ON PROGRAMMES TO ENHANCE EMPLOYABILITY  
 SKILLS AND ENTREPRENEURIAL POTENTIALS AMONG  
 UNDERGRADUATES**

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**ABSTRACT**

*In the past few years the job market has changed significantly. Employers are often looking for the skills that go beyond the qualification and experience. As India have high growth in the 21st century, it becomes vital to ensure that workforce is capable to handle the incoming disruptions and find suitable jobs. Greater challenge is to tackle the problem of unskilled labor in India and take up its skilling initiatives. Many researches all over the world revealed that business management graduates lack the required skills to function effectively in the workplace and they cannot really apply the complex decision making skills, problem-solving skills that are required in the workplace. Since employability is the propensity of graduates to secure a job and progress in their career, employability is not just about getting a job, but mastering the skills needed to perform and excel in the work place.*

**KEYWORDS:** *Skilling Initiatives, Problem-Solving*

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**INTRODUCTION**

The benefits of a growing economy are often reflected in the growing number of well-paid jobs in a country. Consequently, any policy that stimulates the economy to grow has an impact on job creation and the overall employability of the country's workforce. Large numbers of young people are entering the workforce every year. To make the most of the demographic dividend, it is critical to improve the employability of the youth. Hence, the newly set up Ministry of Skill Development and Entrepreneurship had taken up the task of coordinating all skill development efforts across the country. This includes the removal of the impediments that cause disconnect between demand and supply of skilled manpower, building a vocational and technical training

framework, developing new skills and innovative thinking, not only for existing jobs but also new jobs that will be created.

As India have high growth in the 21st century, it becomes vital to ensure that workforce is capable to handle the incoming disruptions and find suitable jobs. Greater challenge is to tackle the problem of unskilled labor in India and take up its skilling initiatives. Education Institutions should take the initiatives to enhance the employability and entrepreneurial skills. It is important to all the education institutions to explain the outcome of the education programs they offer. Most of the institutions now include a list of graduate attributes in their mission statements and strategic plans.

### **REVIEW OF LITERATURE**

The world of work is in continual change. The skills of graduates are a contentious issue for international and national employers. The employers became incapable to find graduates with the required skills to effectively contribute to the growth of the corporate and adapt to the work environment (Hesketh, 2000:245). When employers found difficulties to find skilled graduates, they started blaming education institution who they feel are responsible for developing the skills from newly employed graduates (Harvey, 2005:13). Since many universities focus on their traditional role, which is to prepare the elite to govern the nation and to provide a basis for research, universities are not always successful in preparing graduates for the demands and challenges of the work environment. Universities often expect students to master only subject matter with limited exposure to the demands of the work environment (Yorke & Knight, 2006:5). The pressure universities experience from the private sector to enhance the employability of graduates led to a major shift in the role of universities over the last decade (Barnard & Nel, 2009:3). According to Cox and King (2006:262) education institutions are focusing more on enhancing employability skills and preparing the graduates to meet the requirements of corporate world. Nowadays majority of the universities are focusing on enhancing the employability of graduates by collating the requirements of industry and economic information (Tran, 2010:9). Faculties in colleges guides the students in preparing for job interviews; encourage students to take internship, run job clubs and support students' search for part-time and casual work, and run extension activities on a range of areas (Tran, 2010:9). These initiatives by the colleges' leads to a change, but to develop the employability of graduates these initiatives are still not enough (Tran, 2010:9). Employers expect the graduates they employ to hold specific skills such as logical thinking, quick learning, communication skills, flexibility, ambition, high levels of motivation, creativity, critical thinking, initiative, teamwork and time management (Lester, 2013:1). Lack of these skills in graduates has impacted the employability of graduates in recent years to a large extent. Skill building in the universities curricula is required because number of unemployed graduates increasing year by year (Griesel & Parker, 2009:2).

### **Problem statement**

Industries place a high value on fresh graduated entrants with the right mix of skills. Employers are not satisfied with the available graduated workforce and they are not positive about graduates' readiness for work. Many researches all over the world revealed that business management graduates lack the required skills to function effectively in the workplace and they cannot really apply the complex decision making skills, problem-solving skills that are required in the workplace. Since employability is the propensity of graduates to secure a job and progress

in their career, employability is not just about getting a job, but mastering the skills needed to perform and excel in the work place. Attention should therefore be given to the specific skills graduates should master to obtain employment and function effectively in the work environment. Hence it is the responsibility of the education institutions to develop a list of skills which enhance the employability and entrepreneurial skills.

### **Aim of the study**

1. To investigate the skill requirements of the industry from graduates.
2. To increase awareness among the students about the importance of developing employability skills and entrepreneurial skills.
3. To spell out the activities that can be designed to empower the students to inculcate skill set and develop graduate attributes.

### **METHODOLOGY**

Qualitative methodology was considered to interpret and investigate the study objectives and to understand the requirements and expectations of corporate recruiters. Interviews were conducted by using a semi-structured interviewing with corporate recruiters. Feedback input was taken from alumni of the college. Through industry institution interaction the required soft skills for the students are investigated, with the help of industry experts various skill enhancement activities are drafted.

### **Concept clarification**

Employability refers to a fresh graduate possessing a set of skills and/or competencies that enable him or her to compete and secure employment, whether in formal employment, self-employment or any career (Harvey, 2003). Recently, the concept of employability has become more important due to the changing nature of the graduate labour market. This has been brought about by globalization and the rapid development of technology (Henry, Hill and Leitch, 2005). According to Henry et al. (2005), these changes bring with them opportunities at different levels. At the global level, opportunities are created from the reduction of trade barriers and advancements in technology. With advancements in technology, organizational forms have changed from the division of labour to holistic organizations (Datta et al. 2007). Additionally, the nature of work has shifted from specialization to versatility (Datta, 2001). Employability in the context of holism entails increased demand for skilled workers who have the ability to integrate work with both endogenous (meeting customers' demands, exploring new geographical locations and initiating discovery processes) and exogenous characteristics of the firm (which involves being conscious of changes in the business environment and technology and the ability to absorb multiple cultures) (Datta et al. 2007). At the organization level, the promise of employment security (stable employment relationship), a longstanding and central feature of the employment relationship is increasingly losing credibility (Cappelli, 1995). In this dynamic and competitive environment, employers demand workers with broader skills, who can manage labour market flexibility (Pfeifer, 2005; Brown, Green, Lauder and Sakamoto, 2001). According to Pfeifer (2005), there exist internal flexibility, which firms use over time or shift work to increase production in peak seasons, and functional flexibility whereby firms effectively use multi-skilled workers.

Entrepreneurship development (ED) refers to the process of enhancing entrepreneurial skills and knowledge through structured training and institution-building programmes. ED aims to enlarge the base of entrepreneurs in order to hasten the pace at which new ventures are created. This accelerates employment generation and economic development. Entrepreneurship development focuses on the individual who wishes to start or expand a business. Furthermore, entrepreneurship development concentrates more on growth potential and innovation than SME development does. Literature on entrepreneurship education shows the emergence of entrepreneurship as a discipline (Chell, 2001; Steyaert and Hjorth, 2003; Welsch, 2004). Indeed and worldwide, the number of introduced entrepreneurship education courses in different fields of study have increased significantly (see Hynes 1996, Katz, 2003, Kabongo and Okpara, 2010; Gerba, 2012) in realization of its impact on entrepreneurial skills, attitudes and intentions (Peterman and Kennedy, 2003; Matlay, 2008; Kolvereid and Moen 1997; Oosterbeek, van Praag and Ijsselstein 2010). The literature further shows that entrepreneurial values, attitudes, knowledge and skills enable students to cope with the current turbulent changes in the labour market as they provide an enriching educational experience that ensures graduates' success in the labour market (Charney and Libecap 2000).

## **DISCUSSION**

### **Organizations recruitment decision:**

In the past few years the job market has changed significantly. Employers are often looking for the skills that go beyond the qualification and experience. Hence enhancing graduates' employability skills is one of the major roles of education institutions in collaboration with other stakeholders. The skills are of importance as they enable graduates to remain sustainably employable in the world of work (Watts, 2006). Through the interview with industry recruiters it's revealed that there is a gap between the skills acquired at the university and the skills demanded by employers. For instance, while skills such as communication skills, problem solving skill, critical and analytical thinking skill, learning to learn and teamwork are mostly demanded by the industries, they are the skills the most lacking in fresh graduates. Besides focusing on developing academic knowledge, education institutions might also need to enhance students' employability skills through various skill enhancement programmes. Organizations recruitment is mainly depend on soft skills of an employee rather a hard skill.

### **Skill enhancement**

#### **Context:**

The remarkable shifts in the job market have brought pressure and responsibility on to the shoulders of educational institutions. Skill enhancement has thus become an inevitable part of any teaching programme. It is the skills that make the students employable, besides the acquisition of the degree. Students should have multiple skills to gain success in the job market.

In spite of all the efforts, practical component is missing in the curriculum. The only means through which practical oriented learning can be promoted is through these skill enhancement activities. The need for a shift from class room based instruction to experimental learning system is achieved through focus on skill enhancement activities.

Integrative thinking which is required in the practical world can be achieved through skill enhancement activities. In real life, problems rarely impact one discipline to the exclusion of

others. HR problems need finance support; operations issues have HR angle; marketing solution depends on production capabilities and so on. Thus thinking in silos can be avoided and more meaningful solutions can be arrived by incorporating skill enhancement activities. Inter-disciplinary approach can be promoted through these activities.

**Practice:**

In order to develop and enhance skills in different areas, various associations with the specific objectives of organizing wide range of activities through which relevant skills can be developed. These activities should be organized after the regular class hours. Faculties, who judge the competitive activities, give useful suggestions to the students for improving their skills. Following is an account of some of the skill enhancement activities:

**Skill enhancement activities:**

Learning beyond the class room is encouraged through skill enhancement activities designed in the form of management games. These management games are in the form of simulation exercises replicating the challenging situation faced in the corporate world so that students have a feel of it and are well prepare to face them. The games aim at developing team building, communication, strategy development, problem solving, decision making, coordination, creative thinking etc.

Those who design the game interact with professionals and take their guidance. This experience itself enriches them as they have to dive down deep into the area to formulate meaningful activities. Professionals who are like mentors to the student share their experiences and point out the novel and innovative skills required. Hence the activities should be designed in such a way that these skills are tested.

Various subject associations with the help of eminent alumni and industry experts' designs the activities related to their area. Finance association should organize programmes to improve the knowledge and give practical exposure to the students in the field of finance and also promote analytical problem solving and decision making skill along with the promotion of ethical practices.

Marketing association should organize the activities to promote innovative thinking, convincing skill and confidence to face cut throat competition

HR association with the objective of the improving the inter-personal skill, leadership skill and promoting group dynamism should organise the activities.

Computer association should promote Digitalization in all Functional areas of management by giving exposure to the students through simple activities design to promote use of IT knowledge.

Literary association should organize activities to promote the much needed skills both written and oral communication which are very much required in corporate communication.

**Entrepreneurship development programme**

To inculcate the thought of creating own business teachers should create EDP Cell in their college. Initiatives should be taken to invite alumni entrepreneur to the institution and organize programme where they share their experiences, it fosters practical knowledge and allows young professionals to rub elbows with established entrepreneur. It also should organize EDP workshop

to motivate the students and also create awareness about various government schemes and incentives. Activities like venture launch test the business acumen and more importantly such activities create dynamic team which brings like minded students together and forge relationship, who in future may become business partners.

To induct the students into the exciting and challenging world of entrepreneurship in their first year of study itself, students should be given an assignment on visiting a business entity and interact with entrepreneur and prepare a study paper based on the interaction. This gives them exposure and their first step into entrepreneurship motivates to go further. Inspire by the experiences of the interaction, many students are able to find their mentors in their enterprises. Students are also encouraged to take part in entrepreneurship contest conducted by leading organization.

EDP Cell should organize student presentation not only on successful entrepreneurs but also arranges programme to proverb the failures. By studying of past or present corporate success stories and learning about operational hiccups, students can dig deeper into the mind frame that executives imbibe to make stellar decision. EDP Cell should encourage students to take up apprenticeship and internship. They are also motivated to take active part in the family business and gain valuable insights from their family members. They are guided to take up innovations in their family business through diversification and digitalization.

EDP Cell motivates the students to run their own micro enterprises. Institution supports them through alumni entrepreneur who focus on their mentees personal and business development by sharing recourses and network and encouraging them to break out of their comfort zone. Thus the budding entrepreneurs get an informal training, better marketing information and technical inputs which enable them to turn ideas into profitable ventures. Thus the mentor literally becomes entrepreneur's window to the world. A piecemeal approach to mentoring cannot bring desired results. It requires committed focus across multiple streams and segments such as Banking, Development agencies and Industries which can ensure a long lasting impact.

Thus Programmes aimed at promotion of multi various skills have empowered the management graduate to perform well in the corporate and have also supported the students in their entrepreneur venture. This is evident from the success of alumni's who are holding key positions and also successful entrepreneurs. Encouraged by this, continues efforts are made by the institution to ensure that students who passed out from the portals of SDM are more skilled and job ready to meet the industry requirements.

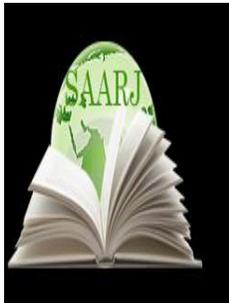
#### **RECOMMENDATION & CONCLUSION:**

A country can have sustainable development through substantial investment in human capital. Skilled and potential manpower and entrepreneurs are required for the progress of the country. While demand of labour market is growing eventually, skill gap between graduates is also widening. The main reason for this gap is lack of graduates' engagement in enhancing employable skills. With a unified vision for the education system, higher education institutions, industry leaders and public sector organisations can form alliances to promote skill development among students to enable to thrive in a professional set up. By establishing standards across different sectors and defining the competencies required for each role, they can enable uniformity in the job market and hiring parameters of organisations. As a result, students can

make a much more focused choice on the career they want to pursue and skills they need to acquire.

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## ON THE ISSUE OF THE FORMATION OF THE KARAKALPAK AUTONOMOUS REPUBLIC IN MEMOIRS

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### ABSTRACT

*This article discusses the issues of creating the history of the statehood of the Republic of Karakalpakstan, based on a scientific point of view. The author emphasizes that such work is being carried out in modern Karakalpak historiography. The author also offers his own vision of the problems of memoiristics in the Republic of Karakalpakstan.*

**KEYWORDS:** *Statehood, Historiography, Memoirs, Memoir Literature, Remembrance, Kazakh-Karakalpak Autonomous Region, Khorezm People's Soviet Republic.*

### I. INTRODUCTION

As the First President of the Republic of Uzbekistan I.A. Karimov: "Statehood is currently an important political issue. For there are still forces that, through third parties, carry on propaganda that there was no statehood in Uzbekistan, they are trying to introduce this idea into our consciousness and even assure the international community of this". [15, P.135]

The main task of historians today is to prove the groundlessness of such statements, to create a history of our statehood based on a scientific point of view. And such work is being done in modern Karakalpak historiography. [10; 4; 11, P.15; 12, P.14-15; 13; 7; 21; 23; 17, P.416-428]

"Every nation, - stated the First President of the Republic of Uzbekistan I.A. Karimov - seeks to remember and respect his ancestors". [15, P.145] In this regard, the memoir literature contains very valuable information about the processes of restoration and development of the national statehood of the Karakalpak people from 1920 to 1932 years.

From a cultural and historical point of view, memoir literature is a fairly new phenomenon in the historiography of Karakalpakstan. It has become a tradition to write memoirs by the leaders of

the country, writers, military commanders about their life path, about participation in historical events.

Thus, the changes in the social and state life of our republic currently have ambiguous consequences. A new system of values is emerging that integrates the traditional orientations of the spirituality of the Karakalpak people. For example, the feeling of cultural isolation has disappeared in our people, and many values that were unfairly forgotten are returning in the memories of some individuals. In many respects, the spiritual potential of the past eras is being mastered anew, the phenomena of the past have begun to be elucidated by historians from modern positions. And also during the period of social reforms, there is a need for society in works of the biographical genre, which enable historians to create and reconstruct the image of the era.

The works of the memoir genre are a source of research in various sciences: history, literary criticism, psychology, sociology, philosophy, cultural studies. Therefore, we agree with the researcher Golovina T.I. that studies of the genre of memoirs lead to the synthesis of a number of sciences, "... the formation of a dialectically interconnected complex of scientific ideas about culture as an integral and diverse system, in which a person is a bearer of cultural qualities, a subject of spiritual activity". [6, P.3]

## II. MAINPART

The memoirs of Palvaniyaz Yusupov are of great importance when restoring the historical events of the 1920s, when Mukhammadrahim Allabergenov (chairman of the Central Executive Committee), Menglikhoja Ibniyaminov (chairman of the Council of People's Nazirs), Abdullahodzha Abdurakhmanov (Nazir of Agriculture), Oraz Yermanov (Nazir of Justice), (chairman of the Kazakh-Karakalpak department of the Central Executive Committee) and others realized the age-old dream of the Karakalpaks and Kazakhs, forming the Kazakh-Karakalpak Autonomous Region within the Khorezm Republic. [26]

Memoirs of Palvaniyaz Yusupov, which is a manuscript and consists of 323 whole sheets (645 pages of text), were criticized by M.Kh. Aliakberov [3, pp.71-74], L.M. Landa [19, pp.74-75], K.B. Mukhammedberdiev [20, pp. 60-64], R.I. Rakhimov [22, P.79-81].

P. Yusupov notes that the city of Khojeyli was chosen as the center of the Kazakh-Karakalpak Autonomous Region. The region was supposed to include the cities of Kunya-Urgench, Chimbay, Kungrad. On May 25, 1924, this proposal was discussed at the Bureau of the Middle Asian Bureau of the Central Committee of the All-Union Committee of the Bolshevik Party. Initially, it was supposed to gather all the Uzbeks and form the Uzbek Republic with its center in the city of Samarkand; all Turkmens centered in the city of Bukhara, and all Kazakhs and Karakalpaks of Khorezm, Bukhara and Turkestan centered in the city of Khojeyli. Representatives of the authorities were sent to the regions to find out the opinion of the population. [26, pp.455-456]

However, P. Yusupov considers Menglihoja Ibniyaminov to be a Kazakh. On August 28, 1924, M. Ibniyaminov together with I. Khansuvarov left for the city of Khojeyli to organize the Shuro Kurultay. P. Yusupov also covers the fact that on September 2 a meeting was called on the Begzhab tragedy. At the meeting, the names of the applicants killed on the bank of Begzhab were announced: Mukhammadnazir Odamov, Pir Kutlumuradov, Pirjan Muratov, Pirnafas

Babadjanov, Allabergen Zargarov, Mukhammadsharif Pakhlavanov, Vafaev, Sharipov, Babadjan Muradov. The bandits got the wife of Karimbergen Sapayev Anabiybi, Nogay girl Baygeldieva and another Russian girl. By the recommendation of the meeting, September 3-5 was declared a mourning day in the Khorezm Republic. [26, pp.465-466]

November 21, 1924, - P. Yusupov notes, - Moscow allowed the formation of autonomous regions within the Khorezm Republic. The Uzbek regions retained: Khiva, Pitnyak, Khazarasp, Besharik, Khanka, Urgench, Gurlan, Mangit, Klichbay, Kat, Shahabad, Gazabad, Monok, Kushkupir. Here the author is mistaken about one thing - Mangit was transferred to the Kazakh-Karakalpak Autonomous Region.

The following were transferred to the Turkmen Autonomous Region: Tashauz, Iliyali, Porsi, Kunya-Urgench, Kukchaya, Dargan, Sadivar.

To the Kazakh-Karakalpak Autonomous Region, according to P. Yusupov, was transferred Khodjeyli, Kungrad, Chimbay, Kipchak, China. Gorodetsky, Davlet Rizaev, Vais Rakhimov and others actively participated in the division of property.[26, P.469]

Thus, the memoirs of Palvaniyaz Yusupov, despite some inaccuracies, are a valuable source for recreating the history of the formation of the Kazakh-Karakalpak Autonomous Region within the Khorezm Republic in 1923-1924 years.

In this regard, the words of the First President of our state I.A. Karimov's: "... by the word "memory" we mean memories of our ancestors, the continuation of their noble deeds. This quality has been inherent in our people since ancient times. A nation that has no memory, has forgotten its history, does not remember its ancestors, has no future. This truth is confirmed by the whole history of mankind.

We must honor both those who have gone through many trials and difficulties in life, have not spared their lives in the name of the Motherland, in the name of this clear sky, and the older generation that is among us today".[16, P.376]

Thus, memories of the activities of the organizers of the restoration of the national statehood of our Karakalpak people - A. Dosnazarov, I. Bekimbetov, O. Bekimbetov, A. Kudabaev and others - are of great importance.

Kalli Aimbetov, a student of the Chimbay boarding school, recalled the events of the autumn of 1924 in his hometown: "During the lessons, the teacher lined up all the students in front of the boarding school. He said that yesterday Alliyar Dosnazarov left Turtkul in a phaeton, today he will be in Chimbay. We must meet him. The students took to the Orys Jol highway (literally - Russian road). They were served by the city bakers. In the evening A. Dosnazarov arrived in a phaeton. With him was his assistant Pakhratdin Chunchaliev (Fakhretdin Sunchaliev). The rally began, led by the secretary of the Chimbay district committee, Nurgabil Keunimjaev, and the chairman of the district executive committee, Dosimbet Kurbaev. At night, a meeting began in the building of the city's aksakal. The children listened to his speech through the window". [1, P.112]

Eshmurat Sultanov recalls that in 1924 he was campaigned for a trip to study in the city of Turtkul by the secretary of the Kungrad Komsomol organization Koptlew Nurmukhamedov. Together with him, Abil Matjanov, Gaip Khakimbaev, Mirzek Kalimbetov and others expressed

a desire to study.

At the rally in the city of Kungrad, applicants were warmly accompanied to Turtkul by the chairman of the Executive Committee, Kungradbay Yakubov. In Turtkul, students were met by the secretary of the organizational bureau of Karakalpakstan A. Dosnazarov, the chairman of the regional executive committee Kasim Avezov, the secretary of the regional Komsomol organization Kazakbay Allabergenov.

The group of students was divided into three groups: pedagogical technical school (representative Nuriddin Sagitov), agricultural technical school (director Oralov), Soviet-Party school (director Ablanov). [24, pp.36-38]

The mood of the leaders of the Kazakh-Karakalpak department was mainly determined by those trends that were characteristic of the population of the left bank of Karakalpakstan as a whole. Their national self-awareness has grown incredibly and faith in a near victory has constantly grown. Among the leaders of the left-bank Karakalpakstan, attachment to the idea of restoring the statehood of the Karakalpak people was very strongly developed, there were enduring memories of historical figures who at different times played a large role in the struggle for it.

In the Kazakh-Karakalpak Autonomous Region, the following entered the political arena during this period: Sarimoldaev, Balabaev, Sharipov, Safidullaev, Sayidrasulev, I. Mukhamednazarov, Mirmakov, Esemurat Erniyazov, Toreyev, Sarsenbaev, Mingbaev, Nurallaev, Uafaev, Khodjaev, Baltaev, Nawrizbaev, Ibadullaev and others. [18, pp.97-98]

On the eve of the fifth Kurultay of the Soviets of the Khorezm Republic, Isak Khansuvarov, Karimbergen Sadullaev, Sarimuldaev, Karim Baltaev, Mirsharap Masharipov, Khalidov visited the Kazakh-Karakalpak Autonomous Region.

The Khorezm People's Soviet Republic (KhSNR) was a formally independent, but in fact an ephemeral state formation created by the Bolsheviks on the territory of the former Khiva Khanate. Along with other similar state formations, such as, for example, the Bukhara People's Soviet Republic proclaimed in October 1920 (or the Far Eastern Republic that existed in 1920-1922), the KhSNR was intended to serve as a kind of intermediate stage in Sovietization captured by the Bolsheviks during civil war of the national outskirts of the former Russian Empire.

Young people from the Kazakh-Karakalpak Autonomous Region were sent to study in Khiva at the Pedagogical College and to refresher courses for teachers: from Khojeyli - Umar Buleshov, from Kungrad - Koptlew Nurmukhamedov, Nagmet Kuzenbaev, Yaumitbay Ismetullaev, Zulfuhar Ersheev, Temir Jumaniyazov. [8, P.6]

The city of Kungrad became another center for the development of intercultural relations. On the initiative of Khamza, a theater troupe was organized here consisting of Tolek Saribaev, Zeynep Murtazaeva, Juman Rozimov, Uzakbay Nurjanov, Tagan Yakupov, Kamal Turaev, Kurbanbay Aralbaev, Tanirbergen Rambergenov. [9, P.152] Progressive youth actively flocked there, assistance was provided from Khorezm in the form of sending trade and cultural and educational caravans.

According to N.A. Baskakov, "... in Khiva, Khorezm region, as well as in Karakalpakia in the 20-30s of the XX century there were famous puppeteers and masqueraboses: Tokhtamurat

Matyakubov was especially popular in Khiva and Urgench, which contained a theater of hand puppets and puppets, as well as his own state musicians and masqueraboses, Eit-kogurchakchi - one of the best puppeteers of the manual puppet theater and puppet theater, masqueraboses Bekman-gokkachi, Abil Vasinov and Karakalpak Klichbai Artikbaev; in Karakalpakia - both on the right and left banks of the Amudarya - the largest masqueraboses were Komek-Sakhaw, Khudaynazar, Aytbay-sari, Sherimbetbay and Kallibay Meliev.

Khorezm puppet theaters Kol-kogurchak, Chadir-khayal and masqueraboses also toured outside Khiva and Urgench. Their performances were seen by residents of Gazavat, Takhta-Bazar, Tashauz, Iiali, Aktepe, Kunya-Urgench, Khojeyli, Porsu, Klychniyazbay, Gurlen, Khanka, Turtkul, Beruni, Nukus, Chimbay, Kungrad. [5, pp. 48-49]

Thus, in the Khorezm Republic, great attention was paid to the national issue, the Kazakh-Karakalpak department was created under the Central Executive Committee, then the Kazakh-Karakalpak autonomous region was formed. In fact, the leaders of the left-bank Karakalpakstan initiated the restoration of the national statehood of the Karakalpak people.

### III. RESULTS AND DISCUSSIONS

It should be emphasized that the question of the formation of the Karakalpak Autonomous Region and the reunification of both parts of the lands of Karakalpakstan was raised by the Karakalpak representatives in Tashkent: students of the party school A. Dosnazarov, I. Bekimbetov and others. In the highest echelons of power in the Amudarya region there were groups of T. Napesov and E. Rustamov, who gravitated towards the Khorezm Republic.

On August 25, 1924, the Executive Bureau of the Amudarya Regional Committee of the Russian Communist Party of Bolsheviks of Turkistan considered the issue "About Comrade Dosnazarov, who announced his entry into the Commission for National Delimitation". It was decided: "In connection with a whole series of telegrams received from Comrade Dosnazarov about his joining the delimitation commission, send a telegram to the Central Committee of the Communist Party of Turkistan, categorically protesting against the appointment of Dosnazarov to the commission on such a serious issue as national delimitation, especially that the Karakalpaks do not recognize Dosnazarov as their representative". [7, pp.32-33]

The leaders of the Amudarya Regional Committee of the Communist Party of Turkistan, T. Napesov, A. Sidorenko, and N. Vorob'ev, not only did not put the issue of creating an autonomous region on the agenda, but also obstructed the activities of the Karakalpak National Subcommission. But, thanks to the help from the Middle Asian Bureau, the subcommittee continued its work.

In August-September 1924, more than 20 meetings and rallies, two volost conferences on agitation and propaganda of the formation of the Karakalpak Autonomous Region were held in the districts and villages of the Amudarya region.

September 6, 1924 in Tashkent at a meeting of the territorial commission for the delimitation of Central Asia chaired by I.A. Zelensky discussed the project of territories, maps and borders of the future Karakalpak Autonomous Region developed by A. Dosnazarov's group: the entire Amudarya Region of Turkestan and the Khojeyli (Kazakh-Karakalpak) Autonomous Region of the Khorezm Republic were to be included in the projected Karakalpak Autonomous Region.

It was suggested that from the point of view of the economic situation of the future region, it is more advantageous to have close relations with Kazakhstan, since there are fish lands here, which served as one of the most important sources of income for the region. This argument was expressed by Sveklov: "... the fishing grounds will enter the territory of the Kirgiz Republic, that is, the Aral Sea will be located on the territory of the Kirgiz Republic and cannot be divided, because in the event of division it will lose its power".

On September 9, 1924, A. Dosnazarov and A. Kudabaev in a note "On the issue of the annexation of the Karakalpak Autonomous Region to the Kyrgyz Republic" agreed with this argument, singled out the Aral Sea as one of the means of transport, the "Chimbay-Kazalinsk" and "Chimbay-Ak-Mosque", the connection of Kungrad with the Aday district, way of life, culture and common language.[7, P.35]

It was proposed to divide the entire Karakalpak Autonomous Region into four districts: Chimbay, Shurakhan, Khodjeyli, Kungrad.

8 people spoke on the presented project at the meeting of the commission. The commission decided the Khodjeyli and Kungrad regions of the Khorezm Republic, the Chimbay district of the Amudarya region, within the limits in which they existed before that time, were attributed to the composition of the Karakalpak autonomous region being created. The Middle Asian Bureau of the Central Committee of the Russian Communist Party of the Bolsheviks was supposed to resolve the issue of the entry of this national association into one of the republics: Kazakhstan, Uzbekistan or Turkmenistan.

A day later, on September 7, 1924, the Middle Asian Bureau approved this decision of the territorial commission, however, the question of including the Karakalpak Autonomous Oblast in one of the union republics was still open.

On September 16, at the meeting of the III emergency session of the Turkestan Central Executive Committee, the delegates heard a speech by A. Dosnazarov, but decided to postpone the decision on granting the status of an autonomous region to the population of Karakalpakstan. It was negatively affected by the fact that the delegates, relying on their own knowledge of the national question, did not take into account the many wishes of the representatives of the Karakalpak people, who knew perfectly well who deserves the right to independent statehood.

Nevertheless, on September 18, 1924, a meeting of representatives of Karakalpakstan was held in Tashkent, where the Organizational Bureau of the Karakalpak Regional Party Organization was elected - a special working body for convening the First Constituent Regional Congress of Soviets. On September 23, the Middle Asian Bureau recommended the Political Bureau of the Central Committee of the Russian Communist Party of Bolsheviks to approve the composition of the Organizing Bureau. [25]

The Middle Asian Bureau of the Central Committee of the Russian Communist Party of the Bolsheviks did not want to resolve the issue of granting autonomy to the Karakalpak people. Here, the principle of democratic centralism, designed for the "pointing and guiding" role of the center, worked hard.

On September 26, 1924, at the second Plenum of the Kazakh Regional Committee of the Russian Communist Party of Bolsheviks, A. Dosnazarov said: "... we do not want to lag behind our neighbors ... We insist and will continue to insist on granting autonomy to Karakalpakstan". [2]

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A day later, on September 27, at a meeting of the Kazakh Regional Committee of the Russian Communist Party of Bolsheviks, A. Dosnazarov informed that the Middle Asian Bureau agreed with the question of creating the Karakalpak Autonomous Region, but there was still no final decision on assigning this region to one or another republic.

#### IV. CONCLUSION

Thus, the Karakalpak people, as a result of national-territorial delimitation, received a certain state status, although this status had the Soviet model. The formation of the Karakalpak Autonomous Region gave a great impetus to the development of the Karakalpak people, its economy, culture, and also influenced its cadres, since the Karakalpak people received their state status, representatives of the Karakalpak people began to be involved in managing the state apparatus, thereby training and placing personnel in all spheres of the socio-economic sphere received a new content.

It should be emphasized here that the publication of the Resolution of the President of the Republic of Uzbekistan “On the establishment of the Public Council on the Modern History of Uzbekistan under the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan”, the Resolution of the President of the Republic of Uzbekistan “On measures to further improve the system of organizing research in the history of Uzbekistan”, decrees of the Government of the Republic of Uzbekistan “On the preparation and publication of the New history of the Republic of Uzbekistan”, “On the activities of the Institute of History of the Academy of Sciences of the Republic of Uzbekistan”, the development strategy of the Republic of Uzbekistan for 2017-2021 shows that after achieving independence in Uzbekistan, much attention is paid to the study of the true modern history of the people. As the First President of the Republic of Uzbekistan I.A. Karimov emphasized: “Turning to history, it is necessary to proceed from the fact that it is the memory of the people. Just as there cannot be a full-fledged person without memory, so there cannot be a future for a people without their own history”. [14, C.77]

We agree with him, because memory is a form of social consciousness, a mirror of social ideology and psychology. Therefore, history to the greatest extent should fulfill its main function - the role of social memory of society. In it, society seeks for itself the social guidelines it needs, spiritual values, traditions, norms of behavior, and so on.

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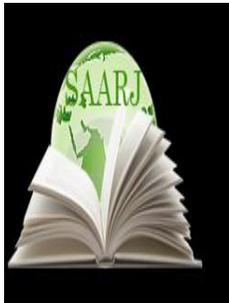
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## USING AUTHENTIC MATERIALS IN ENGLISH CLASSES

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### ABSTRACT

*This article discusses the use of authentic (original) language materials in foreign language lessons, and highlights the effective use of foreign language-specific words, phrases, and expressions in such materials. Researchers note that when real materials are used to teach students, students realize that they are learning real language for communication, unlike classroom language. Unlike textbook design, authentic materials are very active, fun, and engaging.*

**KEYWORDS:** *Authenticity, Authentic Material, Motivation, Visual Stimulus, Interactive, Cognitive Demand, Linguistic Demand.*

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### INTRODUCTION

Authentic or original language content is content created for native speakers, not teaching or learning. These materials are much more complex than textbooks and include art books, audio and video materials, magazine and newspaper articles, radio broadcasts, advertisements, kitchen menus, and more. Such materials are not complex and simplified because they are not designed for teaching purposes. There is a view and research that the use of such materials in language learning develops language aspects with high efficiency.

Lecturers began to use authentic materials in the 1970s as a result of the spread of communicative language teaching methods. Debates and debates about the use of authentic materials, authenticity, and the meaning of authenticity have been on the rise in recent years and now cover areas such as sociolinguistics, intercultural research, ethnology, and social psychology.

### **The Main Findings and Results**

Martinez [3] defines authentic materials as materials prepared for native speakers and not used for educational purposes. That is, such materials are not designed or simplified for teaching purposes. Because authentic materials are so diverse and complex, choosing them correctly in textbooks can increase the effectiveness of teaching. Authentic materials are complex but also interesting. For this reason, its use in the classroom, additional explanations, explanations and vocabulary by the teacher make it easy to learn authentic material.

The teacher should incorporate authentic materials into the learning process and constantly confront students with the original language. But that doesn't mean you should just turn away from the textbook using authentic material. Authentic materials provide access to real language and content, not in the form of language. Therefore, because they are used outside the classroom, they feel that they are learning the target language, which in turn motivates them.

Richards points out that there are a number of reasons why authentic materials are used in the classroom. They are:

1. They prepare learners for real life;
2. Meets the needs of learners;
3. Has a positive effect on motivation;
4. Encourages the teacher to use effective methods;
5. Provides authentic information about the culture.

Because of this, authentic materials help to understand the relationship between the language presented in the lesson and the language in real life situations.

Students who listened to the original radio broadcasts performed better in terms of listening comprehension than students who did not listen to such broadcasts [2]. Research has shown that the more authentic a student is faced with, the higher his or her ability to listen and understand.

There are many different types of authentic materials that can be used in the classroom, but the most common are newspapers, magazines, TV shows, movies, songs, and literature. The most useful of these is the internet. Because printed materials are very easy to wear. But online resources are constantly being updated, offering an active approach that is both visually stimulating and interactive.

Researchers note that when real materials are used to teach students, students realize that they are learning real language for communication, unlike classroom language. Unlike textbook design, authentic materials are very active, fun, and engaging. The goal of learning a foreign language is to be able to use it in the real world, in real situations. Because of this, teaching using authentic materials brings learners closer to the use of language in the real world and allows them to communicate easily in real situations without losing themselves.

According to some scholars, the authenticity of the material is considered useful and reliable material for the student only when it is understood, and for this, students must be interested in and participate in such materials. For material to be authentic, it must stimulate student interest in addition to their knowledge and skills. Authenticity can only be achieved if there is a

connection between the author's goal and the student's interpretation. In other words, the material can be authentic only if the meaning understood from the material is correctly understood by the reader. Such materials can be not only original in the real world, but also authentic, created by language teachers.

When choosing authentic materials, we must have a clear pedagogical goal - what students want to learn from these materials. With pedagogical support from the teacher, students study these materials with confidence and interest. One of the solutions to the problem of difficulty in authentic materials is to simplify the text according to the level of the reader. This can be done by removing a complex word or structure, or replacing it with simpler, less academic words. In order not to violate the authenticity of the text, the following parameters should be considered:

- Linguistic simplicity: grammatical structures, lexical units and readability;
- Cognitive simplicity: learner age, education and interests;
- Psychological simplicity: is it subject to traditional social norms?

Another solution when authentic text is difficult is to assign related tasks (pre-, while, post-tasks):

1. Pre-task - a task given before reading or listening. It can present, discuss, translate, or comment on difficult words that may be encountered in the text. This process also activates the learner's previous knowledge and prepares them for the main task.
2. While-task - a task performed while reading or listening. Creates communication between the speaker / writer and the reader and encourages them to be active in the process. Certain words or phrases can be highlighted or emphasized.
3. Post-task - a type of task that comes after the listening / reading process. Post-text questions are tasks that focus on specific areas of the text being read or listened to.

Genhard divided authentic materials into the following categories [1]:

1. Real listening materials like radio news, cartoons, songs and so on.
2. Real visual materials such as street signs, pictures of magazines and newspapers, postcards and so on.
3. Actual printed materials such as sports publications, newspapers, restaurant menus, train tickets and more.

Language learning requires strong motivation for learners, and one way to share motivation is to show them that they understand the language, the authentic material, used in real-life situations.

The following are some of the advantages of authentic materials in education:

Authentic materials bring the learner directly to the original language.

1. Media coverage is always new and frequently updated.
2. Materials from a particular source will be relevant to a particular area, and after reading that source, learners will be proficient in English in that area.
3. Authentic materials provide learners with new information based on their needs. By choosing and using authentic materials correctly, the teacher creates a lasting bridge between students and

real language in the real world. Using as much authentic material as possible will be effective and allow students to correctly interpret the content of the original text. Such materials, first of all, instill self-confidence.

Another aspect of authentic material is that such sources also enhance cultural awareness because they cover a particular culture. That is, the learner begins to understand how to use language in what situation, in what situation, and better understands the differences and similarities between one's own and other cultures.

Genhard offers eight criteria for selecting authentic materials [1]. They are:

1. Adapt to the needs of the textbook and the student;
2. Interesting topic;
3. Cultural compatibility;
4. Logistics aspects;
5. Cognitive requirements;
6. Linguistic requirements;
7. Quality;
8. Scope of use

This process unites, activates and attracts students. Students actively listen to their peers to ask and answer questions. In addition, in the course of their research, they come across thousands of words and real language used in authentic materials.

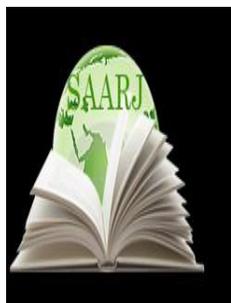
## CONCLUSION

In short, authentic materials are materials created for native speakers of the original language, not for teaching and learning purposes. The usefulness of authentic materials in teaching various linguistic aspects has been emphasized and discussed by several researchers.

Research shows that authentic materials are beneficial in every way. Such authentic materials show the reader how the language is used in real life situations in the real world and improve and improve general language competence, reading comprehension, writing, communication competence and lexical knowledge. Research shows that there is a strong correlation between the use of authentic materials and an increase in lexical richness. In other words, students who use authentic materials do better than those who use textbooks. Those who prefer to use authentic materials say that such materials increase student interest, motivation and confrontation with the original language in real life.

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**DEVELOPMENT OF A RATIONAL ENRICHMENT SCHEME LEFT  
 TAILS OF TUNGSTEN APPLICABLE INGICHKA MINE**

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**ABSTRACT**

*The article describes the problems from the emergence of man-made waste and the priority tasks of their solution, the analysis of the technology of enrichment of tungsten-containing ores and their wastes, the study of the chemical and mineralogical composition of man-made tungsten-containing wastes from the Ingichka mine. The results of the study of the distribution of tungsten throughout the entire space of the main technogenic formation during the production of tungsten concentrate at the concentration plant of the Ingichka mine are described. And also the results of studies of the processes of gravitational, flotation and combined washability, a developed technological scheme and a circuit diagram of devices for processing stale tailings, carried out by senior lecturers of the "Mining" department of the Almalyk branch of the Tashkent State Technical University, Ph.D. Associate Professor Mutalova M.A. and Khasanov A.A.*

**KEYWORDS:** Mineral, Mineral, Tungsten, Mine, Losses And Depletion Of Mineral Resources, Beneficiation, Metallurgical Industry, Technogenic Deposits, Stale Tailings, Processing, Environmental Safety, Efficiency, Profitability.

## INTRODUCTION

In the world, despite the proposed commissioning of new deposits, the growth of ore reserves will lag behind the growing needs of the industry. As a result, much attention is paid not only to maximizing the degree of utilization of continental deposits, but also to the development of secondary raw materials, technogenic deposits, as well as ore reserves of the shelves and the ocean floor. All this indicates that at present, all-round increase in the complexity of the use of mineral resources by creating low-waste and waste-free processing of mineral raw materials is becoming extremely important [1; from. 90].

The concept for the development of the metallurgical industry in Uzbekistan defines the tasks and priority directions for the development of non-ferrous metallurgy by the development and implementation of innovative technologies both in primary production and enrichment, and from technogenic secondary raw materials, which make it possible to extract valuable components into a marketable product - precious, rare and rare-earth metals, create new technologies and production.

This task has several priorities. Firstly, the metal extracted from secondary raw materials is much cheaper than the extracted metal from ore mined from the subsoil, due to a number of reductions in technological processing. Secondly, after the extraction of metals from waste, the latter can be usefully utilized into finished products, a waste-free technology is created, while the issue of environmental protection is being solved in parallel [2; from. 94-104].

### Main part

Currently, the Republic of Uzbekistan has accumulated more than 2.3 billion tons of waste from non-ferrous metallurgy enterprises. Consequently, the involvement in the production of tailings of concentration plants and waste from metallurgical plants is an urgent task of the mining and metallurgical complex of the Republic and environmental protection.

An important problem of creating a waste-free technology is its organizational and technical principles, where the development of processing methods and the choice of equipment, the structure of departments and economic efficiency play an important role. In this aspect, there are positive experiences of a number of mining and processing enterprises, both in foreign countries and in the countries of the commonwealth of independent states [3; from. 92-95].

For the processing of the materials under study, the authors of the studies decided to check a number of technological schemes and enrichment methods in order to identify the optimal option for the layout of the circuit diagrams of devices and modes of conducting technological processes. As methods of enrichment and circuits of the apparatus chain, the following were selected: carrying out experiments on enrichment of stale tailings on a screw separator with a cleaning and on a concentration table with two cleaners; experiments using the gravity method in combination with flotation according to the Petrov method; experiments on the gravity method in combination with a jig with cleaning and check jigging, then enrichment of the product on a concentration table, preferably with two cleaners, also replacing the jig with a screw separator.

When performing the work, modern complex research methods were applied, including:

- analysis of scientific and technical information on the chemical and mineralogical composition of waste and tailings;

- Theoretical research using the analytical method of analysis;
- studied the content of valuable components by atomic emission spectroscopy;
- Laboratory experiments, pilot industrial tests;
- Electron microscopy, X-ray structural analysis, assay, chemical and phase analysis methods;
- Mathematical methods for processing test results.

In the process of performing research work, various reagents and several laboratory installations and techniques were used [4; pp. 135-139].

The reliability of the results obtained is substantiated by significant volumes of laboratory and pilot-scale pilot tests with satisfactory convergence of the experimental results and confirmation of the main idea of research work on the extraction of tungsten from production waste.

All experimental results were obtained using modern research methods such as IR spectroscopy, X-ray diffraction, potentiometry, scanning electron microscopy and atomic adsorption, as well as positive acts of laboratory and experimental industrial tests.

## **RESULTS AND DISCUSSION**

For the processing of the materials under study, it was decided to test a number of technological schemes and enrichment methods in order to identify the optimal option for the layout of the circuit diagrams of the apparatus and the modes of conducting technological processes. As methods of enrichment and circuits of the apparatus chain, the following were selected: carrying out experiments on enrichment of stale tailings on a screw separator with a cleaning and on a concentration table with two cleaners; experiments using the gravity method in combination with flotation according to the Petrov method; experiments on the gravity method in combination with a jig with cleaning and control jiggling, then enrichment of the product on a concentration table, preferably with two cleaners, also replacing the jig with a screw separator [4; pp. 12334-12338].

When enriching materials with a finer dissemination of minerals, processes and schemes are complicated with the addition of methods of reverse flotation, flotation gravity, magnetic and electrical separation, roasting and chemical treatment [5; p.608].

The practical results of the study are as follows: experimental installations were created for carrying out large-scale laboratory and pilot-industrial tests; the main factors influencing the degree of extraction of tungsten into concentrate are determined, and the optimal parameters of the beneficiation process are established; the technical parameters of the jiggling machine, concentration table, flotation machine and screw separator have been developed and calculated; a technology for extracting tungsten from the stale tailings of the Ingichki concentrating plant has been developed; for the first time in the Republic of Uzbekistan, a tungsten concentrate with a WO<sub>3</sub> content of up to 35.0% and an extraction of 69.75% was obtained from the tailings of an enrichment plant.

Finely disseminated scheelite ores with a low WO<sub>3</sub> content are enriched by flotation, and with a large dissemination of the mineral, enrichment can be carried out by combined methods, jiggling, concentration on tables and flotation. The finished product of the processing plant is a scheelite concentrate of the KSh-4 grade for the production of hard alloys [6; p.57-61].

At the initial stage, the ore concentration of the Ingichka mine was carried out by flotation at a pilot plant with an ore processing capacity of up to 100 - 150 tons per year. As a result of its activity, tailings dump No. 1 with a total volume of 3.6 million tons was reclaimed. tails. In 1976, the main processing plant was put into operation, with a capacity of up to 500 thousand tons of ore in terms of feedstock, which operated until 1996. As a result of its activity, tailings dump No. 2 was formed, contributing to the storage of about 12 million tons of stale tailings (fig. 1).

The total stocks of stale tailings according to factory accounting are estimated as follows: - the total amount is 14662 thousand tons, including 3614 thousand tons in the small tailing dump, 11048 thousand tons in the large tailing dump.

The average content in stale tailings is 0.06% WO<sub>3</sub>.



**Figure: 1. Man-made waste of the Ingichka concentration plant**

Losses of tungsten with tails occurred mainly with small intergrowths of scheelite with silicified calcite, large verism of scheelite and non-floating minerals - wolframite and hubnerite [7; from. 51-53].

There is a method of additional extraction of tungsten from the tailings of the Ingichka mine concentrating plant [8; p.47-54], which includes:

- Preparation of pulp and its desliming in a hydrocyclone (removal of class - 0.05 mm);
- Subsequent separation of de-sludge pulp on a cone separator;
- two-stage cleaning of the cone separator concentrate on concentration tables to obtain a concentrate containing 20.6% WO<sub>3</sub>, with an average recovery of 29.06%.

The disadvantages of this method are the low quality of the resulting concentrate and insufficiently high recovery of WO<sub>3</sub>.

The technology for extracting tungsten from stale tailings by this method includes:

- operations for obtaining rough tungsten containing concentrate and middlings, gold-bearing product and secondary tailings using gravity methods of wet concentration - screw and

centrifugal separation - and subsequent refinement of the resulting rough concentrate and middlings using gravity (centrifugal) concentration;

- And magnetic separation to obtain a conditioned tungsten concentrate with a content of 62.7% WO<sub>3</sub> while recovering 49.9% WO<sub>3</sub>.

In this case, the tails of centrifugal separation and the non-magnetic fraction are sent to the secondary tailings, the total output of which at the stage of finishing the rough tungsten concentrate is 3.28% with a content of 2.1% WO<sub>3</sub>.

The disadvantages of this method are the multi-operation of the technological process, including 6 classification operations, 2 regrinding operations, as well as 5 centrifugal and 3 magnetic separation operations using relatively expensive apparatus. At the same time, the refinement of the rough tungsten concentrate to the standard is associated with the production of secondary tailings with a relatively high content of tungsten (2.1% WO<sub>3</sub>).

In order to develop a technology for additional extraction of tungsten from waste, the following studies have been studied:

- Distribution and forms of WO<sub>3</sub> occurrence in the tailings of the Ingichka factory;
- the material, phase composition of the stale tailings of the Ingichka plant, in order to determine the reasons for the loss of valuable components with waste, which may be the basis for choosing one or another processing scheme.

The results of chemical analysis and mineralogical composition of stale tailings are given in table. 1 and 2.

The mineral composition of the tailings was determined from the mineralogical analysis of the averaged sample and, using mineragraphy, from briquettes made from a sulfide product (foam flotation product of a rough gravity concentrate). The granulometric composition of stale tails was determined by the method of analysis of particle size distribution by laser diffraction (Cilas) [10].

Experiments on the enrichment of stale tailings of the Ingichka ore department of the second tailing field were carried out, according to the scheme, which consists of a jigging machine MOD-02 SK and a concentration table SK-1 with cleaning. According to the proposed scheme, initially enrichment is carried out on a jigging machine, then on a concentration table with cleaning. As a result of the experiments, a tungsten intermediate product was obtained containing 27.77 WO<sub>3</sub> with a recovery of 67.95%.

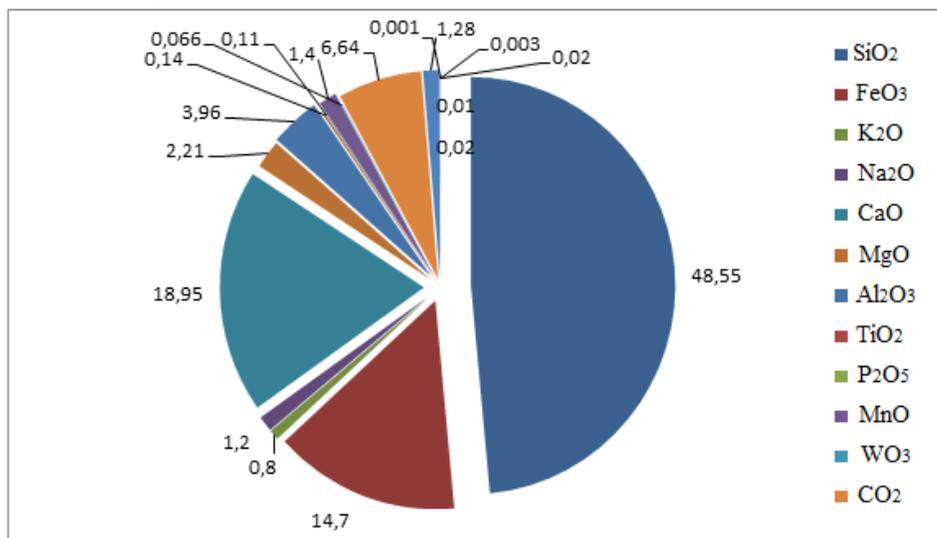
Experiments have been carried out on the gravity method for enriching the stale tailings of the Ingichka concentrating plant. From the first tail field on a screw separator and on a concentration table with cleaning, a middling product containing 9.2-12.7% WO<sub>3</sub> with an extraction of 49.7-51.2% was obtained(Fig. 3).

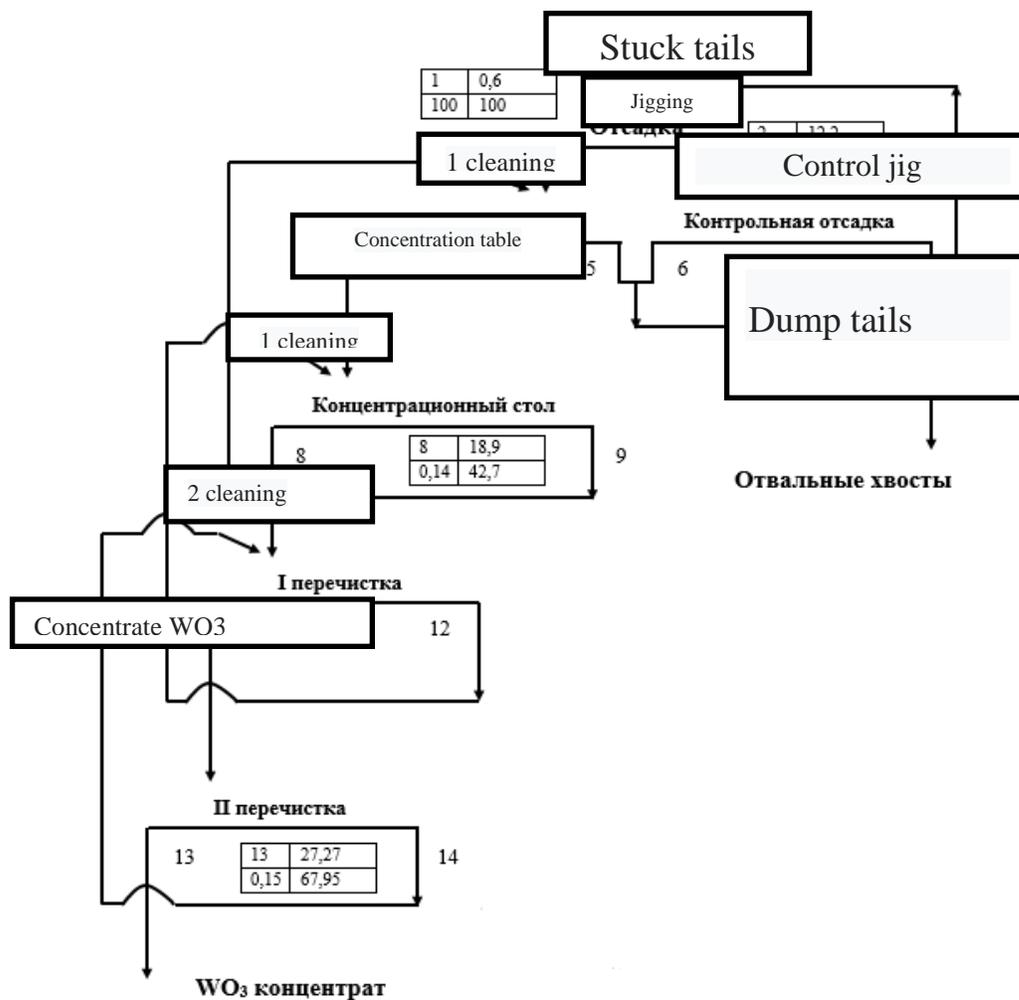
Conclusions on the choice of a rational technological scheme for the enrichment of stale tailings of the Ingichka concentrator in order to obtain tungsten concentrate:

1. An efficient and rational method of extracting tungsten from the stale tail-ings of the Ingichka concentrator is the gravity method of concentration(Fig. 3).

**TABLE 1 CHEMICAL COMPOSITION OF THE TAILINGS OF THE INGICHKA CONCENTRATOR**

Elements and oxides	Content%	Elements and oxides	Content%
SiO <sub>2</sub>	48,55	CO <sub>2</sub>	6,64
Fe <sub>2</sub> O <sub>3</sub>	14,70	S общая	1,28
K <sub>2</sub> O	0,80	Mo	0,02
Na <sub>2</sub> O	1,20	As	0,01
CaO	18,95	Pb	следы
MgO	2,21	Cu	0,02
Al <sub>2</sub> O <sub>3</sub>	3,96	Zn	0,001
TiO <sub>2</sub>	0,14	Сумма	100,0
P <sub>2</sub> O <sub>5</sub>	0,11	FeO	10,42
MnO	1,40	SO <sub>3</sub>	0,15
WO <sub>3</sub>	<b>0,066</b>	Loss on ignition	6,76

**Figure: 2. Data of the chemical analysis of the tailings of the Ingichki concentration plant**



**Figure: 3. Material balance of the recommended technological scheme for the enrichment of stale tailings of the Ingichka enrichment plant by the gravity method using a jigging machine.**

- On the basis of analyzes of generalized curves of gravitational washability of stale tungsten tailings, it was found that tailings with a size of  $0.1 + 0.02$  mm are a hallmark of enrichment of technogenic raw materials with minimal loss of tungsten.
- For enrichment of tungsten-containing tailings with the maximum extraction of tungsten from technogenic raw materials into tungsten concentrates, it is advantageous to use a jigging machine and for further enrichment use a concentration table with cleaners.
- A technological scheme has been developed for the extraction of tungsten from the stale tailings of the Ingichka concentration plant, which contributes to the production of tungsten middlings and concentrate, which is of industrial importance.
- On a pilot semi-industrial plant, a tungsten intermediate product with a WO<sub>3</sub> content of 27.27-35% was obtained with an extraction of 69.75% from the stale tailings of the Ingichka concentration plant (Table 3).

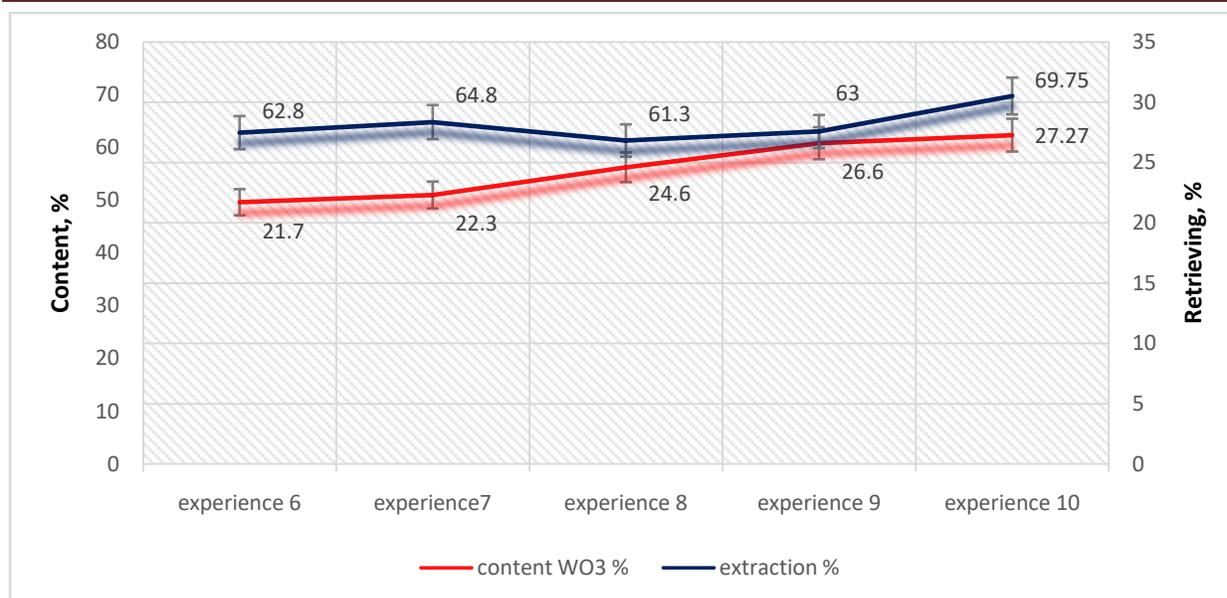
6. The developed technology for the extraction of tungsten (Fig. 4) from the tailings of the Ingichka concentration plant by the method of gravity separation is proposed for implementation.

**TABLE 3 RESULTS OF ENRICHMENT OF STALE TAILINGS OF THE INGICHKA CONCENTRATING PLANT BY GRAVITY METHOD USING A JIG**

<b>№ p.p</b>	<b>Product name</b>	<b>Exit %</b>	<b>Content WO<sub>3</sub>, %</b>	<b>Retrieving WO<sub>3</sub>, %</b>
<b>I</b>	Tungsten intermediate product	0.192	21.7	62.8
	Tails	99.808	0.44	37.2
	Original product	100.0	0.066	100
<b>II</b>	Tungsten intermediate product	0.19	22.3	64.8
	Tails	99.84	0.41	35.2
	Original product	100.0	0.067	100
<b>III</b>	Tungsten intermediate product	0.2	24.6	61.3
	Tails	99.8	0.28	38.7
	Original product	100.0	0.073	100
<b>IV</b>	Tungsten intermediate product	0.21	26.6	63.0
	Tails	99.79	0.52	37.0
	Original product	100.0	0.088	100
<b>V</b>	Tungsten intermediate product	0.23	27.27	69.75
	Tails	99.77	0.31	30.25
	Original product	100.0	0.088	100

The article provides a solution to an urgent research and production problem: scientifically substantiated, developed and, to a certain extent, implemented effective technological methods for extracting tungsten from the stale tailings of the Ingichka concentrator.

The analyzes of the current state and development prospects of the technology for processing tungsten mineral raw materials and the extraction of tungsten from technogenic mineral formations and stale tailings of concentration plants, in particular, on the example of stale tailings of the Ingichka concentration plant, have been carried out. It is shown that the problem of involving stale ore dressing tailings in processing is an urgent problem of technological, economic and environmental significance.



**Figure: 4. Curves of extraction of tungsten anhydride from stale tailings of the Ingichka concentration plant on a jig with cleaners.**

## CONCLUSION

It has been determined that the effective and rational method of extracting tungsten from the stale tailings of the Ingichka concentrator is the gravity method of concentration. On the basis of analyzes of generalized curves of gravitational washability of stale tungsten tailings, it was found that tailings with a grain size of 0.1 + 0.0 mm. are a hallmark of enrichment of technogenic raw materials with minimal loss of tungsten. New patterns of separation processes have been established, which determine the technological indicators of gravity concentration of the stale tailings of the Ingichka concentration plant.

It has been proven that from the gravitational apparatus used in the mining and processing industry for the enrichment of tungsten-containing tailings with the maximum extraction of tungsten from technogenic raw materials into tungsten concentrates, it is advantageous to use a jig, a screw separator and a concentration table.

A pilot semi-industrial unit produced a tungsten middling product with a WO<sub>3</sub> content of 27.27-35% with an extraction of 69.75% from the stale tailings of the Ingichka concentrating plant.

The developed technology for extracting tungsten from the tailings of the Ingichka concentration plant by the method of gravitational concentration is proposed for implementation in the mining and metallurgical industry of the Republic.

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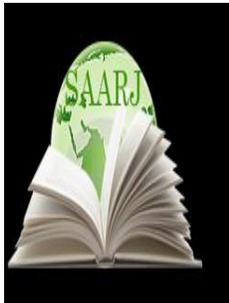
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**ANALYSIS OF METHODS FOR CALCULATING THE RATIONAL  
 PARAMETERS OF DRILLING-BLASTING OPERATIONS IN THE  
 TRANSITION OF MINING SOLDER**

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**ABSTRACT**

*The successful development of mining enterprises in the conditions of a market economy is inextricably linked with the solution of the tasks of increasing production efficiency by reducing the cost of passing underground mining Solder. This is due to the fact that the work on the construction and reconstruction of new deposits requires the implementation of the passage of large-scale minerals, the length of which can reach tens of kilometers only in one enterprise. Optimization of production efficiency has a significant impact on the intensity of drilling-blasting work. Drilling-the calculation of rational parameters of blasting work is one of the most difficult issues in modern mining.*

**KEYWORDS:** *The Coefficient Of The Use Of Rocks, Solder, Slag, Sawdust, Drilling, Explosion, Crack, Zone, Junction, Slag, Explosive, Radius, Blasting Series, Operation.*

**INTRODUCTION**

The Republic of Uzbekistan occupies one of the leading places in the world in terms of hard mineral reserves. At the enterprises of the NMMC"DK and "OKMK"JSC, which are profitable miners in the Republic, a large volume of soldering work is carried out. In one of these enterprises, about 200kmga switches to the capital and permanent preparatory forty-mining Solder. One of the pressing issues is the expansion of the volume of mining of minerals in the conditions of the current period, the reduction in the costs of their opening and preparation work. Mining-capital and mining-preparation works in the system of extraction of minerals, costs constitute up to 40-45% on labor demand, 15-35% on cost. The purchase of new machines for soldering transition works by mining enterprises on account of depreciation is difficult for their

high cost. Increasing the efficiency of mining operations, the extraction of minerals leads to a decrease in the cost of mining. The transition with the help of drilling-blasting works of mining Solder in the extraction of Minerals has become the main one in recent years. Therefore, the study of the effective technology of soldering transition in the exploitation of hard-mined deposits is one of the important issues.

### **Main part**

Currently, there are many works devoted to the solution of this problem in the technical literature. S.RAyverson, A.P. Andrievsky, L.V. Baranov Stone V. B. I. Bogomolov, M. F. Drukovanny, I. E. Erofeev, B. N.Y. Kutuzov, O. E. Mindeli, M. Moskov, N. M. Pokrovsky, M. M. Protodyakonov, B. R Rakishev, M. Roginsky, N. I. Rybin, A. F. Sukhanov, P. eat it. Taranov, V. N.Y. Tupin and others were engaged in the study of the process of mass destruction and the development of methods for calculating the parameters of drilling-blasting work.

These scientists agree on the Basic Rules for further studies on the improvement of methods of calculating the parameters of drilling-blasting work based on theoretical and experimental studies of mountain rock forage drilling and their ideas so far. At the same time, despite many studies, so far there is no single way to determine the parameters of drilling-blasting work when passing underground mining Solder. The existing methods take into account the following omillarni: physico-mechanical properties of rocks, the type of explosive used, the diameter, the length and construction of the charge, the length and quality of the stopper, the interconnection of the simultaneously exploded charge. tiradi understand that the variable of the parameters of drilling-blasting work is their low efficiency.

As noted above, the creation of techniques aimed at increasing the efficiency of the parameters of drilling-blasting work in the transition of mining lshim in underground mines is an urgent scientific and practical task. All these factors significantly affect the opening and preparation of deposits, including mining-capital and mining-preparation. Mining-capital works indicate the completion of mining preparation work 84879 m, to 36692 m in a year. The volume of mining-capital, mining-preparation solders in the JSC deposits of " OKMK " is observed to grow year-on-year. As an example, the length of the solder passed each year increased by more than 2 times in comparison with 2010-2017 years.

### **RESULTS AND DISCUSSION**

The task of increasing the efficiency of drilling-blasting work is solved individually in each individual case. In such conditions, as a rule, each mining enterprise can develop its own standard passport of drilling-blasting work on the basis of experimental explosions, without relying on specific resources. Drilling is one of the main directions of increasing the efficiency of the mining industry, improving the existing methods of determining the rational parameters of blasting operations and creating new methods, their use makes it possible to reduce the cost of soldering passage by improving the quality of the blasted Massif. The use of the universal method for calculating the parameters of drilling-blasting in the passage of soldering will significantly reduce the time of development of the drilling-blasting passport and will allow you not to carry out additional blasting operations in order to determine its reasonable parameters.

In accordance with the high coefficient of drilling-blasting work explosion and its qualitative crushing, the higher the stability of the solder, the higher the coefficient of use of the shpur, the

higher the requirements for ensuring the cleavage of the rocks of the required size are laid when the soldering works are carried out. These tasks are relevant for all deposits that carry out the work of passing mining Solder with the help of drilling-blasting work. This study made a great contribution to the theory and practice of blasting work into modern science, the scientists whose names are mentioned above. However, despite the great attention paid to the research of drilling-blasting works, today the possibility of creating a universal algorithm for calculating the parameters of drilling-blasting works has not been solved. All available methods of calculating the parameters of drilling-blasting operations can be conditionally divided into two large groups: based on the determination of the relative cost of the explosive and based on the determination of the zones of decomposition of the mountain mass around the charge of the explosive. Analysis of the passage of mining solders is desirable with the selection of technological processes taking into account the exact mining-technical conditions. The share of solder transition in the total balance of mining work is large. Preparation of Ruda reserves for mining at the specified time requires a complete reduction in the work of the transition of the projectiles. Solder transition works are on average 40-45% on labor demand. And the work on the drilling of the Spurs is 35% of the total time of the soldering transition work. The type of explosives used in practice to break through the eruption of rocks in the passage of sarcophagi, the scheme of placement of Spurs at the place of extraction, the number of Spurs, the number of charges, the calculation of charges and the organization of works are regularly considered.[1]

When the explosive charge is detonated, the physical model of the breakdown of the rocks is illuminated in scientific research. The Bunda provides a description of the moving forces and the resulting voltages. The issues of the effectiveness of drilling-blasting work on the passage of soldering were considered in the work.

The main factors affecting the speed of the solder passage are the length of the fasteners, the scheme of placement of the fasteners, the amount of explosives, the type of corrosive fasteners, the series of blasting of the fasteners and the organization of work. In scientific research, the action of Rock rocks and the environment is presented in the form of an equation and the results of the dynamics of the explosion. The results of the explosion have a great impact on the compliance of the explosive with the patron and the diameter of the dowels. Increasing the diameter of the Shpur leads to a decrease in the volume of drilling, but this leads to a decrease in the degree of crushing of rocks [2].

Placing the combat patron first at the bottom of the Shpur reduces the cases of incomplete detonation of the explosive substance. In this case, the coefficient of consistency of the rocks increases by  $f=7\div 10\%$ . The combat cartridge is relatively large when placed in the middle part of the shpur chamber but less likely to give the reverse impulse. The effect of Stoppers on the effectiveness of blasting work was determined by scientific studies. Tiq the Stoppers increase the effective length of the shock wave, reduce the loss of explosion energy and reduce the force of the air shock wave. [3]

The purposeful filling of the syringe with the explosive was determined on the basis of scientific research. Increase in the charge of the explosivetiradi increase tog violation of the rocks. In this there is a reasonable amount of charge length. The distortion radius remains constant when the required charging length is reached in this amount. This is  $0,7\div 0,75$  part of the length of the shpur. [4,5]

The results of the generalization of the production experience of determining the number of plugs at the solder transition site indicate that the amount of charge sought, the diameter of the plug, the scheme of placement of the plugs, the depth of the plugs and the quality of the applied explosive substance are determined [6].

A large amount of scientific research is devoted to the issues of determining the intended depth of the Spurs at the site of the solder transition. In different Solder transition conditions, the depth of the bushings is determined to be different. The depth of the sleeves affects the organization of the work, the speed of the transition of the solder and the general labor requirement of the transition cycle. The consistency of the rocks has a significant effect on the depth of the shpur. The depth of the pit depends on the duration of the transition cycle, the number of pitches and the surface of the opened area of the extraction site [7,8].

The results of scientific research, based on the type of explosive used in the passage of Mining scraps, the methods of motivation for them, do not correspond to the technique of carrying out today's drilling equipment for shpurs, from where the exploded rocks were dug. Today, the deposits are equipped with effective self-propelled loading, conveying and drilling techniques. Along with this, scattered explosives were widely distributed. And this is the reason for the discrepancy in the results of the above-described scientific research. The factors determining the success of the transition work for mining Solder is the quality and structure of the organization of carving. Burr groove forming engraving can be divided into two types:

- slanted (prismatic) grooves made with slats drilled to the surface of the extraction site;
- straight (prismatic, punctured, segmented and other) grooves performed with the help of dowels drilled perpendicular to the surface of the extraction.

On the surface of the extraction will depend on the amount of angle of the drilled incline groove beams, the distance of siljish in one cycle of the extraction site. The amount of slope angle, in turn, will depend on the characteristics of the rocks and the transverse cross-sectional dimensions of the passing Solder. Because in the drilling process, the drilling strains are limited by the slope, the width and height of the passing Solder. Straight grooves are formed with the help of dowels, which are drilled perpendicular to the surface of the extraction site. they dimensions depend on the dimensions of the cross-sectional Solder. The structures of the correct groove are very diverse. The most effective of them are prismatic grooves.[9]

These grooves make up parallel drilled sleepers to the central sleepers around it from the central sleepers. Blasting of corrosive sluices can be carried out in two cases:

- first, the central veneer charge is detonated, which breaks down the rocks surrounding it, after which the remaining veneer charge is detonated and the carved cavity is formed.
- the central cord is drilled with a large diameter, and not charged. Its cross-sectional surface performs the function of an additional opened surface for the remaining corrosive sleepers.

But both these methods have significant drawbacks. In the first case, when the central cord is charged, a varoncasimon cavity is formed on the surface of the extracted site, which can lead to a violation of the corrosive Spurs in which the cord is located. In the second case, a lot of time is spent drilling a large cord of the central diameter. In the practice of carrying out the transition

work, all the drilled dowels can be of the same diameter, and the central cord in the middle can be of a larger diameter. The distance between these will be different. [10]

Scientific research has shown that the mucous membranes that break between the Spurs should be less than 6-8 sm. Given the working capacity of the explosive and the strength of the rocks, this size is calculated according to the formula:

$$h = 2d \sqrt{\frac{14e}{f}} \text{sm}, \quad (1.1)$$

Here h-the length of the slime gap between the sluices, sm; d-the diameter of the sluice, sm; e - the coefficient explosive, which takes into account the ability of the explosive to perform work; f-M. Coefficient of solidity of rocks on the Protodyakonov scale.

Depending on the type of explosive, the relative amount of coefficient of ability to perform work is determined: for granulitis and igdanites-0,75-0,9; for ammonites-0,95-1,1; for rock ammonites - 1,1-1,15; detanites- 1,1-1,25. The two ends are charged when the diameter of the plugs is different. The cord in the middle is not charged and serves as a compensation gap for the external plugs. Therefore, its diameter will be greater than that of overseas Spurs. The optimal distance between the Spurs (Spurs) is multiplied by the calculation of multiplying the diameter of any Spurs performing compensation gap service.

The volume of a large diameter cord is determined by the following formula:

$$V_{uu} = \frac{\pi D^2}{4} l_{uu} \text{ sm}^3, \quad (1.2)$$

Here  $V_{uu}$  —the size of the cord enlarged in diameter; D - the diameter of the cord;  $l_{uu}$  -the length of the cord

The volume of the exploded mass between the folded diameter and the ordinary dowels can be found as follows:

$$V_M = \pi \left( \frac{a}{2} - \frac{d+D}{4} \right)^2 * l_{uu} \text{ sm}^3, \quad (1.3)$$

Here:  $V_{uu}$ -diameter is the volume of the exploded mass between the folded and ordinary dowels; D – the diameter of the uncharged dowel; d - the diameter of the charged dowel; a - the diameter is the intermediate distance between the folded and ordinary dowel;  $l_{uu}$ -the length of the dowel.

The coefficient of compensation is known to be the inverse of the coefficient of softening of the rock:

$$K = \frac{1}{K_p} = \frac{1}{\frac{V_M}{V_{uu}}} = \frac{V_{uu}}{V_M} \quad (1.4)$$

Here  $K_p$  – p is the coefficient of softening of rocks

For monolithic rock rocks, the coefficient of mass loosening in the separation by blasting is equal to an average of 1,6. We solve (1.2) and (1.3) equations with respect to the variable  $l_{uu}$  and (a) and have the following.

$$K = \frac{1}{K_p} = \frac{1}{\frac{V_M}{V_u}} = \frac{V_u}{V_M} = \frac{1}{1,6}$$

$$V_M = 1,6V_u$$

$$1,6V_u = \pi \left( \frac{a}{2} - \frac{d+D}{4} \right)^2 * l_u$$

$$1,6 * \frac{\pi D^2}{4} l_u = \pi \left( \frac{a}{2} - \frac{d+D}{4} \right)^2 * l_u$$

$$a = \frac{3,5D + d}{2} \text{ sm,} \quad (1.5)$$

Here  $d$  - the diameter of the charged Beam;  $a$  – the diameter is the intermediate distance between the magnified and ordinary bushings;  $D$ -the diameter of the charged beam.

When the diameter of the uncharged cord in the center is large, it is possible to significantly increase the intermediate distance of the cords (up to 30-50%). This leads to an increase in the size of the carving space, which is organized when exploded. All drilling rigs at the place of extraction are divided into 3 groups: carving; auxiliary(divider); forming(limiting). The data on the dimensions of drilling-blasting work are presented in Table 1. As can be seen from this table, the coefficient of the use of Spurs does not exceed 0,85, even in the most optimal engraving. The stability of the charged explosive detonation and the results of the explosion depend on the amount of combat cartridges. Two combat cartridges are recommended when the depth of the cartridges is up to 3m, and three combat cartridges when higher than 3m are recommended with anti-thrust.

**TABLE 1 DRILLING-BLASTING WORK VALUES**

Name of mining enterprises	Coefficient of consistency of rocks, $f$	Cross-sectional surface of solder, $m^2$	Pants rocks, m	Rocks diameter, mm	Explosive type	Explosive consumption rocks, kg	The shortest resistance of the separating Spurs distance, m	The coefficient of the use of rocks	Groove type
Kuchbulok	8-10	9,0	2,2	42	Almanit	2,1	0,75	0,85	Prismatic
	10-12	10,0	2,2	42	Almanit	2,1	0,70	0,85	Prismatic

	14-16	12,7	2,6	42	Almanit	2,8	0,65	0,85	Prismatic
Kizil-olma	6-8	10,5	2,6	42	Almanit	2,0	0,85	0,80	Prismatic
	8-10	5	,6	2	lmanit	,0	80	,75	Prismatic
Razvedka	10	20	3,0	42	Almanit	3,0	0,75	0,83	Prismatic
	10-12	10,5	2,4	42	Almanit	3,0	0,70	0,80	Prismatic
	12-14	12,6	2,6	42	Almanit	3,0	0,65	0,80	Prismatic

The coefficient of saturation of the Spurs with an explosive charge is recommended as follows, depending on the average strength and softness of the rocks. For engraved dowels-0,75-0,80 ; for grinder (separator) bushings-0,70-0,75; for forming (limiting) fasteners-0,60-0,70.

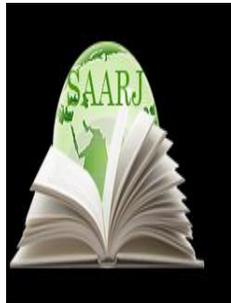
## CONCLUSION

At the beginning, after the formation of the carving cavity, the carving cords are drilled, and then the auxiliary cords are drilled. When drilling, the shortest resistance lari of the dowels the dowels should be perpendicular to the center of the surface where the low resistance line is opened, and its amount should not exceed the length of 0,70 from the side-opened surface. On such a low resistance line, the splitter plugs are drilled. Tiradi the restrictive shutters shape the contour of the cross-sectional surface of the solder. The distance between the sleeves should not exceed 1-1,2 m on the perimeter of the solder (limit).

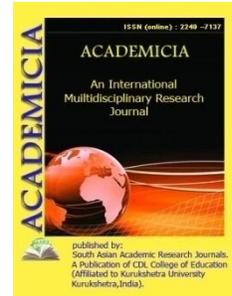
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## NON-ALCOHOLIC FATTY LIVER DISEASE AND MODERN MEDISINE

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### ABSTRACT

*Non-alcoholic fatty liver disease (NAFLD) - common chronic liver disease, characterized by pathological accumulation of fat droplets, not associated with alcohol. NAFLD is often a component of other diseases such as metabolic syndrome, diabetes, obesity, and contributes to the prevalence of CVD among the population. In the early stages of the NAFLD are characterized by ineffectiveness of specific treatment and progressive progression of the disease due to the nonspecific clinical signs.*

**KEYWORDS:** *Non-Alcoholic Fatty Liver Disease, Cirrhosis, Lipids, Obesity.*

### INTRODUCTION

**The urgency of the problem.** Non-alcoholic fatty liver disease (NAFLD) is one of the most common forms of damage to the hepatobiliary system in the world in 21st century. According to facts of the literatures spreading of NAFLD is 20-40% [1,8,13,19,28,29]. NAFLD (fatty dystrophy of the liver, fatty liver fatty infiltration) – is first disease of liver or syndrome, that is formed as a result of accumulation of excess fat in the liver, not less 5-10% from weight of organ, or hepatocytes must has lipids more 5%. Mostly the NAFLD was detected in the following age groups: 50-59 age (31.1%), 40-49 age (23.6%), 60-69 age (18.1%). The most common risk factors in the population of NAFLD was dyslipidemia (2<sup>nd</sup> type of Fredriksen)- in 75.9% patients, arterial hypertension -69.9% and hypercholesterolemia – 68.8% [1,13].

Non-alcoholic fatty liver disease is not related to alcohol consumption, a chronic disease characterized by the accumulation of fat in liver cell and that plays an important role in diseases of the gastrointestinal tract [2, 11].

Thus type of NAFLD may be, as independent disease, combined with obesity, 2<sup>nd</sup> type of diabetes mellitus and dyslipidemia, and according to a several authors, secondary functional violations of liver, for instance, with dyslipidemia, they can manifest as a NAFLD. In the early

stages of the NAFLD are characterized by ineffectiveness of specific treatment and progressive progression of the disease due to the nonspecific clinical signs[2,21,22].

NAFLD-progressive, chronic multifactorial steatosis of liver – (accumulation of fat in the liver, fatty dystrophy of hepatocytes), steatohepatitis – formation of inflammatory infiltrate around the site of necrosis in hepatocytes, non-alcoholic fibrosis-cirrhosis: destruction of liver architectonics and the disease complicated by connective tissue growth, that has been the main focus of local and foreign hepatologists for the last 10 years [2,13,27]. When the disease is periodic in 12-40% patients after 8-13 years may convert to non-alcohol steatohepatitis, from that in 15% patients may be liver cirrhosis and liver failure. After 10 years liver cirrhosis may convert to hepatocellular carcinoma in 7 % patients. NAFLD- the facts in last 10 years confirm growth of disease[24,31,33]. NAFLD is widespread in western Europe and USA. The spreading in common population of NAFLDL is not learnt well, but some authors determined that occurs 3-58% in Italy and USA[9,31].

The growth rate of NAFLD is problem and that will evaluate with propensity to obesity. As the level of obesity increases, the severity of the disease also increases[2,6,13,15,25]. NAFLD3-100 % occurs with obesity. In that situation when patients are checked at ultrasound examination, fatty dystrophy of liver will found[6,26]. The scientific researches show that, NAFLD occurs 70% with 2<sup>nd</sup> type diabetes mellitus [23,27]. Thus, the progressive progression and prevalence of the disease is one of the current problems of clinical medicine due to the observation of the time when the working capacity of the population is preserved, close clinical signs are observed in the late stages of the disease.

There are many causes of development of the fatty steatosis of liver. Primary steatosis mostly, appears on the basis of obesity, hyperlipidemia, 2<sup>nd</sup> type diabetes mellitus[4,10,13]. The cause of developing secondary fatty hepatitis is consumption drugs of some groups (steroid hormones, substitution hormonal therapy, antiarrhythmic and antibacterial drugs, cytostatic, non-steroidal anti-inflammatory drugs), chronic inflammatory diseases of the gastrointestinal tract, sudden weight loss, parenteral nutrition, gestational age hypoxia, Wilson Konovolova disease, lipoproteinemia, familial liver steatosis, glycogen accumulation disease[10,12]. Based on the entry of free fatty acids (FFA) into the liver, triglycerides accumulate in the liver the beta oxidation rate of FFA in the liver mitochondria decreases, and the synthesis of fatty acids increases. As a result, the synthesis of very low-density lipoproteins is reduced, triglycerides are excreted from the liver[12].

In developing of steatosis “First impact” is – gathering of FFA in hepatocytes, decreasing of oxidation and inhibition of triglyceride elimination. Different level of inflammation and fibrinogenase are observed in response to oxidative stress molecules (aldehydes). Oxidative stress products induce the expression of matrix – linked genes. Oxidative stress associated with the immune response, fibrinogenase develops in the trigger. Stress of hepatocytes with lipids and FFA leads to the development of functional insufficiency in the mitochondria and the formation of steatosis occurs. Progressive progression of steatosis makes condition for developing steatohepatitis. Additional oxidative stress, peroxidase oxidized lipids disturb the cellular defense mechanism and inflammation and necrosis occur. NAFLD stimulates formation of free radicals from endogenous ketones, food nitrosamines, aldehydes, cytochrome P450 (CYP) 2E1. 18 CYP 2E1 ketone and fatty acids can be cytochrome mediators[10].

The inflammatory process may develop endotoxemia in intestinal dysbacteriosis. Lipopolysaccharide, a gram-negative bacterium that enters the portal vein, activates Toll-like receptors in response to type 4 immunity and develops inflammation and fibrosis (254,273). In NAFLD, endotoxemia pro-inflammatory cytokines (TNF), Interleukin-6,8 and this increase the expression of cytokine receptors[23,27].

Last studies have shown that adipose tissue, namely, visceral fats, alters endocrine content, produces adipokin-hormones, which affect lipid metabolism, as well as the function of other organs and systems [3]. Changes in the amount of adipokines increase tissue infiltration monocytes and macrophages, pro-inflammation induct cytokines. Prolonged steatosis and local inflammation can lead to fibrosis and then may convert cancer. NAFLD over time increases the risk of cirrhosis, hepatocellular cancer, which results in liver resection and transplantation [5].

In obesity, the release of high concentrations of leptins in the blood stimulates the secretion of other neuropeptides: melanocytostimulating hormone, proopiomelanocortin, neuropeptide, corticotropin, corticotropin releasing factor. All of the above peptides cause dysfunction of the sympathetic nervous system, activate lipolysis in fat storage, accelerate the entry of FFA into the liver. FFA stimulates glycogenesis in the liver, inhibits insulin secretion, develops insulin resistance. Many patients on the visceral obesity develop on the basis of hyperleptinemia, hyperglycemia, metabolic syndrome (MS): persistent hypertension, severe IHD, obstructive apnea syndrome [7]. In the literatures emphasize that - high mortality rate and prevalence of cardiovascular disease from MS (10,32).

The development of fatty liver dystrophy occurs through exogenous and endogenous mechanisms. As a result of intestinal absorption of exogenous fatty acids, glycerin, glucose, galactose, fructose, the endogenous mechanism - increased peripheral lipolysis, decreased consumption of fatty acids from liver cells, increased fat synthesis, protein deficiency in liver cells, decreased liver enzyme activity, very low lipoprotein density increase in excretion by hepatocytes [2]. Dyslipoproteinemia (DLP) is characterized by a change in homeostatic constant, a violation of the functioning of systems. DLP can damage the liver as a target organ and cause atherosclerosis in the arteries parallel to it.

A group of researchers have noted that dyslipidemia is a disorder of the process of bile formation and secretion as a result of damage to the hepatocyte membrane. Other authors have suggested that DLP in hepatic steatosis is a "safe condition" and that the etiologic factor must be ruled out [20]. These ideas are complicated because in hepatic steatosis mitochondria, liver cell lysosomes are damaged, FFA is not consumed, cholestasis and hyperlipidemia may develop.

In NAFLD liver cell function is impaired, large amounts of cholesterol and small amounts of phospholipids and bile acids accumulate in the bile ducts, bile has lithogenic properties, and gallstone disease develops [13,20], resulting in impaired secondary metabolism [2]. NAFLD is 5 times more common in patients than in gallstone disease in the population. Gallstones were observed in 18.2% and 31.1% of patients with nonalcoholic steatosis and steatohepatitis. At the same time, cirrhosis of the liver and cholelithiasis were observed in 41.7% of patients [17].

Several authors link the formation of MS cholelithiasis in women with abdominal obesity, basal hyperinsulinemia, signs of insulin resistance, insulin response to the intake of exogenous fats. It was found that a number of factors, in the development of cholelithiasis, are associated with MS; accumulation of cholesterol in the bile, hypomotor disorders of the gallbladder, hyperinsulinemia

[15]. Thus, the metabolic syndrome NAFLD and gallstone disease are clearly related to each other.

Hyperinsulinemia is the main link in the development of IR-HI-obesity-IR. Today, an increase in fat tissue reserves based on a high-calorie diet increases the stress on insulin. Lack of physical activity leads to insulin resistance in adipose tissue, hyperinsulinemia is formed as a result of decreased tissue sensitivity to insulin.

In hyperinsulinemia, primarily carbohydrate metabolism is impaired. In IR, the pancreatic compensatory HI increases to a clear limit, then in the case of decompensation, glucose tolerance or insulin-independent type II DM (NRDTI) develops. Secondly, as a result of strong lipolysis from fat reserves, it provides energy to the tissues in the form of fatty acids, lipoproteins are formed in the liver. As the amount of glucose and insulin in the liver increases, more triglycerides are formed from glucose, and the amount of LDLP increases and the amount of HDLP decreases. An increase in the amount of insulin in the liver increases the amount of LDLP. Elimination of LDLP depends on the amount of insulin. Resistance to IR lipoprotein lipase is formed and elimination of LDLP is reduced. An increase in the formation and elimination of LDLP leads to an increase in the amount of triglycerides (LDLP) in the blood plasma. The decrease in the amount of HDLP is associated with the breakdown of LDLP, which is the cause of hyperinsulinemia. Thus, an increase in IR and insulin levels is characterized by dyslipidemia that is a decrease in the amount of HDLP in the blood plasma and an increase in the amount of LDLP. Developmental dyslipoproteinemia is atherogenic in nature. Third, IR and compensatory HI increase sodium reabsorption in the distal renal tubules and increase circulating blood volume, retain water, resulting in the formation of arterial hypertension. Also HI compensator increases the activity of the sympathetic nervous system. Fourth, the fibrinolytic activity of the blood changes, as a result of HI, the amount of fat in the reserve increases, the synthesis in the fat reserve increases, plasminogen activity slows down, fibrinolysis decreases, and cell aggregation increases. The factors listed are a hallmark of metabolic syndrome and are currently characterized by changes in metabolism. In the scientific literature, insulin resistance is one of the risk factors for NAFLD [2,14,16,17].

NAFLD is asymptomatic in most patients (48-100%). The remaining patients have abdominal discomfort and blunt pain under the right rib. Patients with cardiovascular pathology, digestive, endocrine and tumor diseases, as well as other diseases of the liver are often diagnosed suddenly at the time of complaint [2,26,29].

There will be no changes in blood biochemical analysis. Sometimes urobilinogenuria, hypertriglyceremia can be detected. ALT activity can significantly exceed the norm by 1.5-2 times. Obesity, 2nd type DM, hyperlipidemia, thymol test, increased levels of alpha 2 and gamma globulin are seen [2,14].

An anamnesis of alcohol is denied at NAFLD. Transferin, often sialic acid and mitochondrial isoenzyme AST is sensitive and specific, but is rarely used [1,14,17]. Because a perfectly collected anamnesis is an important diagnostic method in general practitioners.

FibroMax is a new non-invasive method that provides accurate information about liver fibrosis, – an innovative, unparalleled method for diagnosing path morphological changes in the liver (fibrosis, steatosis, cirrhosis), proposed by the French company Bio Predictive for use all over

the world. This method has been validated and validated in over 40 clinical studies. Analysis results are submitted in accordance with the generally accepted international METAVIR system.

Liver biopsy - the study of a local tissue sample in order to diagnose organ diseases - has faded into the background due to its high invasiveness and a large number of contraindications.

FibroMax is a highly effective, reliable and non-invasive (non-traumatic) method. During the study, ten biochemical parameters are determined: Apo lipoprotein A1, macroglobulin, GGT (gamma glutamyltransferase), total bilirubin, ALT (alanine aminotransferase), AST (aspartate aminotransferase), total cholesterol, haptoglobulins, glucose and triglycerides. The age, weight, height and gender of the person must be taken into account. Mathematical processing of data is carried out using five algorithms, which makes it possible to assess the degree of pathological changes and inflammation in the liver, regardless of localization.

FibroMax calculation algorithms: FibroTest - detection of liver fibrosis (proliferation of connective tissue) with the definition of the clinical stage (F0, F1, F2, F3, F4). ActiTest - determination of the degree of viral necrotic-inflammatory activity (A0, A1, A2, A3). SteatoTest (SteatoTest) - diagnosis of steatosis (fatty degeneration of the liver) of the liver. NashTest - detection of non-alcoholic steatohepatitis. AshTest - diagnosis of alcoholic steatohepatitis.

The test results are shown in the form of five diagrams, each consisting of two bars: the first is a scale with values from 0 to 1, the second (colored) reflects the degree of the disease.

This test helps to diagnose fibrosis, cirrhosis, steatosis, alcoholic and non-alcoholic steatohepatitis based on the assessment of the amount of apolipoprotein A1, ALT, ASAT, total bilirubin, cholesterol, Gamma-HT, glucose, haptoglobin, alpha-2-macroglobulin and triglycerides in blood [13,16].

## CONCLUSION

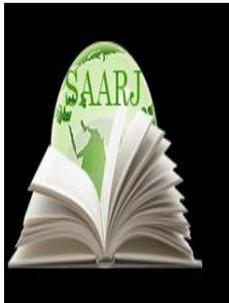
Like fatty hepatitis, non-alcoholic steatohepatitis is an independent disease that should be kept in mind when conducting differential diagnostics in patients with a stable increase in serum ALT and AST, especially in the presence of obesity, diabetes, and hyperlipidemia. The diagnosis is confirmed by liver biopsy. FibroMax is a non-traumatic diagnostic method, a unique alternative to liver biopsy. In connection with the noted steady increase in the prevalence of obesity, MS and DM among the population, the problem of diagnosis and treatment of NAFLD will become even more urgent. Poor coverage in the medical literature leads to little awareness of doctors about the possible outcomes of this condition and presents a huge problem. The complexity of diagnosis verification, the search for reliable and highly informative markers of the disease and new non-invasive diagnostic methods make it necessary to conduct further research. This is the goal of the multicenter studies that are currently being planned.

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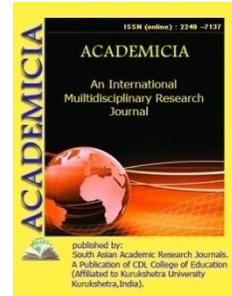
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## PRODUCTION AND CONSUMPTION OF CONSUMER GOODS AS AN OBJECT OF GEOGRAPHICAL RESEARCH

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### ABSTRACT

*In the process of population growth, the consumption indicators of the population will also increase, and, of course, this will require an increase in the production of consumer goods in the national economy. It is in this process that the dependence of the sectors of the national economy on the population and its growth becomes even clearer. Saturation of the domestic consumer market is primarily associated with the production of consumer goods. The complex of industries producing consumer goods includes light and food, partly machinery. Currently, a number of heavy industries are also involved in the production of consumer goods. This article analyzes the production of consumer goods and the object of consumer-geographical research and draws conclusions.*

**KEYWORDS:** *Consumption, Consumer Geography, Consumer Basket, Personal Consumption, Public Consumption, Human Geography, Cultural Geography, Construction Geography, Trade Geography, Public Service Geography.*

### INTRODUCTION

It should be noted that the country has launched the production of completely new types of products that did not exist in the former Soviet Union, such as cars and trucks, buses, soda, sugar, potassium fertilizers, oil and wood products. At the same time, great attention was paid to the modernization of industry, new modern technological equipment, enrichment of its structural structure, ie diversification. In particular, emphasis was placed on saturating the domestic market with high-quality consumer goods. [12]

It is known from world experience that it is important to determine the minimum set of products, goods and services necessary to maintain human life and health for a certain period of time. Such figures are reflected in the consumer basket of countries.

In his address to the Parliament on December 22, 2017, President Shavkat Mirziyoyev highlighted the priorities for the development of the social sphere, noting the need to strengthen the concept of "consumer basket" in legislation and create mechanisms to ensure its implementation in practice<sup>1</sup>.

At a meeting on November 21, 2019 to discuss priorities in the field of social protection, the President instructed the Ministry of Finance, the Ministry of Economy and Industry, the State Statistics Committee to involve experts from international organizations and develop a procedure for calculating the consumer basket and subsistence level and consumption standards<sup>2</sup>.

**Main Part.** The harmonization and stability of the national economy of each country is based on the gradual saturation of markets at different levels with their products, the creation of opportunities to replace imported products. For the same purpose, it is desirable to grow more consumer goods.

In general, the consumer goods industry is an intersectoral complex, although it does not constitute a separate sector of the country's economy.

The term "consumption", which is the core of "production of consumer goods" and "consumer geography", are defined in many modern scientific literatures and dictionaries.

It is determined by the number of products included in the consumer basket, then multiplied by the amount of money. Typically, the minimum consumption basket, i.e. the minimum consumption, is set. The consumer basket has a national character and is developed taking into account the economic level of a particular country, the composition of consumption. The consumer basket will vary from country to country depending on the economic power of the country and the characteristics of the population's consumption. For example, the consumer basket includes 300 products and services in the United States, 250 in France, 350 in the United Kingdom, 475 in Germany and 156 in Russia.

Production of consumer goods in industry (group B) is the production of goods intended for direct consumption in their natural form, ie for personal consumption of the population or for consumption by non-manufacturing enterprises [8].

In order to improve the living standards of the population, to solve economic problems, great importance is attached to the relationship between the rates of development of industrial groups "A" and "B".

Consumer goods are products produced for consumption that are necessary for the individual, family and community needs of the population. Consumer goods are divided into food products, non-food products and services according to the composition of consumption. These types of products are mainly created in the food, light industry and partly in the machinery industry.

Consumer goods are produced in industries belonging to group B of the industry. The territorial location of the production of consumer goods, like other industries, has its own laws. Industrial production of consumer goods is the process of production of goods intended for direct consumption in its natural form, ie for personal consumption of the population or for consumption by institutions and organizations in the non-manufacturing sector (schools, hospitals, theaters, etc).

Consumer goods (for example, public transport, furniture for educational institutions, theaters, special equipment for hospitals) are also included in consumer goods.

The main purpose of the economic-geographical study of the industrial sector is to determine the specific features of different industries and economic, natural, environmental and technical factors, the laws of their territorial organization. For example, the most important feature of electricity is the inability to accumulate its products, which is reflected in the ability of this industry to form a complex ("attract" other industrial enterprises). It is also noted that the ferrous metallurgy industry is located differently depending on the amount of raw iron ore, non-ferrous metallurgy requires a lot of electricity, the machine-building industry is diversified according to the base of ferrous metallurgy, skilled workers and regional production. and at the same time it should not be forgotten that it is 'calculated' by an environmental factor [10].

Production of consumer goods as an economic concept has been studied by representatives of the economy in the CIS. The main focus of this research is on the economic aspects of consumer goods production. These studies also explore regional aspects of consumer goods production. [9]

Research on the development of consumer goods production in Uzbekistan has been studied by representatives of the economy. Among them are such authors as SK Ziyodullaev, II Iskandarov, A. Olmasov, AA Abduganiev. [8]. These studies shed more light on the economic aspects of consumer goods production.

Although economic geographers in Uzbekistan have conducted research on the main sectors of consumer goods production, light, food industry, research on the production of consumer goods and its territorial aspects has been almost non-existent.

It is known that the sciences of economic and social geography consist of 4 major branches (economic geography, economic and social geography, social geography and political geography). While the production of consumer goods under study is a branch of industrial geography that is part of the sciences of economic geography, consumer geography is emerging as a new branch of social geography. For this reason, the geographical aspects of the production of consumer goods and consumption complement each other as separate industries.

The scope of geographical activity is expanding and the socialization of geography is taking place. As a result, new directions are emerging in the structure of economic and social geography. "Human Geography", "Geography of Construction Industry", "Geography of Territorial Information Systems", "Geography of the Unemployed", "Geography of Public Services", "Geography of Trade", "Geography of Housing and Communal Services", "Geography of Higher Education", Areas such as "Geography of Scientific Research", "Geography of Consumer Services", "Geography of Finance", "Geography of Culture", "Geography of Physical Culture and Sports", "Geography of Crime" [2]

A.S.Kovalev In economic geography, the geography of new service areas has emerged, which is now much more developed scientifically and methodologically, and in turn, this sector has further developed, which includes "cultural geography", "health geography" and other areas. It happened." [5]

Consumer geography is also emerging as a new direction among these disciplines. The term "consumer geography" has been used in the scientific literature since the 1960s. In 1966, SA Kovalev proposed the idea of forming and developing such a scientific direction. With different

branches of "consumer geography" A.I.Alekseev, V.A.Bezrukix, Yu.N.Gladkiy, N.V.Zubarevich, I.A.Ilchenko, E.I Kalmutskaya, M.M.Kalashnikova, T.G.Nefedova, N.A.Starikov, E.L.Faybusovich, A.D.Yakushev et al. Analysis of problems of food consumption in the scientific work of M.B.Wolf, Yu.D.Dmitrevsky, V.A.Pulyarkin, V.G.Kryuchkov, M.G.Nikitina, A.M.Nosonov on agricultural geography made. Economist, sociologist, culturologist, historian also conducted research in the field of "Geography of Consumer" and related topics (S.G.Afanasev, A.N.Ilin, I.Yu.Ilina, A.B.Rakhmanov, L.S.Revenko, M.U.Timofeev, R.A.Yakupov). In recent years S.Agilar-Rodriguez, L.Foreign scholars such as Williams, Dj. The geography of consumption was studied in more detail by (Table 1.1).

The term "consumer geography" is defined differently in the sources. In particular, encyclopedic dictionaries describe consumer geography. The encyclopedic dictionary of geography, published in 1988, defines consumer geography as follows: including natural conditions, national and regional traditions, income levels, demographics, etc[1].

While Gettner stressed the need to study the geography of consumption, N.N.Baransky called on geographers to keep in mind that "the population is both a producer and a consumer." "Unfortunately, the problems of consumer geography are not given enough attention today," he said. [6]

V.V Pokshishevsky, S.A Kovalev, Yu.G. Saushkin, N.Ya. Kovalsky, E.B.Lopatina, O.R.Nazarevsky, A.A.Dolinina in scientific articles on the "consumer geography" studies have been performed [4].

The economist-geographer V.V.Pokshishevsky said that "a human-producing entity, at the same time, the consumer pole is formed in the process of general production." In this process, there is an opportunity to develop the geography of consumption [3].

The first complete study of consumer geography was completed by E.I.Kalmutskaya [3].

Consumption and related problems have been studied since ancient times. At that time, consumption meant only meeting personal needs. Over time, consumption began to manifest itself not only in terms of personal and social consumption [7]

**TABLE 1.1 REPRESENTATIVES OF VARIOUS FIELDS OF RESEARCH ON "CONSUMPTION AND RELATED CONCEPTS"\***

Philosophy	Sociology	History	Economics	Geography
<i>J.Bodriyyar</i>	<i>J.Bodriyyar</i>	<i>V.Zombart</i>	<i>V.V.Radaev</i>	<i>A.I.Alekseev</i>
<i>M.Veber</i>	<i>M.Veber</i>		<i>N.Smelzer</i>	<i>V.A.Bezrukix</i>
<i>A.O.Lantsev</i>	<i>V.V.Radaev</i>		<i>J.M. Keynes</i>	<i>Yu.N.Gladkiy</i>
<i>U.Djevons</i>	<i>P.DiMadjio</i>		<i>F.Modilyani</i>	<i>N.V.Zubarevich</i>
<i>V.Zombart</i>	<i>N.Smelzer</i>		<i>I.Fisher</i>	<i>I.A.Ilchenko</i>
<i>A.N.Ilin</i>	<i>V.I.Ilin</i>		<i>M.Fridman</i>	<i>E.I.Kalmutskaya</i>
	<i>V.Torsteyn</i>		<i>L.Valras</i>	<i>M.M.Kalashnikova</i>
	<i>V.Zombart</i>		<i>V.Torsteyn</i>	<i>T.G.Nefedova</i>
	<i>V.Pareto</i>		<i>G. Gossen</i>	<i>I.V.Nikolskiy</i>
	<i>I.Yu.Ilina</i>		<i>J.Gelbreyt</i>	<i>N.A.Starikov</i>
	<i>A.B.Raxmanov</i>		<i>U.Djevons</i>	<i>E.L.Faybusovich</i>
			<i>V.Zombart</i>	<i>A.D.Yakushev</i>
			<i>A.Marshall</i>	<i>S.Agilar-Rodriguez</i>
			<i>K.Menger</i>	<i>L.Williams</i>
			<i>V.Pareto</i>	<i>Dj.Germov</i>
			<i>P.Samuelson</i>	<i>D.Kaplan</i>
			<i>F.Edjuort</i>	<i>T.Keyl</i>
			<i>L.I.Abalkin</i>	<i>M.Korsals</i>
			<i>A.I.Altuxov</i>	<i>S.Li</i>
			<i>E.G.Gujva</i>	<i>S.Maxoni</i>
			<i>L.S.Ravenko</i>	<i>R.Tsessarini</i>
				<i>A.Koe</i>
				<i>Dj.D'Arms</i>
				<i>L.Terner</i>
				<i>D.Xarper</i>

**\* Author's development**

Scientists point out that consumption is divided into two, production consumption and non-production consumption. There are two different forms of non-manufacturing consumption.

- Individual or personal consumption
- Community consumption

Production and consumption are inseparable. There is no consumption without production, there is no production without consumption. There are stages such as distribution, exchange in the range from production to consumption. The relationship between production and consumption is twofold.

First, production is determined by the consumption of the population. Second, the development of consumption will also lead to an increase in production. There is no consumption without production, and in turn there is no production without consumption. So the producer is also the consumer. The consumer is the producer. There is also no need for production without consumption. On the one hand, production provides the population with consumer goods. On the other hand, the consumer provides the production with labor.

The production of consumer goods consists of four stages: production, distribution, exchange, and consumption. Here, while production is the initial process, distribution and exchange are intermediate stages. Consumption is the last link in this chain.

Consumer geography studies only the final stage, i.e. consumption. That is, regional differences in consumption determine its level and composition. It also classifies national and interregional consumption levels. The service provides a link between the production process and the consumption of the population.

## CONCLUSION

Although the concepts of living standards and consumption of the population are narrowly synonymous, but they are separate categories that are inextricably linked. Consumption is a key component of living standards. While the concept of public consumption is a very narrow concept, the concept of lifestyle includes not only consumption, but also other indicators, including the location of productive forces, the continuity of production processes, employment, their working conditions, social security status and so on. Hence, this concept takes into account general indicators, the level of consumption implies the use of material resources and services. It turns out that the lifestyle of the population depends on the level of consumption of the population. Various natural-geographical, socio-economic, demographic factors play an important role in determining the living standards of the population. Regional differences also play a role in the consumption of the population and this must be taken into account in improving living standards.

The level of material and spiritual well-being of the population directly depends on the degree to which it meets the level of demand for consumer goods, spiritual wealth. With the development of science and technology and other factors, the population's demand for consumer goods, spiritual wealth increases.

It can be said that the level of demand of the population for consumer goods and spiritual wealth depends on the level of development of productive forces. But if we look at consumption separately from the level of development, it is considered to be limitless and varies in time and space.

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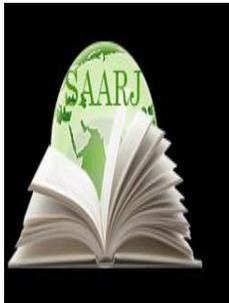
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## TECHNOLOGY OF UPBRINGING SCHOOL PUPILS TO PRESERVE AND RESPECT NATURE

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### ABSTRACT

*The deteriorating environmental situation on the planet has posed a number of challenges for all mankind. Teaching this subject from an early age, even in the family and in the primary school, has become a necessity today. That is why they are all responsible for protecting the environment, regardless of age, gender, nationality, creed, career, social background. As long as man does not stop dominating and violating nature, it is necessary to inculcate in the minds of the younger generation the danger of nature's cruel revenge on man and the extinction of the achievements of civilization. Theoretical and practical aspects of the ecological situation are scientifically based. The main goal is to give the first educational concepts about the preservation and respect of nature, to bring them to their consciousness through innovative technologies.*

**KEYWORDS:** *Planet, Earth and Nature, Climate, Flora, Fauna, Atmospheric Air, Water Pollution, Deforestation, Soil Erosion, Environmental Crisis, Nature Conservation, Environmental Education.*

### INTRODUCTION

Today, due to the relationship between nature and humanity, the ecological situation has become extremely tense. The deteriorating environmental situation on the planet has posed a number of challenges for all mankind. Teaching such an issue from a young age, even from the family and elementary school, has become a necessity today. To solve such problems, the main goal is to provide primary school students with basic educational concepts about nature conservation and respect, and to bring them to their attention through innovative technologies.

In the introductory part of the article, an attempt is made to inform about the emergence of such situations, its prevention and the need to educate people about the preservation and respect of nature. In addition to being a part of nature, man continues to influence nature in new ways in his life activities. This leads to changes in the state of the ecosystem, especially the deterioration of quality and quantity in nature. As a result of such activities, the state of the Earth's surface: climate, flora, fauna, atmospheric air has changed, water pollution, deforestation, soil erosion have occurred. These, in turn, created an environmental crisis.

In particular, as a result of the drying up of the Aral Sea, the emergence of large toxic salt fields in its place is causing a lot of environmental problems not only for Uzbekistan, but for all Central Asian countries. In particular, the increase in various dangerous diseases among the population of the Aral Sea region, the extinction of livestock and other animal species, as well as the unsuitability of lands for agriculture and other serious problems.

At the 75th session of the UN General Assembly, President of the Republic of Uzbekistan Sh.M. Mirziyoev said that it was expedient to declare the Aral Sea region a zone of ecological innovation and technology, to introduce and implement it as the International Day for the Protection and Restoration of Ecosystems. .

Through this topic, our main goal is to define the content of the process of technology education of primary school students in the spirit of respect for nature and improve teaching through virtual e-software tools and environmental protection through consistent work in environmental protection, rational use of natural resources, sanitation and improvement is to educate.

In recent years, under the leadership of the President, a new system of public administration in the field of environmental protection has been formed, ways to set priorities of public policy, ensure the achievement of national goals and objectives in the field of nature protection and sustainable development until 2030.

It is known that human beings are distinguished from other living organisms by the development of the ability to consciously and deeply perceive, the mind. That is why they are all responsible for protecting the environment, regardless of age, gender, nationality, creed, career, social background. As long as man does not stop dominating and violating nature, it is necessary to inculcate in the minds of the younger generation the danger of nature's cruel revenge on man and the extinction of the achievements of civilization.

Therefore, one of the most important tasks facing humanity today is to focus on eliminating environmental pollution and ensuring their sustainable protection.

The growing tension between nature and man is increasing the need of the population, especially the younger generation, for theoretical and practical knowledge of ecology and environmental protection.

The relevance of the chosen topic "Providing primary school students with basic educational concepts about nature conservation and respect" is reflected in the following:

First, the integration of primary school students in the spirit of respect for nature with continuing education;

Second, the lack of a systematic study of the problems of educating primary school students in the spirit of respect for nature;

Thirdly, the technology of education in the spirit of respect for nature through interdisciplinary teaching in the teaching of "The world around us" and "Natural Science" is insufficient;

Fourth, the lack of scientific and methodological justification for educating primary school students in the spirit of respect for nature;

Fifth, the lack of a virtual electronic program, practical and methodological recommendations and conclusions on educating primary school students in the spirit of respect for nature.

Focusing on the theoretical aspects of educating primary school students about nature conservation and respect, the ongoing political, socio-economic, educational reforms in the country, spiritual and moral renewal in society, along with increasing human activity, consciously shape his attitude to the environment, humane principles. encourages an approach based on. According to the stages of historical development, environmental education can be divided into three main bases: environmental education in folk pedagogy; environmental education in Islam; universal environmental education. On the basis of each environmental education, environmental ideas have their own characteristics.

Educational ideas on nature protection are mainly reflected in the Avesto, the Holy Quran, the science of Hadith, folk pedagogy and similar sources. From a practical point of view, according to the laws of dialectics, man has been closely connected with ecology since its inception. Therefore, an incorrect assessment of the interdependence and unity of society and nature can lead to irreparable consequences.

It is known from the history of mankind that in the world of science the Central Asian scholars Al-Bukhari, At-Termizi, Abu Rayhan Beruni, Abu Ali ibn Sino, Mahmud Kashgari, Yusuf Khos Hajib, Ahmad Yugnaki, Abu Nasr Farobi, Amir Temur, Mirza Ulugbek, Alisher Navoi, Zahiriddin In the works of Muhammad Babur, Abdurahman Jami, Hussein Voiz Kashifi, the solutions of problematic issues related to the interaction of nature and society, environmental protection, conservation of natural resources, their conservation, respect for nature (water, air, soil, sun) given in practical terms.

The analysis of the literature and scientific studies shows that due to the need for new knowledge of technology in the education of primary school students in the spirit of nature conservation and respect, the results of theoretical and practical analysis of the education system show the following disparities in educating primary school students in the spirit of nature conservation and respect. There are conflicting situations:

- The need for the study of knowledge on the technology of nature conservation and respect in the content of existing programs and textbooks in primary school subjects, including "The world around us", "Natural science" is not taken into account and the necessary pedagogical conditions are not developed;
- Knowledge of the technology of organization of teaching through interactive methods and techniques of modern teaching in the education of "the world around us" and "Natural Science" in the spirit of nature conservation and respect is not systematized and interdisciplinary teaching technology is not improved;
- Educating primary school students in the spirit of nature conservation and respect, the existence of virtual electronic programs and didactic functions in extracurricular and extracurricular

activities have not been scientifically and pedagogically studied and put into practice, and no practical and methodological conclusions have been developed.

In the course of our research, the need for a new approach to interdisciplinary teaching in the education of primary school students in the spirit of nature conservation and respect, and the existing contradictions and disparities in education show the need to solve this problem scientifically and pedagogically.

Based on the results of a study on improving the conditions of teaching primary school students in the spirit of respect for nature technology:

Its content and practical results serve to improve the content of textbooks, methodological manuals, lesson plans and lecture materials in primary education, provide practical assistance in education. Preserving and respecting nature is a comprehensive concept. It forms a complex whole that includes the high spiritual, enlightenment, educational, and moral qualities in man. Every child grows up to love the nature of the country and the Motherland, to look at its beauties in a special way, to enjoy this beauty, to respect and cherish it, to use natural resources wisely.

The word "respect" in the "Explanatory Dictionary of the Uzbek language" Ezoz is an Arabic word (honor, respect; kindness, compliment), a sense of respect and its expression; respect. To honor (or do) to honor. It is interpreted as treating with kindness and respect. Based on these interpretations, we can say that respect for nature is an important sign of human spirituality, a universal, regional, national and local manifestation of ideological processes, and are universal problems of humanity.

The Constitution of the Republic of Uzbekistan stipulates that "land, subsoil resources, water and forests, flora and fauna, natural and other resources, spiritual resources of the Republic are the national wealth and property of the Republic of Uzbekistan." The analysis of scientific and practical sources showed that there is a new approach to interdisciplinary teaching in the education of primary school students in the spirit of nature conservation and respect, as a pressing pedagogical problem.

Preliminary experimental results and resource analysis have shown that no attention has been paid to the problem of practical training of primary school students in the spirit of nature conservation and respect. It is well known that in pedagogical practice, special attention is paid to the study of the level of formation of theoretical knowledge, practical skills and abilities. To this end, criteria are developed to help determine a certain level of cases, which are determined by their content and direction. In the course of the research, criteria were developed to educate primary school students in the spirit of nature conservation and respect, as well as to determine the level of education.

The content of the process of educating primary school students in the spirit of nature conservation and respect, the principles of its selection, educational technologies, experimental work with students in the educational process through classroom and extracurricular activities, a great opportunity to care for nature was found to be

This requires a reconsideration of the process of educating the younger generation, a new political and environmental approach to life. The teaching method is determined by the teacher's knowledge and the student's mastery of the material content, which is the leader in the learning process.

In the teaching process, the teacher uses a variety of methods. A number of factors play an important role in the choice of teaching methods: the current stage of development of the school, the subject matter, the content of the material studied, the level of readiness of students to master the material.

The most important pedagogical problem is to inform 1st graders about the role of the world around them in their lives, the negative impact of environmental pollution on human health, measures to prevent this situation, and to develop in them the skills of environmental cleanliness and health.

In the research process, we identified and systematized the environmental concepts that 1st graders need to know:

1. Environment; colorful world.
2. Trees, shrubs, grasses. Some protected plants and animals in the habitat.
3. Insects, fish, birds, wild and domestic animals.
4. The main signs of the seasons.
5. Rules of behavior in nature, basic information about his city (village), address, mode of transport, principles of personal hygiene, traffic rules, how to behave in public places.

Ways to introduce students to eco-concepts: through conversation, story, travel, question and answer.

The following is a sample lesson plan.

Topic: Water is life.

The lesson begins with the method of mental attack:

**1 - TABLE.**

1	What is water?	4	Tell us about Uzbek folk proverbs about water?
2	Why do you need water?	5	What fairy tale do you know about water?
3	How do you use water?	6	What poem do you know about water?

Once these questions are answered; give feedback on the water sources available around the reader and their quality.

In this lesson, students should know:

- It is a sin to spit in water; not to waste water;
- Closing water taps;
- Economical use of water for washing;
- How our ancestors used water in the past;
- The importance of not irrigating their fields with clean water.

**Homework:** Observe the current water situation in your area and tell your friends in the next lesson.

The following is an example of an hour-long lesson on environmental education for students in Grade 2, The World around Us.

**Topic:** Seasons. **Course Objectives:**

**a) Educational:** knowledge of the seasons and their characteristics.

**b) Upbringing:** to teach students to respect and care for nature, to educate students in the spirit of aesthetic enjoyment of nature and the right attitude to it.

**Lesson equipment:** textbook "The world around us", color pictures, test questions, handouts, technical aids.

**Course methods:** Brainstorming, conceptual table, small group work. Course:

### I. Organizational part:

Determining the weather calendar with the participation of students, reciting a poem about autumn.

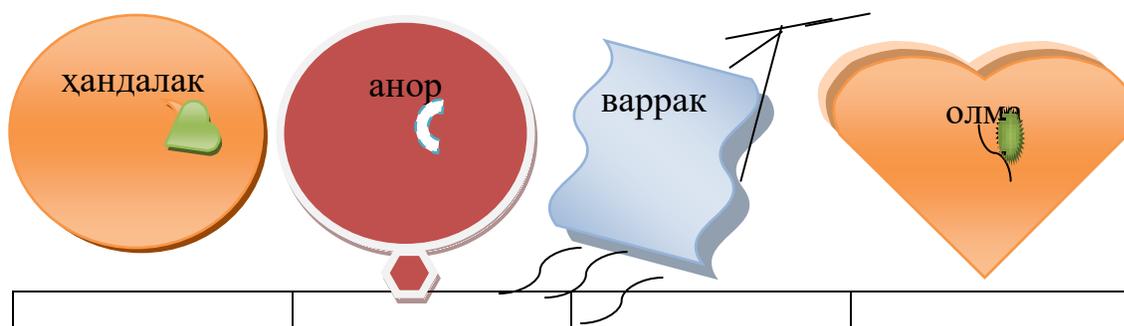
### II. Assessment of students' knowledge on the previous topic.

Topic: Weather.

Determining students' knowledge using questions.

1. What do you mean by weather?
2. How is the weather today?
3. What season is it now?
4. Is the weather always the same?

Once the questions are answered, a rebus on the topic is developed.



Assignment: Place the first letter in the pictures in the cells in such a sequence that the word on the topic is formed?

Students complete the task independently.

Students are divided into three groups; students will be given picture tests.

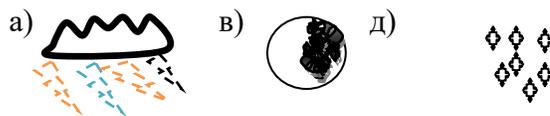
1- group. Which sign is on when the weather is clear?



1-group. What sign is put on a snowy day?



1-group. If the weather is partly cloudy, what sign will be placed?



Write down what you understand from today's topic with your group.

Students write answers to the questions as a group. Active team members are encouraged to:

Students will be asked the following questions:

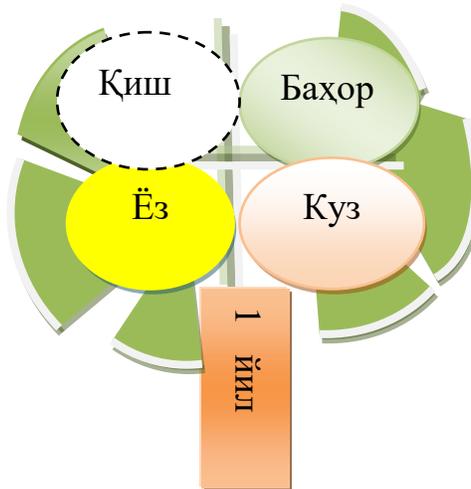
1. What does nature give us?
2. How should we treat nature?
3. Should we enjoy nature aesthetically?

### III. Reinforce the theme covered.

The topic is reinforced by repeating the base words of the previous topic. For example: words like weather, thermometer, smoke, night, dew. Speaking based on pictures on the topic (different pictures are shown).

### IV. New topic statement:

Seasons



Students are asked questions:

- 1) How many seasons are there in a year?
- 2) What season is it now?
- 3) How many days a year?

Students express the following thoughts about the seasons.

In our country, four seasons alternate. These are spring, summer, fall and winter. The weather of each season is different. The color of the plants also varies from season to season. The change of seasons depends on the sun and the weather. In autumn and spring the air temperature is moderate, the air warms under the influence of sunlight. So the sun provides the change of seasons. In winter, the weather is cold, with many snowy and rainy days. In spring, the days are warm, rainy, and nature is green. In summer the weather is hot, the fruits ripen. In the fall, everything is ripe. Fruits are harvested from the garden. So, each season has its own character, its own beauty. We must make productive use of nature. We need to take care of everything around us. We need to have the right attitude to nature, so that nature gives us food, gives us pleasure.

Students are given the task to fill in the following conceptual table independently:

- Draw a table in your notebook. Write the names of the seasons and months on it.

**2 – TABLE**

Winter		Spring		Summer		Autumn	
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	

#### **V. Reinforcing the theme:**

Write down what you understand in your notebook, The World Around Us. Students complete the assignment independently, reading the chapters they have written.

Homework. Exploring the theme of the seasons. Writing a text on the topic of "Autumn".

It is advisable for the teacher to dedicate each environmental education session to a specific topic. Raising students' environmental awareness, self-awareness, conservation and respect for natural resources, wildlife and flora imposes a special responsibility on the primary school teacher.

The teacher must instill in the minds of students the idea of nature conservation. The teacher needs to find the most effective ways to do this, and make effective use of drawing, herbarium, and visual aids developed in collaboration with students on environmental topics. This makes the lesson lively and interesting.

The teacher should use the following methods to impart environmental knowledge to students. Such unconventional methods encourage a better observation of what is happening in the environment. In particular, conference lessons based on topics that are inextricably linked to practice help students develop environmental thinking skills and gain a broader understanding of the nature of problematic issues.

The following is an example of an hour-long lesson on "The World Around Us" that aims to educate students in the spirit of respect for nature.

**Topic:** *Plant life in spring*

**Course Objectives:** To acquaint students with the first flowering plants in early spring and their living conditions.

- a) Educational: Introduction to spring flowering plants.
- b) educational: to teach plants to care for, reproduce, respect, to enjoy the nature.
- c) developmental: formation of concepts of plant protection, respect;

**Course Method:** Using interactive methods.

**Classroom:** textbook "The world around us", pictures of spring, test questions, handouts, projector, animation, computer, spring waltz.

**The course.** The lesson begins with a conversation about spring and students are asked the following questions:

1. Why does the day lengthen in spring?
2. What will be the length of day and night on March 21? What is this day called?
3. Why does nature wake up when spring comes?
4. What is the weather like at the beginning of spring?
5. What can be seen during a thunderstorm?

Students' entries in the Observation Diary will be reviewed, and their opinions on the signs of spring in the surrounding nature will be heard.

In the spring, the sun rises higher and higher, the plants wake up as a result of the weather, global warming, frequent rains, the soil becomes moist. In this humid weather, the desert and steppe fields are covered with grass, and the streams and hillsides are covered with grass, and the breath of spring begins to breathe.

Students are taught not to destroy plants in nature, not to harm wildlife, to protect and respect them. The importance of plants in human life, the fact that they absorb carbon dioxide and produce the oxygen needed by humans, is instilled in the minds of students.

**Musical minute:** "Spring" waltz music will be played.

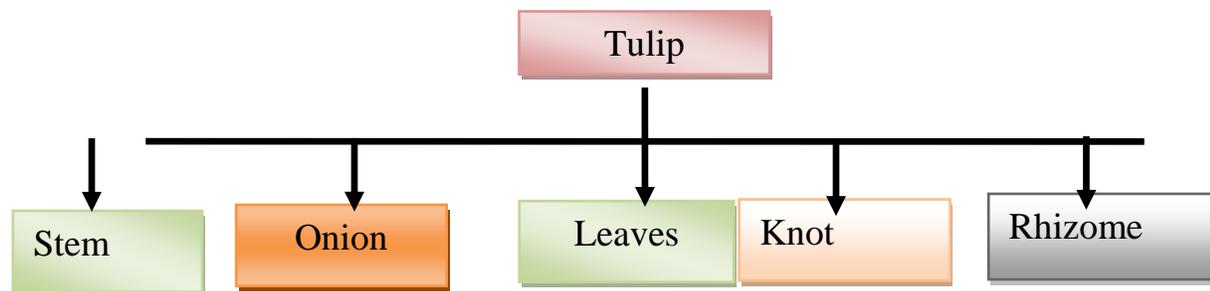
The teacher tells the names of several plants that bloom in the spring and shows the students the organs of those plants (flowers, stems, leaves, nodes, rhizomes, bulbs and other organs) through pictures and provides the following information:

In the fields and gardens, in the meadows grow plants such as dandelion, sagebrush, wormwood, sagebrush, sagebrush, sagebrush, mint along the streams.

			
<b>Mint</b>	<b>Zubturum</b>	<b>Qoqio't</b>	<b>Wormwood</b>
			
<b>Separation</b>	<b>Sachratqi</b>	<b>Ayiqtovon</b>	<b>Suvzamchi</b>

Some of these plants are medicinal plants. For example, the leaves of dandelion are treated by placing them on a wound, burn or bee sting. The leaves are also used in the treatment of colds, diseases of the stomach and intestines.

Rhubarb is also a medicinal plant. Inside the stem that bears the flowers is a milky white juice. The juice is used to make medicine. The leaves of the cauliflower are eaten.



Then practical work on herbariums and live plants will be carried out. The teacher writes the name of the plants mentioned above on the board and invites students to look carefully at the herbarium plant specimens and live plants. Students look at daisies, tulips, tulips, violets and find their organs.

Students write the names of the plants in their workbooks, noting in the Observation Diary which plants began to bloom.

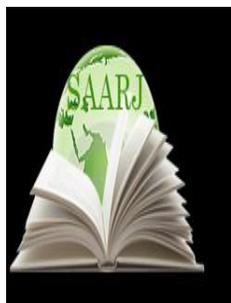
In conclusion, the results of the work, observations and generalizations in the field of technology of education of primary school students in the spirit of nature conservation and respect can be recommended as follows:

1. To take into account the fact that the content of educational subjects is enriched with nature-respecting competencies in order to strengthen the effectiveness of technologies for educating primary school students in the spirit of nature conservation and respect.
2. Creating a system of continuous education technology in the spirit of nature conservation and respect, holding a musical event on nature conservation and respect among students in the framework of five initiatives and organizing competitions for the depiction of natural landscapes on environmental protection.
3. In out-of-school activities, in cooperation with ecotourism and the family, hold competitions and contests on nature with the participation of parents, such as "Young nature lovers", "Respect for nature", "In the arms of nature", "I respect Mother Nature".
4. Implement a system of using technologies to educate primary school students in the spirit of nature conservation and respect.
5. Enrichment and expansion of the content of technology of education of primary school students in the spirit of nature conservation and respect.
6. Establish a strong partnership between preschool, school, academic lyceum, higher education and the general public in the field of nature conservation and respect.
7. To increase the scientific and theoretical knowledge of teachers in the field of nature protection and respect in the regional centers for retraining and advanced training of teachers and equipping them with advanced pedagogical technology methods.

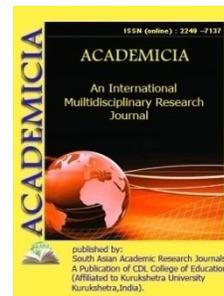
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**FROM THE HISTORY OF URBANIZATION PROCESSES (LATEST  
 BRONZE AGE – ON THE SAMPLE OF THE RUINS OF DALWARZIN  
 CITY)**

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**ABSTRACT**

*In this article, data on the history of the Dalwarzin city ruins of the Late Bronze Age, the oldest major urbanization phase in the Fergana Valley, are analyzed on the basis of archaeological sources. When the wall was cut transversely from three places, it was found that the city's defensive structures had been rebuilt on a base built on cultural layers. The base is covered with bricks on both sides, filled with stone (up to 60 cm in diameter), brick fragments and mud, and a large wall is built. Archaeologists studying Fergana in many cases often find that the buildings intended for living are almost non-existent. There is a question as to why the dwellings of the Dalwarzins, who were able to make magnificent floral pottery, unique tools made of bronze, are not well preserved.*

**KEYWORDS:** *Dalwarzin, Central Asian civilization, Fergana valley, Pamir-Alay expedition, Chust culture, Academy of Material Culture, urbanization.*

**INTRODUCTION**

The Fergana Valley is one of the largest historical and cultural regions not only in Uzbekistan, but in Central Asia as a whole. According to the results of large-scale archeological excavations in the Fergana Valley, it was determined that the region has a unique and appropriate material culture. The process of the first half of the second millennium BC, ie the geographical environment typical of the eastern regions of the Fergana Valley, as well as the abundance of thousands of springs and fertile lands provided by the Karadarya water resources, gave rise to the first agricultural culture. As a result of these processes, the first agricultural culture appeared in the eastern regions of ancient Fergana. This culture was discovered and studied in 1950 by M.E.

Voronets near the spring called Buvanamozor near the city of Chust. Thus, the first agricultural culture of the Fergana Valley was called the Chust culture after the city near the first monument [1, pp. 69-76]. Special mention should be made of the services of Yu.A. Zadneprovsky, VI Sprishevsky and BH Matbobaev in the study of monuments of Chust culture [2].

## THE MAIN FINDINGS AND RESULTS

In the last quarter of the second millennium BC, the first agricultural sites of the Chust culture spread in the valley. According to the well-known Fergana scholar Yu.A. Zadneprovsky, more than 80 such monuments have been identified in the Fergana Valley [3, pp. 175-180]. The largest of them are: Dalwarzin (25 hectares), Ashqaltepa (13 hectares), Chust (4 hectares). It is this culture that has taken the first steps towards the emergence of urbanization processes. Later, they cultivate the buds of the first oasis statehood and develop the signs of the first statehood. In recent years, new data have been obtained on the study of the first urban planning in ancient Fergana. These data equate the age of the largest monuments of Chust culture to the XII-VII centuries BC, and give grounds to call Dalwarzin monuments such as the ancient city, Chust, Ashkaltepa, Khojambog as urban sites [4, pp. 16-17].

The largest and best-studied monument of the Fergana Valley is Dalwarzin. The ruins of Dalwarzin city are a monument located in the lower part of Dalwarzinmahalla, 2 km east of Oyim village, Jalal-Abad district, Andijan region. The area is 25 hectares and the thickness of the cultural layers reaches 5 meters. During the 16 field seasons in Dalwarzin since 1952, St. Petersburg archaeologist, Professor Yu.A. Zadneprovsky conducted the excavations [5, p. 32]. Inspections were carried out mainly in the central part of the monument and on the sides of the eastern defensive wall. Studies have shown that Dalwarzin consists of three parts, each surrounded by a separate defensive wall. That is, the ruins of the city have three components and they are called Dalwarzin I, II, III. Archaeological excavations have determined the functional function of each section.

1. Dalwarzin I - occupies an area of 18 hectares and is surrounded by a wall built of soil boundaries. When the wall was cut transversely from three places, it was found that the city's defensive structures had been rebuilt on a base built on cultural layers. The base is covered with bricks on both sides, filled with stone (up to 60 cm in diameter), brick fragments and mud, and a large wall is built. The walls were 4-6 meters thick and 2.5 meters high. Another part of this wall is built differently. This wall is built of cotton blocks (dimensions 50x50,40x30 cm) on top of the cultural layers. The defensive wall was on average 4 meters thick and 1.25 meters high. Parallel to this wall, at a distance of 2 m from it, the second wall was restored to a thickness of 1.2 m. It is clear that this wall was built to reinforce the first wall. The space between the two walls is filled with earth, bricks, blocks, and so on. The total thickness of the defensive wall was 8 meters.
2. In Dalwarzin II or in the eastern part, an area of 5 hectares is protected by a defensive wall. But this wall is not well preserved, it is also built on a lower cultural layer like the first wall. Thickness is 4 meters and stored height is 1 meter.
3. Dalwarzin III or arc-northwest section (2.2 ha) was protected by a third defensive wall. This wall is built of black and blue-colored ridges on a cultural layer of 60-80 cm. The wall thickness is 2.5 meters and the stored height is 2.6 meters [6, pp. 69-94].

As a result of the excavations, the remains of houses in parts Dalwarzin I and II were excavated at almost all three construction stages. Three different habitats have been excavated in the lower stratum [7, pp. 40-46].

First type synch houses: Such houses are recorded in Chust and Dalwarzin. Only the monumental houses in these monuments may differ from each other in size or function. Sinch houses have been known in the Fergana Valley since that time, and this tradition of construction continues to this day. The closest resemblance to Sinch houses is found in archeological complexes in East Turkestan. In particular, sinus construction was widely used in all constructions except the early medieval defensive walls at Hotan and Labnor. In the architecture of East Turkestan, there are four types of building houses [8, pp. 190-193].

Second types of cotton and brick houses: Complex houses consisting of a separate house (such a house measuring 5x8 meters was opened during the middle construction phase) and consisting of several rooms were excavated. Each complex consisted of three or four rooms, with an area of up to 140 sq. m. It is known from excavations in three complex arches consisting of 11 rooms. Most of all, the four-room complex with a hall in the middle (size 7.2x7 meters) is well preserved. 2 - Different dwellings are also found in Chust in stratigraphically slightly later layers, e.g., during the upper construction phase. In Dalwarzin, it was recorded at all stages of construction [9, pp. 70-86].

Third types of different basements: In Dalwarzin, these kinds of dwellings have been studied quite thoroughly. Basement 1 is located northwest of the monument. The plan is rectangular, the lower part is excavated in the mainland layer, the area is 60m<sup>2</sup>. The walls are partially bricked and plastered over. In the center of the basement is a plan rectangular special furnace and at each corner of it is restored column (column relay recesses are preserved). The difference between the walls of the basement and the absence of a domestic stove led Yu.A. Zadneprovsky to conclude that this place was a room for religious worship in honor of the fire [10, pp. 116-118]. Basement 2 is located close to the previous one. Despite the partial opening, it is slightly different from the previous one. For example, the location of several columns under an east wall rebuilt of brick has been identified. According to some indications, this basement was built for living.

According to Yu.A. Zadneprovsky, Dalwarzin can be divided into two groups according to the function they performed in the basements of the last Bronze Age:

1. Basements for living. These, in turn, a) had four columns and a central pipe (area 40-80 sq.m.); b) the plan is round and the area is 10-12 sq.m.
2. Farm basements built for production.

At the end of the housing analysis of this period it is necessary to note the following. Sinch houses and basements emerged under the influence of the architectural traditions of the desert Bronze Age inhabitants. Such monuments include the sites of Kayrakkum, Vodil, Yapagyi, Karamkul, Dahana, DashtiAsht. The origins of the aforementioned East Turkestan "Sinch Houses" also date back to the northeastern regions of Central Asia. The houses, rebuilt of cotton and brick, were built in accordance with the house-building traditions of the people engaged in farming in the southern regions.

Dalwarzin city defense structures are well studied. The city has three rows (two outer and one inner) of defensive walls, and they are divided into three parts. According to Yu.A. Zadneprovsky, the following methods were used in the construction of the walls:

1. Built from cotton blocks
2. Made of brick.
3. Both sides are made of brick "sheath" and the middle is filled [11, pp. 3-13].

It was noted that for the first time in the Fergana Valley, witnesses were used as a building material [12, pp. 12-14]. Each defensive wall of the Dalwarzin city ruin is of special importance.

Archaeological research shows that the defensive walls of the Dalwarzin city have gone through the following stages of development in the history of the monument:

Stage 1, the period before the construction of the city's defensive walls and the accumulation of the lowest cultural layers at a thickness of 50-80 cm;

Stage 2, the period of construction of defensive walls, their active use and repair, and in this interval, cultural layers with a thickness of 2.5-4 meters are collected;

Stage 3, the destruction of the defensive walls and the cessation of life at the monument and its abandonment. This includes cultural layers up to 60 cm thick at the top. According to the authors of the excavation, such periodicity of defensive walls does not contradict the stages of urban construction [13, p. 10].

Archaeologists studying Fergana in many cases often find that the buildings intended for living are almost non-existent. There is a question as to why the dwellings of the Dalwarzins, who were able to make magnificent floral pottery, unique tools made of bronze, are not well preserved. The reasons for this are still unknown. The only reason can be considered that the houses were rebuilt from scratch.

## CONCLUSION:

In conclusion, the archeological research on the history of the study of the Late Bronze and Early Iron Age monuments of the Fergana Valley provides ample opportunities for scientific research of the first urban culture in the valley and the first statehood formed on their basis.

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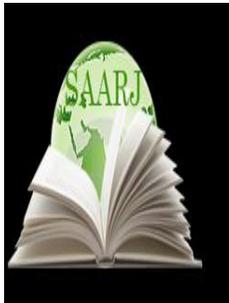
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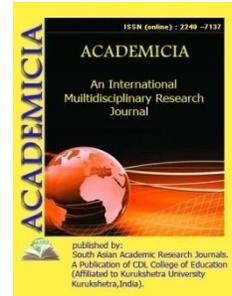
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## THE PERIODIC EVOLUTION OF PEOPLE'S PROVERBS

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### ABSTRACT

*Every artistic event has its own history of formation and stage of development. Proverbs, which have been passed down by word of mouth for centuries and are a shining example of the wisdom of the people, are also fully subject to this law. The article discusses the role of written literary sources in determining the formal and semantic evolution of Uzbek folk proverbs in terms of space-time, social reality.*

**KEYWORDS:** *Proverb, Evolution, Classical Literature, Oral Creation, Figurative Thinking, Pandnama, Variation, Ghazal, Perfection, Evolution.*

### INTRODUCTION

Proverbs are a small genre that occupies a central place in the oral art of all peoples. They differ from other examples of folk art by their compact form and wide content. The proverb reflects the worldview of the people [6. 111]. No other genre can be compared to a proverb in reflecting the question of national thinking, national spirit, national identity, and nationhood in general. In every nation there is no situation, event, event that is not evaluated by a proverb that is not concluded by a proverb. There is a proverb of the people, for better or for worse, right or wrong. The proverb is the key to studying the history, life, experience, values, and attitudes of the people.

The proverbs used in our speech are the product of a long gradual process. Over time, they adapted to speech and developed both formally and spiritually. Our observations confirm that articles that initially had two components took the form of a single-sentence sentence over time, or that only the part that represented the main content was omitted and the part that was not considered important was omitted. Since proverbs are an example of oral creation, it is impossible to directly study their evolution. However, the written literary sources specific to each period also allow us to study the oral creativity of that period. Because any artist is, first of all, a representative of the people. His work naturally reflects the customs, traditions and worldview of this nation. The artist uses examples of oral creation, in particular, proverbs, to evaluate an issue, and sometimes to prove his point of view effectively [3. 983]. Creators use proverbs, sometimes exactly and sometimes with change, as required by speech. Sometimes they create a new wisdom that fits the content of the proverb. Thus different variants of a proverb or similar new proverbs emerge. Therefore, the most appropriate way to study the development and spiritual progress of proverbs is to collect and comparatively study the proverbs contained in classical literary monuments. Indeed, it is "on the one hand important to study the aspects of the artistic skill of writers and poets, to trace the history of folklore, on the other hand, it is important to directly restore and create the history of folklore" [5. 218].

Determining the period of application of proverbs and comparing them. Although proverbs are a very ancient genre, the sources that show their antiquity are also written literary monuments. The oldest written monuments of the Turkic peoples date back to the V-VIII centuries. Hence, we rely on these monuments as the first examples of folk proverbs [8.120]. However, the tenth-century encyclopedic scholar Mahmud Kashgari's "DevoniLughati-t-turk" is the main source for the periodic study of folk proverbs. It contains more than three hundred proverbs, and the scholar notes that these proverbs were collected among the Turkic peoples for many years [3.14]. therefore, the proverbs used in the Devonian proverbs as part of later literary monuments pave the way for the study of the evolution of proverbs [4.16]. The work of the thinker-poet of the XV-XVI centuries AlisherNavoi made a great contribution to the improvement and development of folk proverbs. The great poet AlisherNavoi, in addition to using folk proverbs in his works, led to the emergence of new versions of them. The wise words used in his pandnoma works such as "MahbubUl-kulub", "Hayrat-ulAbror" later became popular proverbs. Comparison of later works such as "Boburnoma" (XVII), "Shajarayi Turk", "Shajarayitarokima" (XVIII), "Zarbulmasal" (XIX) and proverbs used in the poetry collections of Turkic poets of this period will help to study their periodic evolution.

## THE MAIN FINDINGS AND RESULTS

Written monuments play an important role in the implementation of both the formal and spiritual development of folk proverbs. The proverb is formed as a linguistic unit in a certain period, but its semantic development is constantly evolving and deepening. Proverbs are the summary of figurative thinking and coexist with constant time. The content of the proverb created in play XI does not retain the logic that served at that time. Any proverb takes into account the social life and society of the period in which it is applied [2.87]. This period, as a means of expressing attitude to social life, develops spiritually and adapts to the period. This helps in the study of the spiritual evolution of proverbs. In particular, proverbs that once appeared in relation to society do not meet the requirements of a new period in content, and it becomes obsolete as a proverb of

that period. However, some proverbs serve as a lesson for the life of a new era in content, and it will be further improved, but will lead to the creation of new versions of proverbs.

Proverbs have a deep philosophical meaning and their use in the written literature has a specific purpose. Representatives of classical literature repeatedly refer to folk proverbs in their creative process. Determining the cause of this sets a new task for research. Folk proverbs are never challenged by their sharp meaning and firm judgment, but the people use folk proverbs to prove that their opinion is valid [5.115]. Representatives of classical literature also pursue three important purposes from the use of folk proverbs in their works. a) in order to confirm the ideological idea expressed in the creative artistic thinking; b) in order to create an image in a work of art and to form its character; c) in order to enrich the content of the work of art and artistic bleaching.

Proverbs were originally a stable combination formed as a means of communication intervention, and entered the written literature as an artistic medium, the deep content of which was used by the creators as ready-made material. In the process of their application, their period adapted to the characteristics of the language and tried to enrich its content. On this basis, we can observe two main changes in the evolution of proverbs.

Formal perfection, that is, the social language is in constant motion, it is natural that over time the language changes phonetically, lexically, grammatically. Proverbs in particular also change formally as words as a linguistic unit. In this case, the proverb acquires a formal evolution while retaining its content.

We pay attention to the article “*Yi;parli;g` kesu;rgu;din yi;par ketsa;, yi;di; qali;r*” from the “DevoniLughati-t-Turk”. The date of creation of this proverb is unknown, but the period of its writing is XI century. This proverb was used in the dewan in two variants. 1) “*Yi;parli;g` kesu;rgu;din yi;par ketsa;, yi;di; qali;r- musk in a container [3.340]*”. This proverb tells of a person who can be found if he is asked for something, even if he has lost his wealth, 2) “*Kizda:ki kiz yi;par- the smell of musk is stored in a box of musk [“Odor smell stays in the odor box”]. This word is used when the smell of women's mouths resembles musk. (The commentary on the proverbs belongs to Mahmud Kashgari)*” means that this proverb was in evolutionary development even before Mahmud Kashgari wrote it.

The words in the first proverb belong to the ancient Turkic language, which is characteristic of the living language of that period. The proverb is grammatically two-component, formed in the form of a compound sentence with an unobstructed follow-up sentence. It consists of six words. *Yi`parli`g` (Jiparlig`)-odorful - musk - made with the addition of formed noun, kesu`rgu`din - dish ablative case noun, yi`par - odor-simple noun, ketsa;-the conditional verb formed a subordinate clause in the following compound sentence, yi`di` (jidi)-smell - a noun that takes the form of possession of the third person, qali`r - leave, adjective verb.*

The second version of the proverb is more concise than the first, that is, it is a simple sentence with one component, and the words in it are three: *Kizda:ki kiz yi`par-the smell of musk is preserved in the musk box. Kizda:ki -in the box - a noun in the form of time-space, kiz -box - a noun in the form of a subjective case, yi`par-ifor (smell) - a noun in the nominative case.* The proverb has a sentence structure based on the grammar of the ancient Turkic language and is a concise form of the first proverb.

Mahmud Kashgari says in the preface of the dewan: "I have traveled for many years in the cities, villages and pastures of the Turks, Turkmens, Oghuzs, Chigils, Yaghmas, Kyrgyz, collected dictionaries, studied and identified various word features [3,340]. both had their own evolutionary development. The order of life of proverbs is verbal and may have different variants in the process of word-of-mouth transmission, the following proverb emerged as a product of regional variation. Typically, variation in proverbs occurs on two grounds: a) region-related variation, or period-dependent variation.

Articles "*Yi`parli`g` kesu`rgu`din yi`par ketsa`, yi`di qali`r`*" and "*Kizda:ki kiz yi`par`*" used in Dewan are region-related variations. As the scholar points out, since he was in many lands inhabited by Turks and wrote proverbs from them, there are two versions of a proverb from the dewan. Time is also important in the formation of new versions of proverbs.

This proverb has been widely used in recent times, including in the time of AlisherNavoi, but as a result of gradual evolution, the proverb has improved:

*Chun masalbo`ldisochingzulmichra, yoshurmoq ne sud*

*Mushkisinyashursabo`lmas, bumasalmashhurerur[1.162].*

The proverb "Musk cannot be hidden" used in the verse is a form of the proverb we mentioned above, used in the 15th century. As the proverb moves to the written literature, it obeys the rules of literature and does not retain its original form. The proverb is used in the composition of the work of art based on the purpose of the creator and adapts to the weight and tone of the byte. However, the semantic logic of the proverb is preserved. Therefore, the creator increases the value of the idea he is saying and the art of the work with the help of proverbs. The proverb was also widely used in the living language in the XI century. That is why AlisherNavoi says in his ghazal, "This parable is famous".

The proverb "*Kizda:ki kiz yi`par`*" used in the XI century became "Mushk (smell) cannot be hidden" in the XV century. Apparently, the proverb differs in sentence structure and lexicon, even though it has retained one component in terms of grammatical structure for four centuries. This case shows the formal evolution of the proverb.

Proverbs do not always remain firm in their original meaning. His figurative expression adapts to this period according to the thinking of the period in which it is used. An additional philosophical observation is added to the original content. According to Mahmud Kashkari's commentary on the proverb "*Kizda:ki kiz yi:par`*", "this word is used when the smell of women's mouths resembles musk," and AlisherNavoi'sghazal has a special meaning.

*Chun masalbo`ldisochingzulmichra, yoshurmoq ne sud*

*Mushkisinyashursabo`lmas, bumasalmashhurerur[1.162].*

While the beautiful image of the sun is described in the ghazal, its beauty is first likened to the sun, its face to the moon, its black hair is likened to a tyrant who shares the lover's heart, and the proverb confirms the impossibility of hiding the lover's plight in the face of this beauty "It is impossible to hide the real love affair".

The proverb has not lost its status in later periods. In the collection "Uzbek folk proverbs" there are two variants.

*Iporismisandiqdanketmas,*

*Iporisiniyashiribbo'lmas* [3.200]

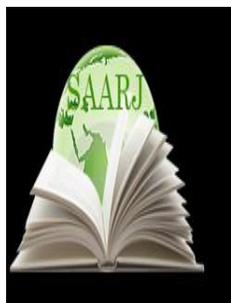
Apparently, the proverb had a concise form and perfect meaning as a result of long-term periodic evolution. Proverbs are used today in terms such as “The good and good work done will never be forgotten” and “goodness, or generosity, cannot be hidden among the people”.

## CONCLUSION

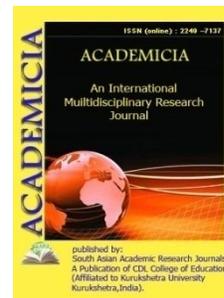
Thus, folk proverbs are an example of oral creation that has been refined as a result of long-term evolution, and over time has improved on two bases: formal perfection and spiritual perfection. The role of classical literature in the evolutionary development of proverbs is invaluable, and the works of classical literature serve as an important source in the study of the evolution of folk proverbs.

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## TERMINOLOGY AS A SEPARATE SCIENTIFIC FIELD AND ITS ACTUAL POSITION IN MODERN LINGUISTICS

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### ABSTRACT

*An overview of the formation and development of the theory of terminology as a separate discipline is offered. Various aspects of the theory of terminology are considered. The characteristic of the main unit of terminology - the term is given, and its structural and typological characteristics are revealed. In conclusion, the author points out the current trends in the development of terminology.*

**KEYWORDS:** *Terminology, Term, Lexicology, Nomenclature, Word, Concept, History Of Terminology.*

### INTRODUCTION

The theory of terminology is one of the most controversial issues of modern science, which, due to its versatility, is of interest to a wide variety of scientific fields. To justify the expression “controversial issue”, we will cite as an example some aspects of the development of the theory of terminology and start with the domestic one. The beginning of terminological activity as an independent scientific direction in domestic terminology can be dated back to 1931, which is associated with the publication of the first conceptual article by D.S. Lotte on the problems of unification and standardization of technical terminology

“The next tasks of scientific and technical terminology” [1]. The main attention of D.S. Lotte, who is considered the founder of the Russian school of terminology, was paid to the issues of standardization of terms, problems of term creation, borrowing terminological vocabulary, the creation of conceptual and terminological systems and the problems of translating scientific and technical terms.

Russian linguists G. O. Vinokur, A. A. Reformatsky also made a significant contribution to the history of the formation of the national school of terminology and terminology as a science. An important role in this area was played by the work of GO Vinokur "On some phenomena of word formation in Russian technical terminology" [2]. G.O. Vinokur considered issues that are still in the focus of linguistic analysis today, namely, questions about the linguistic essence of a term, the nature and formation of terminologies, the relationship between nomenclature and terminology. The research of A.F. Lesokhin and P.A. Florensky made an equally significant contribution to the activities of the national school of terminology. The peculiarity of the term, as AF Lesokhin believed, lies in the dynamism of scientific concepts, while the researcher interpreted the internal form of the term as a transitional link from the semantic content to the external form. PA Florensky's attention, in turn, was paid to the study of the structure and functions of terms.

### **MATERIALS AND METHODS:-**

In the middle of the XX century. In the context of the activities of the terminological schools of the world, the emerging theoretical discussion concerning the essential characteristics of the term acquires special relevance and acuteness. It was initiated by the Russian researcher and terminologist R. G. Piotrovsky. Scientists who took part in this discussion, in turn, identified further directions in the study of terminology. Thus, the problem of lexicographic reflection of the conceptual and systemic properties of the term from the 60s to the 80s. XX century. turned out to be in the center of attention of scientists, among which the works of such Russian and foreign researchers as R.A. Budagov, L.A. Bulakhovsky, V.V. Vinogradov, G.O. Vinokur, V.G. Gak, A. S. Gerd, S. V. Grinev, V. P. Danilenko, V. A. Zvegintsev, T. L. Kandelaki, L. A. Kapanadze, K. A. Levkovskaya, V. M. Leichik, A. I. Moiseev, S. Ye. Nikitina, V. D. Tabanakova, V. A. Tatarinova, AM Terpigorev, S. D. Shelov, V. deBesse, M. T. Cabre, M. Campenhoudt, L. Depecker, H. Felber, F. Gadet, D. Gouadec, L. Guilbert, J. Dubois, P. Lerat, S. Pavel, H. Picht, A. Rey, G. Rondeau, L. J. Rousseau, J. C. Sager, E. Wuster and many others.

From a scientific point of view, the Russian school of terminology combines logical, linguistic and philosophical approaches with a certain tendency towards the prevalence of the philosophical and logical direction. The study of the content of the subject area is combined here with a certain attention to the linguistic form and the distribution of terms in the texts [3, p. 209].

D.S. Lotte, G.O. Vinokur, A.A. Reformatsky are considered the founders of the Russian school of terminology. When mentioning the Western scientists, who laid the foundation for the theory of terminology, the name of the Austrian scientist Eugen Wüster should be mentioned first. Wüster was at one time an active supporter of Esperanto, an ardent supporter of accurate professional communication. He developed his own theory of terminology.

Analyzing Wüster's concepts and his theory, the main distinctive features should be noted, namely:

- The need to determine the means of standardization;
- Careful control of development (planning niya, unification, standardization) terms;
- Priority of the international form of the mark.

Wüster's theoretical work was based on the study of technical terms - standardized technical lexemes representing certain concepts. Wüster's theory was designed to meet cross-lingual needs, not to show the full depth and variability of terminology. This theory is not the most complete and profound reflection of the essence of the terminology. Nevertheless, it became exactly the basis on which this discipline developed further.

For many years, the theory of terminology did not receive proper development, since criticism was absolutely not allowed in this area. It did not have the usual scheme of development for any discipline through the opposition of opinions and basic works of eminent theorists. And only at the turn of XX – XXI centuries. scientists again drew attention to this problem. Moreover, in contrast to the previous period, when scientists were interested in terminology only as a subject applicable in each specific area of knowledge. For the first time, terminology began to be considered as a separate discipline.

At present, a number of national schools - Austrian-German, French-Canadian, Russian, Czech - are engaged in the development of theoretical problems of terminology, differing in their approaches to the consideration of special vocabulary; leading in terms of the scale and significance of research is the Russian school. Among the well-known representatives of modern Russian terminology one should mention OS Akhmanova, SV Grinev, VA Tatarinov. In Russia terminologists are united by the Russian Terminological Society "RossTerm".

The theory of terminology is recognized as a separate discipline by many scientists. The important role of terminology in the modern world is undeniable, because the level of development of a society is determined precisely by the state of national terminology. In this case, it reflects the state of science of a particular society and is an important component of politics, economics, and culture. "Not a single phenomenon in a language can be understood without taking into account the system to which it belongs" [4, Art. 7], therefore the question of the place of terminology in the language is special. It is not necessary to include terminology in the vocabulary of the general literary language, since this will lose its linguistic specificity, but it would be wrong to completely delimit these concepts. The best option would be to consider the terminology as a kind of Russian speech along with dialects, jargons, vernacular [4, p. 18].

Like any linguistic phenomenon, terminology develops and functions within the framework of a certain concept, which is a kind of field for its formation. With regard to terminology, we can call the language of science a similar environment. The language of science is distinguished by us beyond the functional-speech styles on the basis that the functions of the language of science do not completely coincide with the functions of the general literary language, for example, and practical activities - information and communication function "[4, Art. nine].

We analyze terminology within the language of science, and first of all I would like to consider its structural, genetic and grammatical aspects. First of all, the vocabulary of the language of science is not uniform, it can be divided into three main independent layers: non-terminological vocabulary, general scientific vocabulary and terminological vocabulary [4, p. 18]. The terminology contains both the original words of a language, and borrowed, highly specialized and generally accepted, old and new names. If we talk about term formation, two types of education can be distinguished - from term elements and by means of affixation. Words, taken as ready-made units, have, as noted by A.A. Potebnya, immediate and further meanings, whether we consider them as everyday ones or apply to specific sciences. This phenomenon can be called

"the implementation of different types of information, depending on the ratio of the word with an everyday or scientific concept" [5, p. 72]. Here we can note such a phenomenon as neologism, or intersystem homonymy. According to VP Danilenko, three structural types of terms can be distinguished:

- 1) word terms (non-derivative, derivative and complex);
  - 2) the terms of the word combination (decomposable and indecomposable); 3) symbol-words.
- But before delving into the structural specifics of the term, you should define it.

The term as a basic unit of interprofessional communication has different interpretations. According to A. A. Reformatskiy, "terms are special words, limited by their special purpose; words striving to be unambiguous as an exact expression of concepts and the naming of things" [6, p. ten]. As a result of the study of various areas of special vocabulary, it was found that along with the terms there are other special lexical units that have been identified and described: nomens [2], professionalisms [7], professional argotisms [8], or professional jargon [9], preterms and quasi-terms [10], terminoids [11], prototerms [12]. These special lexemes have both a number of common features with terms and distinctive features.

Nomens are the names of individual concepts, as well as specific mass production, reproduced according to the same sample a given number of times. The difference between a term and a nomen is that nomens refer to singular concepts and terms as general concepts. Preterms are special lexemes that are used as terms to name newly formed concepts, but do not meet the basic requirements for the term.

A terminoid is a special lexeme used to name insufficiently established (emerging) and ambiguous concepts that do not have clear boundaries, and therefore definitions. Therefore, terminoids do not have such terminological properties as accuracy of meaning, contextual independence and persistence, although they name concepts.

Prototerms are special lexemes that appeared and are used before the emergence of sciences (the earliest, perhaps 30-40 thousand years ago), and therefore they do not call concepts (which arise with the advent of science), but special concepts.

The term has a number of specific features that are implemented only within the terminological field:

- Consistency;
- The presence of a definition;
- The tendency towards monosemicity within its terminological field;
- Lack of expression;
- Stylistic neutrality [13].

The structural and semantic features of the term are manifested in the sphere of word formation, where there is a specialization of individual formants characteristic of the actual terminological models. To describe the structure of a term, the concept of a term element is used - the minimum significant component of a term. The specificity of the terms allows them to be separated from other units of the language and to dismember the entire set of terms. One of the features of the

terms is their designation of general concepts. Since there are several types of general concepts, different types of terms can be identified. First of all, the most general concepts of matter and its attributes are highlighted, which are called categories (matter, space, time, quantity, quality, measure, and others). Accordingly, the terms that denote categories are a type of category terms.

The terminological issue has also something to do with philosophical understanding of the text and terms functioning within it. The philosophical problem is reconstructed basing on the study of the text. But this is a certain difficulty: philosophical problems understandable for one person may not be so obvious for another. Therefore, the problem solved by a philosophical text can be recreated, reconstructed by the reader's own thinking [20, p. 128-136].

A characteristic phenomenon of the Russian and European philosophical terminological systems as an integral phenomenon is the semantic ambiguity of drill elements, due to different interpretations of philosophical concepts by different thinkers and different philosophical schools. The semantic content of the philosophical term is determined and specified in the process of its actual functioning. The question of the semantic polysemy of a philosophical term is removed within the framework of a specific philosophical term system: a term can be ambiguous in composition. The "large" terminological system of philosophy, however, the term belongs to a certain philosophical course and philosophical terminological system of one particular thinker determines its relative uniqueness, which is uniqueness within the term system. The correlation of terms with the worldview of a particular thinker allows one to speak about author's philosophical terminological systems, the study and lexicographic description of which constitute an important task of modern terminology [21, p. 627-631].

It is known that typology is the basis of classification. In this sense, the division of terms according to their most important features is actually a terminological classification of terms. The basis for all subsequent classifications are various separate signs of terms - meaningful, formal, functional, intra- and extra-linguistic. All these classifications can be associated with those sciences and fields of knowledge in which they are used. G. P. Melnikov distinguishes several types of classifications.

The first classification of terms by content, used primarily in philosophy, is the division into observation terms and theoretical terms. Behind the terms of observation are classes of real objects, and behind theoretical terms are abstract concepts that usually depend on a certain theory or concept.

The second classification of terms by content - by the object of the name - is their distribution by areas of knowledge or activity, or, in other words, by special areas. We refer to these spheres as science, technology, production, economic basis, superstructure. Based on this sociological scheme, it is possible to formulate a list of headings included in the classification of terms according to the field of knowledge.

The third meaningful classification of terms is based on the logical category of the concept that is designated by the term. The terms of objects (mammals), processes (multiplication, paperwork, compression) are highlighted; signs, properties (cold brittleness), quantities and their units (current strength, ampere).

Classification by content (semantic) structure allows you to single out unambiguous terms (shunting, nut, chromosome) and ambiguous terms, that is, those that have two or more meanings

within one terminology system (court - 1. a set of judges and assessors; 2. court session; 3. courthouse). The terms are highlighted - free phrases (muffle furnace, certificate of residence) and stable (including phraseological) phrases (gravitation) [22].

The classification of terms by formal structure is very fractional. First of all, word terms are highlighted. They, in turn, are subdivided into root (water), derivatives (preposition, divider, re-grading), complex (social science, biosphere), compound (capital investments), as well as words of unusual structure - telescopic (radio tape recorder - from a tape recorder + radio), with the reverse order of sounds (MO - from ohm), chain formations (synthesis gas, 2,5-dimethyl-5-ethyl-3-isopropylheptane).

Further, the terms-phrases are highlighted. The most common structures here are combinations of a noun with an adjective, a noun with an indirect noun (degree of freedom), a noun with another noun as an attachment (a seamstress-minder). There are also many-word terms, sometimes consisting of more than 5 words (filtration potential of spontaneous polarization in a well - GOST term).

Typical phenomena in the formal structure of terms are the truncation of single-word terms (cinema - from film or cinema) and the reduction (abbreviation) of wordy terms. There are many types of abbreviations: alphabetic (KPD), sound (ZhEK), syllable (gorkom), word-like (sigran - from synthetic granite); in addition, combinations of abbreviations with words (MHD generator - from magneto hydrodynamic generator) [23, p. 590-598].

### **Result:-**

Terms of specific formal structure using elements of artificial languages are constantly appearing; symbols-words (x-particle), models-words (i-beam, that is, an I-beam by similarity to the letter I). The classification according to motivation / non-motivation shows that there are terms, the meaning of which may or may not be explained by their structure. It distinguishes between terms fully motivated (gas pipeline), partially motivated (Parkinson's disease), completely unmotivated (diamond), and falsely motivated (lightning rod).

Depending on the source language, the terms are primordial (sensor), borrowed (display - shal, cross - German), hybrid (metallurgy, anti-icing).

From the point of view of belonging of terms to parts of speech, they distinguish between noun terms, adjectives, verbs, adverbs. For example, among linguistic terms there are nouns (voice, kind), adjectives (unmotivated, parasynthetic, compositional). Among the terms of musicology, adverbs (piano, pianissimo) appear. Calculations show that there are much more terms - names of objects in percentage terms - than terms - names of features.

The classification of terms by authorship reflects a sociological approach to terms. Collective and individual terms are known in this regard. Thus, the term helicopter was created by Leonardo da Vinci, the term industry - NM Karamzin, the term sociology - O. Comte.

According to the sphere of use, universal (for many related areas), unique (for one area) and conceptual and author's terms are distinguished; for example, linguistic terms can denote phenomena that are characteristic of all languages (phonetics), for one or several languages (ergativity), or only for one approach (glossmatics is the term of L. Elmslev).

The leading role of terms in the process of scientific cognition of objective reality makes it possible to construct their scientific classifications. So, the terms are highlighted that serve to fix knowledge; terms used as a cognitive tool; and learning terms [24, p. 414-419].

Due to the fact that the terms perform an applied function as tools of cognition and as a means of fixing scientific or technical knowledge, they are unified and fixed in one form or another as recommended or standardized. On this basis, a classification of terms according to normativity is built - non-normativeness, which includes terms that are in the process of standardization (standardized), that have undergone standardization (standardized) (pump), rejected in the process of standardization (unacceptable); in the process of ordering (recommended), subjected to ordering (recommended) (Helmholtz energy - in a thermodynamic system), parallel admissible (isochoric-isothermal potential - in the same place, in the same meaning).

Finally, as a result of the analysis of the frequency of use of terms in texts, a classification can be applied that distinguishes high-frequency and low-frequency terms. The above list of classifications of terms allows us to conclude that such a multifaceted phenomenon as a term is included in a variety of classifications according to logical, linguistic, scientific and other principles. These classifications in their totality characterize the role and place of terms in the scientific, economic, political, managerial and other spheres of functioning in society [13]. It is also necessary to mention the issue of the difference between term and word. A term is a word or phrase that serves to unambiguously and accurately designate (name) a special, scientific concept in a certain system of special concepts (in science, technology, production). Like any common noun, the term has content or meaning (semantics, from the Greek *semantikos* - denoting), and a form, or sound / graphic complex (pronunciation, spelling). Unlike non-terms, that is, from all the rest of the common noun vocabulary, which denotes everyday, everyday concepts, terms denote special, scientific concepts.

In contrast to ordinary, everyday concepts, a special, scientific concept is always a fact of a scientific concept, the result of theoretical generalization. The term, being a sign of a scientific concept, plays the role of an intellectual tool. With its help, scientific theories, concepts, provisions, principles, laws are formulated. The term is often a messenger of a new scientific discovery, a phenomenon. Therefore, unlike non-terms, the meaning of a term is disclosed in a definition, a definition that is necessarily attributed to a term. A definition is a formulation in a concise form of the essence of the terminated, that is, designated by the term, concept: only the basic content of the concept is indicated. A definition does not just clarify the meaning of a term, it establishes that meaning. The requirement to define what a particular term means is tantamount to the requirement to give a definition of a scientific concept.

In encyclopedias, special explanatory dictionaries, textbooks, the concept (term) introduced for the first time is revealed in definitions. It goes without saying that the conceptual content of terms can be fully and strictly scientifically disclosed only in the study of special disciplines [19, p. 98-101]

As you know, the lexical composition of the language is divided into two basic groups: common nouns and proper names. The latter we refer only to certain concepts, carriers of a certain conceptual content (for example, these are names, geographical names, and so on). The terms are usually attributed to the first group of common nouns, that is, to nouns denoting the name (common name) of an entire class of objects and phenomena, possessing a certain common set of

attributes, and naming objects or phenomena according to their belonging to such a class, however, by themselves not bearing any special indication of this class. However, it should be noted that the terms tend to occupy some intermediate position between these two groups. Let's analyze the male name "Victor" and the common noun "tree". The word "tree" defines a wide range of concepts, from dwarf birch to age-old oak. "Victor" carries only the name of a definitely male representative. Just as, for example, the drooping birch or warty *Bétulapéndula*, defines only a very specific type of tree. This is the main similarity between a term and a proper name - in the narrowness of the concept being defined. The conceptual content of a term is always strictly fixed, and even in the process of re-terminology it does not lose its meaning. The second important similarity between a term and a proper name is revealed in the following example - in the dictionary of botanical terms, plant names are given with a secondary generic name, for example, *Ambrosia tripartite* [14, p. five]. Such an extended definition absolutely does not allow its use in the plural, as well as in the case of proper names. Therefore, sometimes terms are close to proper names, and in some - to common nouns. Just as in the problem of the relationship between the concepts of "word" and "term", the issue of determining the place of the term within these two groups (IS and IN) is quite controversial and requires more detailed study.

### CONCLUSION:

All these issues are considered within the framework of the modern theory of terminology, which is actively developing and improving. The Russian terminological school continues the traditions of the Russian classical school of terminology, developing the directions of research in this area that developed in the 60s and 80s. XX century. - study of terminography, issues of unification of terms and terminological systems in modern conditions of globalization of scientific knowledge.

A distinctive feature of foreign schools of terminology is still the development of the lexicographic direction, the study of the etymology of certain terms or terminologies, as well as attempts to standardize terminologies.

In this regard, in recent decades, the number of special studies devoted to the study of the ways and principles of the formation of new terminological systems and the restructuring of some old industrial terminological systems has naturally increased. In this direction, such works are known as "Linguo-cognitive foundations of the analysis of industry terminologies (on the example of the English-language terminology of venture funding)" [15], "Cognitive-physiological study of vocabulary (the experience of comparative analysis of the names of medicinal plants)" [16], "Modeling and cognitive foundations of the terminology system of preventive toxicology in modern English" [17], "Lexicological terminology as a system" [18] and many others.

Thus, at present there is a particular growth of scientific interest in the cognitive direction in the field of terminology, in particular, the problems of cognitive saturation and other aspects. The relevance of this direction is due to the interest that causes the identification of patterns in the organization of terminology in a new area of knowledge, which may be useful for studying developing terminological systems.

The development of different directions of terminology speaks of its dynamism. The analysis of terminological literature has shown that the focus of terminologists is on all aspects of terminological activity - from training to processing vocabulary and compiling specialized programs.

In conclusion, we note that terminological traditions close to the scientific positions of O. Wüster were established in Russia, and work is intensively carried out in the field of industry terminologies. At this stage of development of terminology, the following areas are distinguished:

1. Onomasiological, studying the features of semantics, morphology, morphological and syntactic term formation.
2. Gnoseological, considering the cognitive aspects of the semantics of terms and their aggregates.
3. Functional, studying the specifics of the function of the term.
4. Typological, which links individual types and classes of terms with the concepts they designate, compares the term with other classes and subclasses of the language vocabulary.
5. Stylistic terminology describes the terms created and used in their "native" sphere, as well as within the common vocabulary.

The study of terminology serves as an important factor for the acceleration of scientific and technological progress and is a prerequisite for the exchange of scientific and technological achievements in the world.

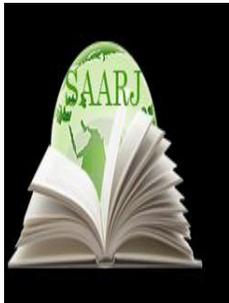
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## THEORETICAL AND IDEOLOGICAL SOURCES OF BERUNI'S PHILOSOPHICAL VIEWS

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### ABSTRACT

*The article analyzes Beruni's life, scientific heritage, the formation of his philosophical worldview, his development, as well as his work at the Khorezm "Mamun Academy", his research on scientific directions and problems, his role in the history of philosophical thought. As a result, the Sivan ul-Hikma (Treasure of Wisdom), which appeared in Bukhara during the Samanid period, or the Majlis ul-Ulama, built in the capital of the Buwayhids, Ray, under the leadership of the great Sadr Azam Sahib ibn Ismail Abbas, could compete scientifically and creatively. Moreover, although Beruni's scientific worldview was initially dominated by the study of pure natural sciences, the exact sciences, but this process underwent a deep and fundamental evolution during the scientific activity of the thinker.*

**KEYWORDS:** *Ancient Greek and Middle Eastern natural philosophers Eastern Aristotelianism, Renaissance. creative-critical thinking method, science, philosophical problems, scientific logic, experience, fundamental natural sciences.*

### INTRODUCTION

Abu Rayhan Beruni (973-1048) lived in a time rich in historical events. The specificity of this period, its strong socio-political and ideological processes, in particular, the social environment

in Khorezm, spiritual life, the development of science, the formation of the Khorezm Mamun Academy influenced the formation of Beruni's worldview. Beruni and his scientific heritage, the depth of his thinking, the fundamentality of his methods of scientific proof are reflected in the generalization and further development of the rich scientific and cultural traditions created by other peoples of Central Asia and the East over the centuries.

Indeed, an in-depth study of philosophy, especially the views of ancient Greek and Middle Eastern natural philosophers, fully and perfectly mastered the culture, potential, methods and techniques of debate on philosophical, natural-scientific issues, the ability to freely find their conclusions and solutions, to present evidence, it requires knowledge and mastery of high logical, philosophical ways of thinking. This required a deep, thorough knowledge of existence, the theory of knowledge, human society, the development of thought, especially the exact sciences — natural sciences and social sciences, life.

The prosperity of economic and socio-political life, the establishment of a peaceful and prosperous life in Khorezm as a result of the establishment of a new Khorezmshah Mamun dynasty in Khorezm for 35 years, which stabilized, strengthened, centralized and grew rapidly in power. traditionally strong science has led to the development of culture.

The development of science and culture has reached such a rapid and high level that in Kat and Gurganj there are not only primary but also secondary educational institutions - schools, mosques, madrassas, foundations, private (private) libraries, jurisprudence, observatories, etc.[1]. As a result, the Sivan ul-Hikma (Treasure of Wisdom), which appeared in Bukhara during the Samanid period, or the Majlis ul-Ulama, built in the capital of the Buwayhids, Ray, under the leadership of the great Sadr Azam Sahib ibn Ismail Abbas, could compete scientifically and creatively. One of the first was the formation of the Supreme Academic Scientific Association of Scientists, Writers and Politicians - "Majlis ul-Ulamo" (Ma'mun Academy) of Khorezmshahs, which for almost 22 years functioned as an active association of highly scientific and creative people.[2]. According to sources, the members of the academy conducted research on the problems studied by scientists from the Platonic Academy in Athens and the Bayt al-Hikma in Baghdad. Many sources have been compiled, translations have been made, the works of Muhammad ibn Musa al-Khwarizmi and other scholars have been studied, and the inaccuracies in the works of Aristotle have been corrected. "[3].

Unlike other "Academies" of his time, the Mamun Academy of Khorezmshahs made a great contribution to the development of not one or two, but several dozen world sciences, created a period in the development of science called by its name, for example, Abu-l-Vafo Bozajani - "Buzjani period", "Khorezmian period", "Beruni period" [4] etc., a well-known scientist, thinker was organized, operated. Beruni was not only an active participant of this Khorezm "Mamun Academy", but also chaired it from 1010 to 1017, he was able to create his own period in the development of world science - the "Beruni era".

The very name of each of the above-mentioned thinkers could dazzle the rulers who tried to establish their own "academies" in Baghdad, Ghazni, Bukhara, Ray, or elsewhere. Abu Sahl al-Masihi (philosophy and medicine), Abu Nasr ibn Iraq (mathematics), Abu Ali ibn Sina (philosophy, medicine, politics), who took an active part in the Khorezm "Ma'mun Academy", founded and headed a whole scientific direction, schools. Beruni (politics, history, geography, astronomy, religion, mythology, geodesy, etc.), Hammar and his son Abu Ali (science handasa,

natural sciences, logic, mathematics, etc.), al-Saalibi (politics, nazim, orator, preacher, poetry, literature), Sadri Azim as-Suhaili (organizer of politics, poetry, science), as-Sahri (magician, comedian, critic, clever and clever debater) and others are all so great, were immortal geniuses, stars of science.

This has led to the establishment of cooperation at the Khorezm Mamun Academy with scientists of different nationalities and countries, and as a result to conduct effective research in almost all fields of science, systematize their results, create philosophical generalizations, create scientific and philosophical landscapes. Hans Dayber, a professor at Goethe University in Germany, director of a seminar on Oriental studies, and head of the Department of Oriental and Non-Oriental Languages and Cultures, said, "This is a remarkable example of the interaction of different cultures. It is also an example of the falsity of claims about the clash of Islamic and non-Islamic civilizations." [5]. Dr. Jens Peter Laut, a professor at the Albert Ludwigs University in Freiburg and chairman of the German-Uzbek Scientific Society, echoes this sentiment: means. Although it is a question of the past, it is only natural that today's Central Asian states, as they experience the young age of independence, should strive to restore their historical traditions and develop them in new conditions." [6].

The last return of Beruni from Khorezm to Georgia, in particular, the scientific-creative and active political-diplomatic activity of the Khorezmshahs in the "Mamun Academy" was very intense, at the same time, very fruitful and tragic. .I.Karimov, Yu.N.Zavadovskiy, P.G.Bulgakov, A.J. We learn from the results of special research published by Sharipov, A.Zakhidi [7].

In his own time, Beruni demonstrated a good knowledge of Greek, Persian, and Arabic sources. We can see this in his views on astronomy and especially astrology. In particular, Beruni was the first in the Arab world to translate Indian sources on astrology. In doing so, he developed the mathematical and astronomical apparatus of astrology, created a chart of planetary motion, determined the coordinates of "stationary" stars, and proposed his own horoscope system. At the same time, Beruni says to avoid overconfidence in the "judgment of the stars." The great scientist showed that astrology is related to other fields of science, especially astronomy and mathematics. "I started with geometry, then I went to arithmetic and numbers, then I studied the structure of beings, and then I decided to explain the judgment of the stars, because only someone who has mastered these four sciences deserves the title of astronomer." [8]. The connection of astrology with these sciences, especially astronomy, is clearly shown in the views of the representatives of medieval Islamic philosophy. That is why it is understandable that medieval Muslim philosophers were interested in astronomy and conducted experiments on its problems. [9].

Beruni was, as noted by Western European historians of science, a truly great naturalist in the history of world science, given all the conditions of the time in which he lived. Just as his method of research is strictly scientific and rational, so his scientific language is the language of fundamental mathematical and astronomical formulas, constants, axioms, and equations. Therefore, it is very difficult to study his works not only by researchers of the history of philosophy, but also by historians of science without directly mastering a special mathematical instrument, concept and categorical apparatus. Western European historians of science Wiedemann, Meyerhof, K. Shoy, and Russian orientalists and historians of science have made great strides in this direction. In this regard, Uzbek scientists, academicians UIKarimov,

PGBulgakov, A.Akhmedov, O.Fayzullaev, H.Khikmatullaev and other historians of science have made significant and significant scientific achievements.[10].

Moreover, although Beruni's scientific worldview was initially dominated by the study of pure natural sciences, the exact sciences, but this process underwent a deep and fundamental evolution during the scientific activity of the thinker. From a very young age to the period of advanced scientific research in Beruni - until 994, Eastern naturalists Eranshahri, Razi, Khorezmi, Fergani, Abu Mashar, as well as some Gnostic scholars, sought to find the views and heritage of the ancient Greek naturalists.[11]. Official natural theologians, such as Jabir ibn Hayyan and Abu Bakr ibn Zakariyya al-Razi, who had attained their priority over science, exerted their oppressive influence on science and subjugated it to religion and divinity, and who did not want to follow such a path, were condemned. At a time when their works are being persecuted and even their names are not allowed to be mentioned, Beruni's search for, acquaintance with, preservation of, and transmission of the works of these thinkers to future generations, compiling a list of their works (Fexrest) was a great scientific courage, free thinking, courage. , the attainment of scientific truth required that everything take precedence. As he said, there was no doubt that Jabir Eranshahri could be accused of blasphemy by being influenced by them in the process of searching for and talking about Razi's works.[12].

Such free-spiritedness in Beruni's scientific work and legacy dates back to his youth. - Kat, Ray, in Jurjan, and then in Khorezm "Mamun Academy". Such aspects, although they manifested themselves from time to time, took the form of a firm, stable position in which his life, the Ghazna period of his scientific work, was completely moderate in the following periods, in accordance with the requirements, norms and values of official Sunni Islam. was. This led to the formation of Beruni first as a naturalist and then as a natural philosopher. After all, a deep, well-founded study of philosophy, especially to have a culture of philosophical, natural-scientific debate, requires knowledge of highly logical, philosophical methods of scientific thinking, mastering them. For this, it is necessary to have a very deep, comprehensive, perfect knowledge of existence, cognition, human society, the development of thought, especially the natural and social sciences, and, of course, life. That is why Beruni deliberately aimed to study philosophy seriously only a little later, when he was approaching maturity, when he had the potential for study, high knowledge and thinking.

According to sources, Beruni's interest in science began in childhood, while high-level scientific observations, research, measurements in the fundamental natural sciences - mathematics, astronomy, physics, chemistry, arithmetic, etc. - took place in the city and other places. , Determining the position of the moon and stars according to their position, measuring the distance between them, and telling the direction of the Qibla, the beginning and end of the month of Ramadan at the age of 14-16[13], began to engage in philosophy in the second half of the 90s of the tenth century. In particular, through letters to Sheikh-ur-Rais Ibn Sina, a heated, ongoing and heated debate ensued.[14](997) and dealt mainly with important philosophical issues, including the problem of existence, in the Khorezm Mamun Academy, and later in adulthood and adolescence.

However, Beruni's knowledge, creative-critical way of thinking, his ideal in science, his attitude to philosophy, his problem-solving, his attempt to prove them scientifically to the end, made

science, philosophy active, consistent and rational from various threats, aggression, attacks. can be said to have been evident in his defense.

The analysis of the above-mentioned sources shows that Beruni's activity at the Khorezm "Ma'mun Academy" ("Majlis ul-ulamo") in 1010-1017 began with great intensity and scale. It was mainly in the following 3 directions:

**I.** Khorezmshahlar is the head of a number of scientific researches of "Mamun Academy", the chairman, the organizer and the leader of fundamental researches of the academy.

**II.** The closest person to Khorezmshah Abu-l Abbas Mamun II ibn Ma'mun was his aide, state adviser, responsible for foreign policy, embassy communications and relations.

**III.** In a very difficult situation, despite the conditions, he personally conducted fundamental scientific research, measurement, computation, experimentation, experiments. He was engaged in establishing a very wide range of scientific contacts (personal and written letters, letters), directing his students' scientific research.

The way of life of the thinker, the development of scientific and philosophical creativity

The most important cycles, the most important results of which were:

- Grab Beruniy boss i ngan father and teacher Abu Nasr Mansur ibn Iraq, the first yazov ancient palace Afrig'iylar scientists, politicians tour (982-994).
- Ray conducted astronomical observations and measurements with Hamid Khojandi at the observatory in Tabarrak (995-996).
- Through Hamid Khojandi, a scientific correspondence with Abu al-Wafa Buajani, through letters, agreed on the height of the Sun in Baghdad and Katta, the distance between these cities, and their location.
- He created his own globe, astrolabe, instruments.
- Sheikh-ur-Ra'is ibn Sina had a continuous written scientific discussion on 18 current and complex, unresolved problems of natural philosophy in Aristotle's books "Physics" and "On Heaven and the Universe".
- Beruni has created dozens of large and small scientific observations and studies, including works such as At-Osar-ul-Baqiya.
- In Ray, Jurjan, Qiyat and Gurganj, a great and lasting scientific cooperation was established between Beruni and Ibn Iraq, al-Masihi. This was reflected in the 12 works of Ibn Iraq, 12 of Al-Masihi, 10 of Ibn Sina, as well as other works of other scholars in the Ma'mun Academy, under Beruni's guidance, sponsorship, and fundamental scientific research dedicated to him.
- Including 10-15 other works of Beruni, written in 1010-1017, when he was the founder and chairman of the Khorezm "Mamun Academy", it is recognized that a total of 50-60 of his most important works were created here.
- It should also be noted that Beruni's scientific research was particularly fruitful in his work. His most important works, such as Geodesy, Mashoikhiri Khorezm, Razi and his bibliographic fixist in 1021-1027, were in fact the result of a generalization of the materials collected in Khorezm and became a book in the first decade of the Ghazna period.
- The world-famous encyclopedic works of Beruni's scientific work, activity and heritage in the time of Sultan Mas'ud Ghaznavi and Sultan Mahmud Ghaznavi - "India". Al-Qanun al-Mas'udi, Kitab-us-saydana, Kitab-ul-Jamahir (mineralogy) and others were created. These

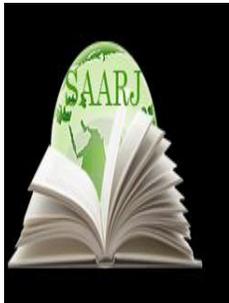
works reflect the results of research in various fields of science. It is appropriate to cite a few of them as examples.

- In the field of chemistry, Beruni Gurganch wrote a pamphlet on the problem of specific gravity, in which he expressed his views on the discovery of a special property of each substance by its specific gravity.
- In his works on geography, he focuses on the problem of shape and size of the earth, creating a geographical model of it - a globe. He also conducts research in the field of hydrology, mineralogy.
- Beruni's way of life, political activity, scientific work, his division into two periods: in Khorezm "Mamun Academy" and in the Treasury, can be summarized as having the sub-stages we have mentioned.
- Thus, the following conclusions can be drawn summarizing the primary materials, research, descriptions carried out in this chapter on the period of Beruni's life, life, scientific work, practical social activity, heritage, formation, development, main directions and problems of scientific and philosophical worldview:
  1. The historical period in which Beruni lived was marked by economic, socio-cultural upheaval associated with the attempt to revive the ancient traditions of Khorezm statehood, the struggle to restore the state of the centralized Khorezmshahs Mamun dynasty, albeit in the short term.
  2. Beruni Mamuni played an extraordinary role in the socio-political and scientific-cultural life of the Khorezmshah state as a statesman, politician and diplomat, an active participant, organizer and chairman of the Mamun Academy.
  3. Beruni's complex, intense way of life, the whole set of his great empirical natural sciences, his scientific research methods in this field, such as observations, experiments, measurements, the very rich, advanced level of his tools, his extensive research based on Beruni's worldview. , a creative and critical approach, national or religious-confessional tolerance.
  4. The scientific research carried out at the Mamun Academy, including Beruni's scientific discoveries, not only raised science and philosophy to the heights in the Middle East, but also to some extent laid the groundwork for the emergence of experimental mathematical science and new philosophical systems in the West. This is probably why, when it comes to Beruni, European experts call him "the first sage of the New Age (Europe of the XVII-XVIII centuries)." [15], - they estimated. As can be seen, Beruni's legacy, worldview, and scientific and philosophical position have been scientifically and fairly assessed by Western European scholars not only on a regional scale, but also in terms of the development of world science, philosophy, culture, and civilization.

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## SOME CHARACTERISTICS OF RELATIONSHIPS IN FOOTBALL TEAMS

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### ABSTRACT

*The article deals with the issue of interaction between professional football teams, the scientific findings of research in this area and the results of research conducted by the author on sports teams. Some aspects of the relationship between professional football teams and possible causes of conflict and the impact of the perception of the group by athletes on the overall performance of the team are studied and expressed in certain conclusions.*

**KEYWORDS:** *Football, Relationships, Competition, Cooperation, Compromise, Avoidance Of Conflict, Adaptation To The Situation, The Method Of Attitude Group Perception, Individualistic, Collectivist, Pragmatic Type, The Laws Specific To Small Group.*

### INTRODUCTION

In recent years, a number of measures have been taken to take care of the health of our people, to form a spiritually and physically harmonious generation, to attract the population, especially young people, to football, which is a game of millions and occupies a special place in our country.

At the same time, the selection of young players with high talent, the selection system and further development of the football infrastructure in our country today, one of the urgent tasks is to raise the activities of sports schools in football to a new level, to improve the system of training and financial incentives for specialists in the field, to raise the level of competitions [1,1-3].

Football as a game of millions is a popular sport with all heart. In this sport, the success of the individual is linked to the success of the team, serving not only the individual formation of the athlete, but also an important stage in the formation of personality based on the acquisition of social experiences within the group, self-awareness and activity.

As a team game, football not only contributes to the development of individual physical development, but also the development of individual abilities, willpower, the acquisition of important social experiences based on relationships with team members, the development of social consciousness, and a sense of responsibility towards others. plays an important role in content search. [2].

In sports psychology, the topic of psychological training and mental state management of athletes, interactions in sports teams is very relevant, it is A.Ts. Puni, E.P. Ilin, A.B. Alekseev, Yu.Ya. Kiselev, G.D. Gorbunov, I.P. Volkov, A.N. Nikolaev, P.A. Rudik, A.B. Rodionov, JI.K. Serova, Yu.L.Xanin, A. Stambulov, Kolomeytsev Yu.A and V.F. Sopov tried to give a scientific basis in his research [2].

As a small group, football teams and their psychological environment issues Yu.A. Kolomeytsev, 2005; Yu.L. Hanin, studied by 2007 [3]. However, research in this area is still scarce and requires extensive research.

### **The purpose of the study**

- To determine the characteristics of the relationship between football teams;
- diagnostics;
- analysis of the obtained results;
- draw conclusions based on the results obtained;

### **The main statement of the study**

Our study involved 24 athletes from “PFC Zomin Wolves”, 24 young players from “Sogdiana PFC” and 17 young players from “Nasaf PFC”, for a total of 69 athletes. Athletes range in age from 17 to 29, with 7 to 14 years of athletic experience.

The following methods were used in the research:

- The method of determining interpersonal relationships (K. Thomas);
- The method of studying the characteristics of group perception by the individual (E.V. Zalyubovskaya) was used.

**The results obtained during the study are presented in Table 1.**

**TABLE 1**

	Football team	N	Average value
Competition	Zomin	24	6,4
	Sogdiana	24	6,8
	Nasaf	17	6,3
Cooperation	Zomin	24	5,2
	Sogdiana	24	5,9

	Nasaf	17	5,2
Compromise	Zomin	24	6,4
	Sogdiana	24	5,2
	Nasaf	17	6,4
	Zomin	24	4,8
	Sogdiana	24	4,9
	Nasaf	17	5,2
Avoid controversy	Zomin	24	7,1
	Sogdiana	24	7,1
	Nasaf	17	6,8

**The descriptions of the data given in the table have the following content:**

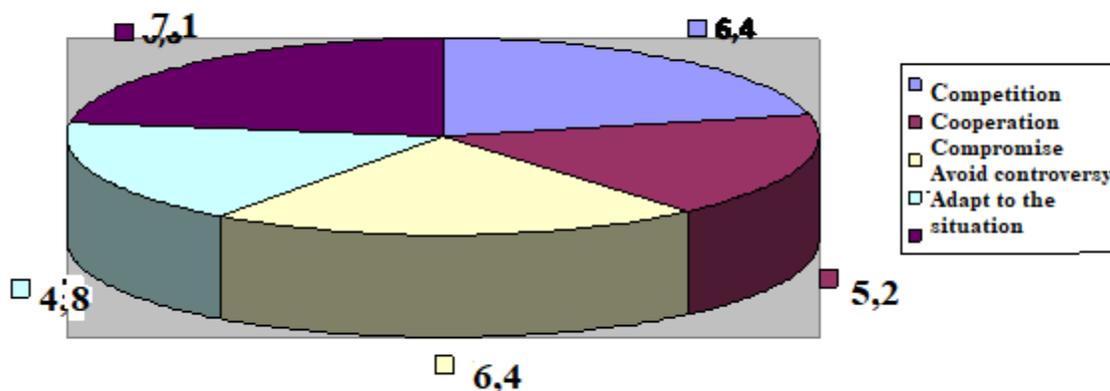
The average score of the players of PFC “Zomin Wolves” was 6.4 in the method of interaction, 5.2 in the method of cooperation, 6.4 in the method of compromise, 4.8 in the method of avoiding conflict, and 7.1 in the method of adaptation (histogram-1). It can be seen that the method of competition in team relations has a higher than the norm (5 points). The competitive method means that one party in the communication process tries to control the communication situation and take control of the whole process by demonstrating its dominance over the other party. Typically, we can observe such a landscape between adults and minors, in the relationship between a manager and a subordinate employee. In doing so, the first party exercises its superiority over the second, using its superiority. Naturally, a person who feels dependent from communication to communication accumulates internal discomfort and tension. When this situation is expressed in psychological language, it can be said that “hidden conflict accumulates.” This leads to a sharpening of relations and the emergence of larger conflicts over time. In addition, on the scale of conciliation, there is a score of 6.4, and Compromise - that is, conciliation. In controversial situations, acting like “You don't lose and I don't lose” is a way for both sides to get out of a contentious situation without being upset. Of course, this is the most effective among the types of relationships listed above. But this kind of attitude will be aimed at resolving the situation right now, acting like “what will happen next”. The downside is that if the problem is not resolved to the end, the possibility of a gradual conflict will remain.

Another noteworthy aspect was observed on the adaptation scale, where the average value of the team on the mazur scale was 7.1. From this we can see that, in contrast to this competition in the community, the institutions that can sacrifice their own interests for the benefit of other people are well formed. In general, we can see that the course of interaction in the team is more focused on collaborative team activities than on conflicting relationships, there is a system of relationships that is sometimes competitive in defending its position. But we can also say that the adaptation of athletes to the team and their desire to adhere to the social and ethical norms established in the team is at a high level. While such a course of interaction is often based on the law of subgroups expressed in social psychology, a football team as a subgroup requires that athletes know each other intimately and that there is always clarity in the relationships between them. So we can say that no matter how organized the football team is as a small group, it is worth noting that sometimes conflicts arise due to the direct implementation of the relationship. Yu.L.Khanin emphasizes that the interaction in sports teams is also directly related to the

effectiveness of the management system in the team [2]. The course of interaction in the team can be seen more clearly in the histogram below.

**The expression of the relationship in the professional football team “Wolves of Zomin”. In the style of K. Thomas**

**Histogram-1**



The second object of our research was the relationship between the team of young players of PFC “Sogdiana” as follows:

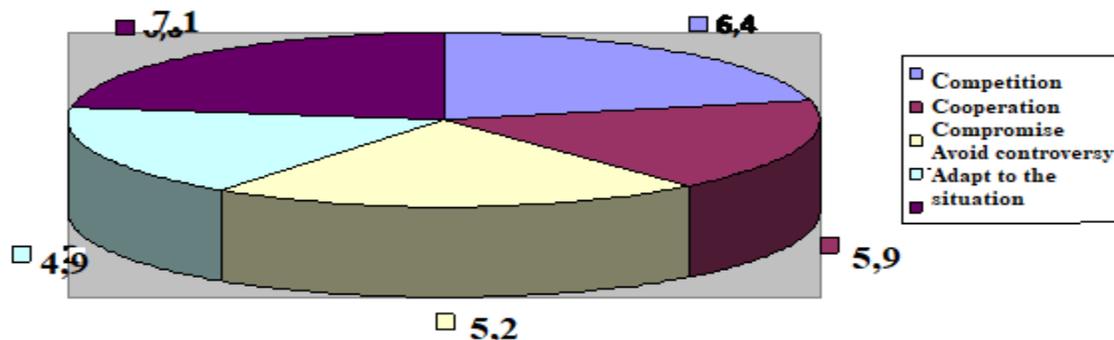
The average score for the competition method was 6.8, the collaboration method was 5.9, the compromise method was 5.2, the avoidance of conflict was 4.9, and the adaptation was 7.1 (histogram-2).

In this team, too, the interaction was characterized by strong competition. The average score on the method of competition was 6.8. This is a high figure. The competitive method means that one party in the communication process tries to control the communication situation and take control of the whole process by demonstrating its dominance over the other party. This leads to an escalation of the relationship and the emergence of larger conflicts over time. This means that there are frequent conflicts in the team based on the competitive environment, and team members try to strengthen their position by participating in the group as a reference group. We can witness the existence of a system of relationships that consists of acting like “You don’t lose and I don’t lose” in contentious situations, looking for an opportunity to get out of a contentious situation without offending both parties. The downside is that if the problem is not resolved to the end, the possibility of a gradual conflict will remain. This team also had a high score on the adaptation scale, with the team's average score on the mazur scale being 7.1. From this we can see that, in contrast to this competition in the community, the institutions that can sacrifice their own interests for the benefit of other people are well formed. At the same time, we can see that athletes have a high desire to adapt to the team and adhere to the socio-ethical norms established in the team. In general, we can observe that the course of interactions in a community is accompanied by more conflicting attitudes, as well as the acceptance of the collective interest as a common interest in collaborative team activities and the pursuit of social norms established in

that community. The course of interaction in the team can be seen more clearly in the histogram below.

**Sogdiana PFC's performance in the team of young players. In the style of K. Thomas.**

**Histogram-2**

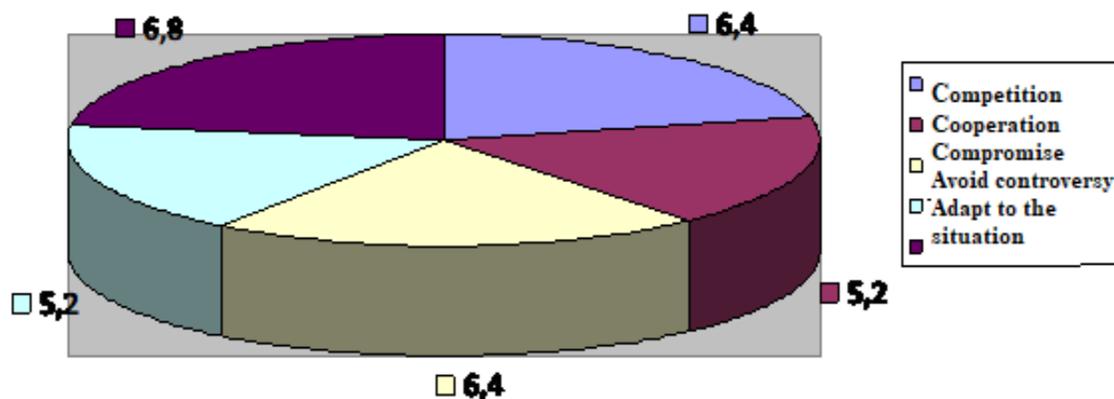


The indicators of interpersonal relationships in the team of young players of PFC "Nasaf", which is the object of our third research, were as follows:

The average score for the competition method was 6.3, the collaboration method was 5.2, the compromise method was 6.4, the avoidance of conflict was 5.2, and the adaptation was 6.8 (histogram-3). It is obvious that in this sports team, too, high scores on the scales of reconciliation and adaptation to the situation require constant clarity in the interaction within the team, ie in small groups, which often leads to frequent conflicts paves the way.

**An indicator of the interaction of Nasaf PFK in the team of young players. In the style of K. Thomas.**

**Histogram-3**



One of the components of interpersonal relationships is that people understand and comprehend each other. The process of human perception is influenced by a number of factors - social institutions, the characteristics of interpersonal relationships, people's knowledge of each other, and others. The process of social perception is influenced not only by interpersonal relationships, but also by a person's relationship with a group. Because of this, the study of how a group is perceived by an individual is an important aspect of the study of interpersonal cognition.

The individual proposed by E.V. Zalyubovskaya makes it possible to determine which of the 3 types of group perception is superior. The results obtained through this research method will be able to assess the indicators of the cognitive process in interpersonal relationships based on the study of how the group is perceived by the individual. In our study, using this method, we obtained certain results by trying to determine how the group (football team) is perceived by the individual (athlete) in the interactions in sports teams and the impact of social perspective on overall performance. You can see the results obtained in the table below

**TABLE-2**

Group (type of team perception)	Football team	N	Average value
Individualistic	Zomin	24	4,8
	Sogdiana	24	4,5
	Nasaf	17	4,7
Collectivist	Zomin	24	5,7
	Sogdiana	24	4,8
	Nasaf	17	5,7
Pragmatic	Zomin	24	3,4
	Sogdiana	24	4,9
	Nasaf	17	3,4

According to the results, the average football team in the professional football team "Zomin Wolves" had an individual score of 4.8, a collectivist score of 5.7, and a pragmatic score of the

individual perception of the group - 3.4. It is clear that the collectivism of the football team is high. In this type of interpersonal relationship, the majority of team athletes perceive the group as a whole and an independent value, focusing on the problems of the group and the members of the group, sees itself as interested in the success of both the whole group and individual members, and we can see that institutions have been formed to strive to contribute to the overall performance of the team, to show a positive attitude towards teamwork.

**The second object of our research was the relationship between the team of young players of PFC “Sogdiana” as follows:**

The average for the individualistic type was 4.5, for the collectivist (collective) type it was 4.8, and for the pragmatic type of group perception it was 4.9. Accordingly, it is perceived and evaluated by most athletes on the team depending on how useful the group is. The individual prefers the group representative, who can provide the necessary information and assistance on specific issues, and prefers to communicate with them. Of course, the composition of such relationships increases the likelihood that they will affect the overall team activity and create factors that prevent the team from moving towards a common goal or from interacting with all team members.

The third object of our research, based on the study of how the group is perceived by the individual in the team of young players of PFC “Nasaf”, the indicators of the cognitive process in interpersonal relationships have the following content:

The average for the individualistic type was 5.4, for the collectivist (collective) type it was 4.8, and for the pragmatic type of group perception it was 3.8. It can be seen that the highest performance was observed in the “Individualistic type” type. Therefore, most athletes in the team have a desire for individual self-improvement in the overall performance of the group. While this perception of the group may in part lead to the success of some athletes, in a sport that relies on team spirit, the overall success of the team or dependence on individual athletes increases the likelihood of some conflict between team members.

**CONCLUSION:**

**Based on the results of the study, the following conclusions can be drawn:**

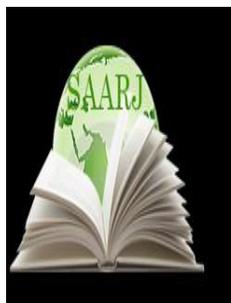
- Football teams as a small group are required to know each other intimately according to the laws inherent in small groups, the direct occurrence of relationships and, accordingly, the constant clarity in their interactions. Any imbalances in the relationship, i.e. imbalances, sometimes increase the likelihood of causing open conflicts. We have witnessed this above based on a study of group relationships in the Thomas-Kilman style.
- The expression of the relationship between football teams as an organized group and the results of the study of this process are almost identical. Of course, in this process, too, we can see that the laws specific to small groups, which have been the object of much research, are fully functional.
- How an individual perceives a group as a small group can affect the overall performance of football teams, can also lead to conflicts, individual goals and aspirations (individualistic type) or the role of the group as a means to achieve certain goals of the individual (pragmatic type) we

must not forget that it also leads to a decrease in overall efficiency, which negatively affects the overall goals and aspirations in the team.

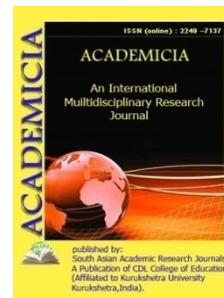
- The interaction of football teams as an organized group depends on the effectiveness of the management system in the team.

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**THE USE OF ABU ALI IBN SIN'S IDEAS ABOUT PHYSICAL CULTURE  
 IN THE EDUCATIONAL PROCESS**

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**ABSTRACT**

*This article sets out the main facts of the life and scientific activities of the outstanding scientist-encyclopedist Abu Ali ibn Sino, who left a rich scientific heritage - treatises and books on preserving natural balance, strengthening human health and treating diseases, physical education, in philosophy, pedagogy and other sciences. ... The scientist owns over 450 works, only 242 of them have survived to us. His works "Kitobul-insof" ("Book of Justice"), "Kitobul-nazhot" ("Book of Salvation"), "Donishnoma" ("Book of Scientists"), "RisolaiTadbiriManozil" ("Treatise on home economics"), "TibKonunlari" ("Medical Canon"), "Quito bush-shifo" ("The Book of Healing") are known all over the world. At one time, both in the East and in the West, he was called "Chief among the Sheikhs", "King of physicians", "Leader (head) of scientists". Abu Ali ibn Sino carefully studied the works of Greek, slave, Persian scientists, as*

*well as the works of his compatriots - Muhammad al Khorezmi, Abu Nasr Farabi, Abu Bakr Rosi and creatively interpreted them.*

*In the book of the scientist "Canon of Medicine", the essence of the daily lifestyle of growing youth and people who have reached adulthood is outlined. The scientist defined physical exercise, proper, moderate nutrition, and orderly sleep as the basic principles of maintaining health. Abu Ali strongly recommended to engage in physical and moral education of children, starting from an early age. The idea expressed by a scientist a thousand years ago is very relevant today in the upbringing of a healthy and strong comprehensively developed generation.*

**KEYWORDS:** *Medicine, Philosophy, Pedagogy, Heritage, Health, Environment, Encyclopedic Scientist, Physical Exercises, Tempering, Movement, Moral Qualities, Development, Spirituality, Hard Work, Humanism.*

## INTRODUCTION

The study of the scientific, practical and theoretical heritage of Abu Ali ibn Sino is of great importance for medicine, philosophy, literature, pedagogy and many other sciences.

Outstanding scientist ("Shaikh ur-Rais", "DonishmandlarSultoni", "Tabiblarshokhi" that is, "Chief among doctors", as he was called). He left us his great works on preserving the natural balance, strengthening human health and treating diseases, which were the fruit of many years of scientific research and practical experience.

His famous book "The Canon of Medicine" reflects the issues of human physical education, starting from the moment of his birth and as he grows and matures. The scientist gives recommendations on the use of physical exercises, massages, swimming in cold water, walking in the fresh air, various types of physical activity - everything that is successfully used today in physical education among the peoples of the whole world.

Abu Ali ibn Sino, a prominent scientist-encyclopedist of the Eastern Renaissance, was known in the West as "Avicenna" (3.5). Ibn Sino's full name is Abu Ali - al Hussein ibn Abdulloh ibn al-Hasan ibn Ali ibn Sino. For his great services to humanity, he was awarded the honorary title of "Shaikh ur-Rais" in the East (roughly "The Great Sage (Sheikh)").

**TABLE LIFE PATH AND ACTIVITIES OF ABU ALI IBN SINO**

№	Life path stages	Main events
1.	980year	A tax inspector who traveled from Afghanistan to work in the Peshkun district of the Bukhara region (Afshona village) married a local girl, Sitara. AbuAliwasborninthisfamily.
2.	985 year	Abu Ali's family moved to Bukhara
3.	990 year	Has mastered scientific knowledge in many areas
4.	996 year	Abu Ali ibn Sino ranked among the most famous doctors (doctors) of Bukhara
5.	997 year	The famous doctor Abu Ali cured the sick Bukhara Emir and as a reward for this received permission to work in the Amir's library
6.	1000-1001years	Abu Ali creates his first major scientific work
7.	1002 year	Abu Ali's father died. The conditions for scientific activity became

		complicated, as a result, the scientist left Bukhara and moved to Khorezm
8.	1002-1017 years	Abu Ali conducts large-scale scientific activities in the Khorezm Academy of Mamun together with famous scientists of Khujandi, al-Khorzmi, al-Masikhi, al-Beruni
9.	1019-1021 years	Serves as a wazir (minister) in Hamadon
10.	1021 year	As a result of enmity with some politicians, Abu Ali was detained for 4 and a half months
11.	1023 year	The scientist moves to the Iranian city of Isfahan
12.	1037 year (june)	Abu Ali died at the age of 57 in Isfahan hospital from a serious illness (intestinal obstruction)
13.	1037 year	The body of Abu Ali ibn Sino was transported to the city of Hamadon, and was solemnly buried there. An eternal flame was lit on the grave, guarded by sentries
14.	1980 year	By the decision of UNESCO, the 1000th anniversary of the birth of Abu Ali ibn Sino is solemnly celebrated all over the world
15.	1999 year	On the initiative of the President of the Republic of Uzbekistan I.A. Karimov, the Abu Ali ibn Sino foundation was created in the republic

Abu Ali was born in August 980 (according to Christian chronology) - 370 of the Khizhra in the village of Afshona, Bukhara region. His father was from Balkh (Afghanistan), in Afshon he was on duty in the tax system, where he married the girl Sitora and created a family.

As a child, Abu Ali showed a great interest in knowledge, science, and his father received a good education - first at school, then in Bukhara he studied with the best scientists. Among them were Abu Ali Abdullah Notimi, Abu Mansuri - famous scientists at that time.

At the age of 17, he cured the Bukhara Emir from the disease and got the opportunity to work in the largest library in Bukhara - the Amir's library. In 1004, having moved to Khorezm, he established contacts with many scientists of the Mamun Academy, met with the great Beruni. Two great scientists are conducting joint research work.

Beginning in 1011, the life of a scientist flows in Iran and Kharasan, then he works as a wazir (minister) in Hamadan, but the hakim and some officials are hostile to the scientist, as a result, Abu Ali is imprisoned for four and a half months (Officers from The IRS rebelled over a small salary, and Minister Abu Ali was accused of this).

In 1023, Abu Ali returned to Isfahan and devoted the rest of his life to writing scientific papers. On June 24, 1037, at the age of 57, the scientist died of illness in Isfahan and was buried in Hamadon.

During his life, the scientist had to endure many injustices, and this further strengthened his humanism, a sense of love and devotion to the people.

Abu Ali is a real encyclopedic scientist, he deeply learned all the famous sciences of his time and left a huge legacy that covers twelve scientific areas - medicine, culture, physics, astronomy, physical education, etc.

What is the heritage of the great Abu Ali in the field of physical education?

The scientist analyzed the works of his predecessors on physical culture, enriched with their basic ideas and systematized them. On the basis of a deep study of theory and observations in the process of practical activity, he created works on each of the directions of the health strategy (classification of physical exercises, the role of the bath, sports massage, hardening, slow walks).

Of the more than 450 works created by Abu Ali, only 242 have survived to us. His works "Kitobul-insof" ("Book of Justice"), "Kitobul-nazhot" ("Book of Salvation"), "Donishnoma" ("Book of Scientists"), "RisolaiTadbiriManozil" ("Treatise on Home Economics"), "TibKonunlari" ("Medical Canon"), "Kitobul-shifo" ("Book of Healing") are known all over the world. At one time, Ibn Sino, both in the East and in the West, earned fame as "Chief among the Shaykhs", "Leader (head) of scientists", "King of physicians" and other honorary titles.

The first of the Republic of Uzbekistan in his book "YuxakManaviyat - YengilmasKuch" (High spirituality is a necessary force), set forth his thoughts on the basic principles of the formation of spirituality, noted the scientists who left their mark on world science, and named among them Abu Ali ibn Sino - "the famous a scientist with a rare nobility. For several centuries, his works

"The Canon of Medicine" have been used as the main textbook on medicine in the most prestigious higher educational institutions in Europe. This book serves as a fundamental basis for many concepts in the field of medicine, healthy lifestyles, as it is based on deep scientific knowledge and life experience.

More precisely, this incomparable scientist carried out all his scientific activities in the spirit of serving the development of mankind, which had a tremendous impact on the development of the spirituality of the world" [1].

The great scientist covered in his works the issues of education, not only from the point of view of healing, but also as a famous teacher.

In the book "Canon of Medicine" Abu Ali comprehensively considered the issues of physical education of the child, revealed such aspects of the problem as nutrition, bathing of children, rest and sleep of the child. He especially focused on the need for a child of fresh air, sun, water and exercise. Along with this, the scientist urged to take into account the anatomical and physiological characteristics of the child. In the "Canon of Medicine" Abu Ali presented the scientific classification of physical exercises, characterized each type, theoretically and practically substantiated, physical exercises are somewhat useful for the body.

"Moderate and timely physical education serves as a prophylaxis against the occurrence of all kinds of diseases, as well as from their relapses, while no medication is required," says the scientist [9].

In the "Canon of Medicine" Abu Ali justifies the need for physical hardening of the child, starting from birth. He explains how to feed, bathe the child, walk with him in the fresh air, even put him in the cradle (tie him up), singing lingering melodic songs [5].

Here is a sample of his poems:

You know how many ways of abstinence there are

Be worthy and most importantly - moderate in everything.

Keep your body clean, tidy,

Throw everything dirty into special boxes (urns).

The scientist explains that without exercise, the body weakens and is exposed to dangerous diseases.

He argued:

If you are not abstinent, you will not experience joy

You cannot find well-being from pleasure.

If you move a little, the body will be filled with different bacteria,

Never eat unproven food.

Abu Ali showed particular interest in the development of children. He divided the entire period of natural development and maturation of children into five periods - infancy, childhood, adolescence, adulthood, maturity (adulthood), and for each period he defined special physical exercises.

The scientist urged all people to exercise, and then he would not need medicine. Abu Ali explained the importance of such sports as tug-of-war, hand-to-hand fights, throwing stones, running and walking, equestrian sports, and various types of wrestling [9]. The ideas expressed by a scientist a thousand years ago have deep content and are very relevant today in the upbringing of a healthy and strong, comprehensively developed generation.

Scientists of the outstanding scientist-encyclopedist are aimed not only at educating a physically healthy person, but also at building social relations on the basis of a reasonable system of education in the country as a whole, the formation of a person's personal qualities.

In the book of the scientist "Canon of Medicine" the third part of the second chapter is devoted to the preservation of health, which sets out the essence of the daily lifestyle of young people and people who have reached adulthood (adulthood). The scientist defined physical exercise, proper nutrition and orderly sleep as the basic principles of health preservation. All human life, Abu Ali believes, is subject to physical education [6].

Excessive consumption of food, according to the scientist, creates a load on the internal organs, which serves as the oprichnina for the occurrence of various diseases. Physical movements help to remove accumulated harmful substances from the body and, therefore, prevent diseases. Proper nutrition and normal sleep are the main conditions for physical development. Exercise, movement, exercise help to maintain the natural body temperature, strengthen the limb and create an opportunity for quick recovery of the body.

Refusal to exercise, lack of movement lead to weakness and impotence, as a result of which various diseases appear [9]. These conclusions of the scientist are fully reflected in modern medical science and practice.

Abu Ali strongly recommended to engage in moral education already in childhood. In his famous book, there is a special section "On education", in which the author outlined his thoughts on how to form the character and behavior of children. "Good habits and behavior do not appear in

children by themselves, they must be introduced to good examples, qualities and moral concepts must be introduced into the minds of children," Abu Ali ibn Sino said.

According to the scientist, children must, first of all, be protected from bad influences and bad deeds [5].

Abu Ali considered the following factors to be the most valuable in raising a healthy generation:

- Firstly, the scientist called on young people to master knowledge and sciences;
- Secondly, Abu Ali recommended that young people be sure to engage in socially useful work;
- Thirdly, he explained that the word should not be at odds with the deed, and that you need to take care of your health;
- Fourthly, Abu Ali guided the youth, but that their life path was dedicated to serving the Motherland, its protection.

The great healer, outstanding thinker Abu Ali ibn Sino considered massage the most important and effective way to relieve fatigue and people involved in sports [9]. The scientist for the first time studied in detail the property of Oriental massage, determined their types: hard power massage, soft rubbing massage, weight-reducing massage, cosmetic massage, preparatory (warm-up) massage - before physical activity and restorative massage - after physical activity. Subsequently, Abu Ali ibn Sino made the following conclusion: "If different types of massage are combined, you can get a variety of combinations" [6].

For this, Abu Ali believed, it is necessary to constantly develop the fingers. The scientist emphasized that massage should be applied when the human body needs it. The great scientist carefully studied the works of Greek, Arab, Persian scientists, as well as the works of his compatriots - Muhammad al-Khorezmi, Abu Nasr Farabi, Abu Bakr Rosi, Ahmad Fargani and creatively interpreted them.

His treatises and manuscripts testify to a good knowledge of the works of philosophers and thinkers of Ancient Greece, including Aristotle, Plato, Euclid, Thales, Heraclitus, Socrates, Pythagoras, Galleon, Hippocrates. The works of Abu Ali ibn Sino have been translated into many languages of the world, and many studies have been carried out on them. The originality of Abu Ali's scientific treatises, their high level makes him one of the great encyclopedic scientists in the history of mankind. During the years of independence, the socio-economic, political, spiritual, educational and cultural foundations of the development of society have significantly strengthened.

The sacred duty and high responsibility of the young generation is to deeply study the heritage left by the great ancestors. Each person determines for himself the criteria for his future activities, looking for ways to achieve happiness. And in order to win a worthy place in life, to see a bright future, you need to be a comprehensively developed and spiritually rich person. Therefore, the younger generation needs to be trained and educated with a position of harmonious development. First in the family, then in preschool institutions, in schools, colleges and lyceums, higher educational institutions.

In addition, public organizations and the makhalla must necessarily participate in the formation of the perfect personal qualities of young people, that is, a spiritual and moral environment must

be created. The creativity of young people and the results of future activities depend on what kind of education and upbringing the youth will receive, what lessons and examples of morality will be offered to them. Young people are faced with complex tasks that require energy, high intelligence, wisdom and strong will. And only strong, spiritually rich, talented young people are able to fulfill these tasks.

In each side, at all times, special attention was paid to the upbringing of highly spiritual youth as the basis for the prosperity of the nation (people). History lessons teach that a spiritually rich nation will never win. And, above all, in the formation of the spirituality of young people, the role of the family and parents is great. Cleanliness and order in the house, mutual respect and love, hard work, devotion to the fatherland and humanism - all this atmosphere in the family is the main condition for the formation of the personal qualities of children.

Young people should know that these qualities and family traditions need to be passed on from generation to generation. The role of great ancestors and outstanding historical figures of the country and state is invaluable in this matter.

The Uzbek land presented the world with great people, whose fame spread throughout the planet. These are Imom al-Bukhari, Termizi, Al-Fargani, Ahmad Yassawi, Baouddin Naqshbandi, Amir Temur, AlisherNavoi, Bobur, Al-Khorezmi, JaloliddinManguberdi. And, of course, among those who made a huge contribution to the development of science and culture, we are proud to name the great philosopher, scientist Abu Ali ibn Sino. Its invaluable scientific heritage has been deeply studied and continues to be studied. It is of particular importance for the spiritual and physical education of young people.

2010 in the Republic of Uzbekistan was declared by President I. A. Karimov "The Year of Comprehensively Advanced Generation". This was the period of implementation of a specially developed State program for the education of intellectual, spiritually and physically developed youth. The expression "comprehensively developed man" was developed and applied by Abu Ali ibn Sino 1000 years earlier. The theoretical basis created by the great scientist has not lost its significance. The scientific heritage and practical recommendations and advice left by Abu Ali ibn Sino - a philosopher, scientist-researcher, hakim (ruler) - serve us not only today, but will also serve for many years to come, since on their scientific potential young people are brought up in a spirit of devotion and love for their homeland.

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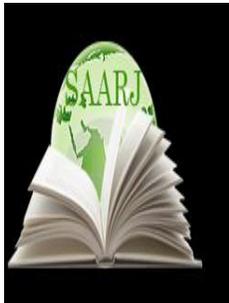
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## SACRED OBJECTS OF FERGANA REGION

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### ABSTRACT

*This article provides information about sacred objects and sacred landscapes, sacred objects of Fergana region and their stratification. Sacred objects develop the functions of rituals, celebrations, festivals, religious ceremonies, recreation, inherited from ancestors. Over time, tombs, mausoleums, shrines, historical and religious monuments develop and sanctify their functions. Most often, natural-historical sacred objects are located in the mountainous areas of the region, along the sacred springs at the foot of the mountains, terraces, hills, near rivers and streams, forming historical-cultural-natural complexes.*

**KEYWORDS:** *Sacred Objects, Sacred Places, Ethnos, Sacred Landscapes, Shrines, Sacralization.*

### INTRODUCTION

Fergana region is distinguished by the abundance of natural-historical, religious-enlightenment sacred objects in the Republic, its territorial location, its potential in religious and pilgrimage tourism. In recent years, many Resolutions and Decrees adopted in the Republic pay great attention to the use of sacred objects for tourism and recreation purposes.

Resolution of the President of the Republic of Uzbekistan “On measures to further increase the responsibility of local executive authorities in the development of tourism” dated July 12, 2017 No PP-3129, Presidential Decree “On additional organizational measures to create favorable conditions for the development of tourism potential of the Republic of Uzbekistan” dated February 3, 2018 PF-5326, important instructions on the development of tourism infrastructure, promotion of religious, educational, historical and cultural tourism.

In the development of domestic tourism in the country, the study of sacred sites, the provision of information about them, the organization of tourist infrastructure are important in increasing the interest of foreign tourists and locals in religious, historical, cultural and educational facilities.

### THE MAIN FINDINGS AND RESULTS

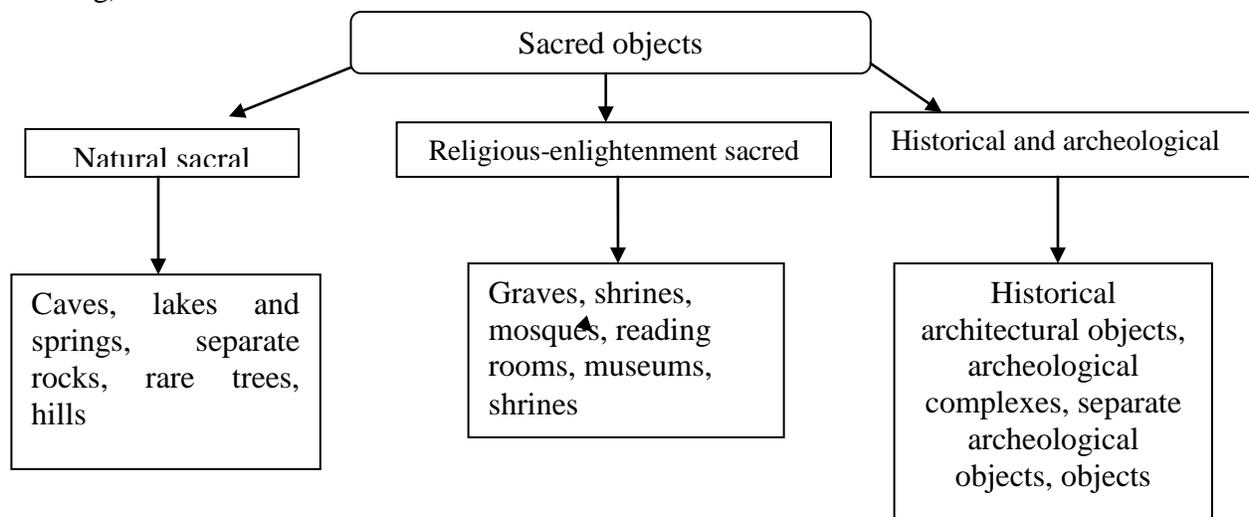
In the Fergana region, which is the object of our research, there are many sacred objects. Such objects as shrines-tombs, mausoleums, natural sacred objects, architectural monuments, historical and cultural objects as sacred places of sacred faith-sacred areas are factors that provide spiritual nourishment in long historical processes and play a special role in the life of the population; however, sacred objects were formed as places of interaction between different ethnic groups. In the life of historical ethnos, in the way of life, in the acts of pilgrimage, there are the principles of hope for goodness, spiritual relief, and forgiveness of sins, spiritual purification, peace and brotherhood. One of the important aspects of sacred objects is to turn people away from evil intentions, to polish national and spiritual values.

Sacred objects develop the functions of rituals, celebrations, festivals, religious ceremonies, recreation, inherited from ancestors. Over time, tombs, mausoleums, shrines, historical and religious monuments develop and sanctify their functions. This leads to the expansion of sacred objects into sacred landscapes, and thus to the formation of protective functions.

Sacred regions form a healthy attitude, ideological immunity, against evil enemies, whose ideology and purpose are hostile.

The shrines serve as hospitals and sanatoriums to restore people's health, provide recreation, physical and spiritual recreation, and spiritual rejuvenation.

Information about shrines in Fergana region is described in detail in the book “Pilgrimages and shrines of Uzbekistan”. All the shrines in the Fergana region, as sacred monuments, have great potential in terms of tourism and recreation potential. In the use of such potential, it is important to classify the shrines, to define their functions according to the functions they perform. (See drawing).



**Figure 1. Sacred objects in Fergana region (drawing by the author)**

Sacral landscapes in Fergana region are a complex of sacred objects, the formation of which occurred in 2 important aspects.

1. The religious aspect, the transformation of religious objects into religious shrines and their sanctification.

2. Natural-historical aspect. That is, the sacralization of unique natural-historical objects.

We can see their mutual proportions in the location of sacred objects in the Fergana region. That is, natural-historical sacred objects are located next to religious shrines. In such regions, sacred objects form sacred landscapes. For example: Satkak springs and Satkak ota shrine, Robial First Shrine with First Springs; Shrine of Hoja Ahmad Wali with a thousand-year-old maple in Vadil, Chakka tomar shrine in Shohimardon village and spring of the same name, Lake Tolmazor, located near Lake Qubbon and its surroundings, Archamozor, Aksu mausoleum, Beshpanja, Moon cradle shrines; Located on the banks of the Sokh River, Yigit Pirim-Er Hubbi connects between sacred objects such as the shrine to form sacred landscapes. The primary factors in such territorial proportionality of sacred objects were natural sacred objects, which were the basis for the organization of religious shrines. Tombs and shrines built around them played an important role in the preservation of unique natural objects and their transformation into sacred objects.

According to the functions performed by the main sacred objects located in the Fergana region are divided into: 1. Natural - historical sacred objects and 2 religious enlightenment sacred objects. We classify some of them below.

1. Natural-historical sacred objects.

The natural-historical sacred areas of Fergana region, according to their geographical location, occupy the plains, river valleys, hills, foothills and mountainous areas of the region. The territorial location of sacred objects is directly related to the development of the territorial territory of local ethnic groups. Most often, natural-historical sacred objects are located in the mountainous areas of the region, along the sacred springs at the foot of the mountains, terraces, hills, near rivers and streams, forming historical-cultural-natural complexes. At the same time, the political, social, economic situation, military and defense potential of the region at historical stages played an important role in the location of historical and archeological sites. Pre-Islamic religions such as paganism, Islamic shrines, mosques, tombs, and archeological sites play an important role in the location of most natural and historical sacred sites. Often we see the interdependence of natural historical sacral regions, and they have become more and more sacred over time.

We will focus on some of the sacred objects in our region.

In the village of Karakoyli of Besharik district there is a shrine of Kaynarbulak, which is a natural sacred object. The water of this spring has been used to treat earaches. The spring is also protected by fish, which means that hunting is prohibited. However, there is a perception that jaundice can also be treated by watching the fish here.

Hawthorn is a shrine. This sacred object is located in Galcha village of Besharik district. The hawthorn tomb is associated with the hawthorn tree that grows here, the main function of which is believed to be to protect the hawthorn from prying eyes.

Another natural shrine in Besharik district is Changalmozor shrine. The dense growth of thorny plants at the shrine in the village of Karayantog was of great importance in the preservation of the tomb here, i.e. the appearance of the shrine was caused by the claw tree.

Blue stone shrine - a sacred object located in the cemetery of Andarhon village of Besharik district is recognized as a separate stone. Legends about natural stone admit that seven brothers who were martyred were buried in this tomb and their tombs were consecrated under the name of Koktash.

Yigit pirim- Erkhubbi shrine is located in Chongara village of Rishtan district. The cave near the hill on the banks of the Sokh River is consecrated in the image of Chongara - Chongara cave young pirim and is recognized as a symbol of protection from floods, floods, productivity and blessings.

Moy Kol Buva Shrine is located near the village of Akboyra in the Oltiariq district, where there used to be a large lake instead of a spring. It is believed that he called it "Moy-Kol" because of the glistening surface of the lake. The reason for the sanctification of the shrine was that one of Satkak's relatives came here and stopped and said, "Do not withhold blessings from your servants, O Allah!" he begs and stabs his stick into the ground, and from the place of the stick the water begins to gush forth, the surface of the water being shiny, as if it were covered with oil, and the food was delicious. This water was used as a treatment for ear and throat pain.

2. Religious and enlightenment sacred areas include graves, shrines, mosques, reading rooms, museums and shrines in our region. Shrines have played an important role in the way of life of the peoples of Central Asia, as well as of all peoples. Over the centuries, the notion of tombs and shrines has been formed in the minds of our people as a sacred place. Even during wars and natural disasters, holy shrines have protected people.

The origin of shrines, mosques, cemeteries in Fergana region, their sanctification is directly related to the historical culture of our people, customs, religious rites, wars, battles, the activities of saints, governors, companions. Such shrines increase the prestige of our country and attract local and foreign tourists.

Religious shrines, mosques define the area of a particular culture, religious activity. The sanctification of religious shrines leads to a certain degree of restriction and stratification of human activity in such areas. For example, not fishing in springs, not cutting down trees in shrines, not interfering with the protection of sacred objects that have been in harmony with nature for thousands of years, creates a tradition of passing from generation to generation.

Sacred landscapes are natural anthropogenic geotisms that perform a religious (spiritual) function, they are primarily visited, believed objects associated with the religious needs of mankind, as well as those who belong to a certain category of population seek to interact with such places. Religious enlightenment includes all territorial complexes in which sacred cultural landscapes are considered sacred and determined by the existence of a purpose of worship (cult).

Sacred objects of religious enlightenment are also common in the mountainous areas of Fergana region. On the way from the village of Shohimardon to Lake Qubbon, the Stone of the Koktash shrine is recognized as a natural sacred object. The main reason for its sacralization was that patients with whooping cough were brought here, licked the bruise, and thus healed.

Beshpanja Shrine - The water that flows from Lake Qubbon flows through 5 networks. According to the narrations, Hazrat Ali cut the river water with his sword, formed a dam and struck five claws to keep the water from coming out.

The Golden Cradle shrine is also located in a natural sacred object, and there are legends that it is located on a steep rock above Lake Qubbon.

Lake Kubbon is also a unique landscape, a product of natural beauty, as well as a sacred area for people. The lake has a high recreational and tourist potential, the lake, which by its origin depends on natural processes, has been sacred for centuries and turned into a sacred shrine.

Chilmahram Shrine - This sacred object, located on the banks of the Syrdarya River in Besharik district, consists of a small cave located at the top of the hill more than 50 meters and a collection of several smaller caves. Inside the cave is the tomb of a saint named Chillakharam. Visitors to this tomb offer sacrifices for their children, then descend and bathe in the waters of the Syrdarya.

Akmozor Buva shrine is a hill made of a pile of soil as a sacred object, located in the village of Zarkent, Toshloq district. A spring was formed near this hill. Those who fell white on the body and hair from the soil of the tomb were called "white graves" because they were healed.

Hot spring shrine - this sacred object is located in the village of Karakoyli, Besharik district. It is the sanctification of the spring as a natural sacred object and the use of its water as a cure for ear pain in its transformation into a shrine. Fish also live in the spring water, sanctify them and hunting is prohibited.

Sangi Oyina Shrine is a natural sacred object located in the village of Tul, Sokh district. One of the legends about the sanctification of the Sangi Oyina shrine is directly related to the name of Zahiriddin Muhammad Babur. It is said that after Babur was defeated by Shaibanikhan, while living in the villages around Sokh for some time, he came across a stone called Sangi Oyna, i.e. Oyna Stone. The locals sanctified this stone as a stone that foretold the future. Through the stone, Babur also found out about his future, gathered an army and marched through India to Afghanistan. About the Sangi Oyna Shrine Babur Mirzo in his work "Boburnoma" – In one part of Isfara, a piece of stone fell between the hills to the south. It is called "Sangi Oyna", "Everything will be like a mirror".

Sangi Navasita Shrine - This place of pilgrimage is a sacred object located in the village of Ravon, Sokh district, the meaning of which is - "Written stone" and was written on the rocks hanging by the road. It became a holy place of worship after the name of Abdullah Eshan was given to the saint. It is said that when there was no water in the village, Abdullah prayed for the water to flow smoothly, and then the water began to flow smoothly. The name of the village was changed to Ravon.

From the above-mentioned natural sacred objects in Fergana region

In addition, there are many objects in the sacralization of which the activities of indigenous peoples, ethnos, customs, rituals, religious ceremonies play an important role, which led to the sacralization of natural objects and the expansion of sacred landscapes.

There are many historical and archeological cultural monuments in Uzbekistan, including in our region, which are directly related to the lifestyle, way of life, customs and religious ceremonies

of local ethnic groups. According to the Greek historian Herodotus (6th century BC) in his book “History”, the Achaemenid king Darius, who marched to conquer the nomadic Scythian warriors, sent a letter accusing the Scythians of fleeing the war Idanfiris. Idanfiris replied, “If you really want to fight, try to find the graves of our fathers and trample them, and then you will know whether we will fight or not”. From this answer it became clear that for our ancestors the graves of their ancestors were considered sacred, and to be deprived of them was tantamount to losing one's homeland. According to the beliefs of the ancient Turkic peoples, the surrender of shrines was tantamount to breaking away from custom and surrendering to the wild.

Sacred monuments perform spiritual, spiritual and socio-political functions among peoples. Sacred shrines of natural origin serve people to love nature, enjoy its beauty and aesthetic pleasure. Pilgrimages related to human activities serve to appreciate their beliefs, religious desires, spiritual and spiritual aspects. As sacred places, the shrines are inherited from ancient ancestors, preserving traditions such as customs, holidays, festivals, recreation, and passing on the rich heritage of our people to future generations.

Religious enlightenment sacral regions can serve as semantic centers of landscapes for religious ceremonies. Such territories and objects are places where an event took place by the will of divine power, places where great saints of all times and cults and their companions are buried, sanctuaries of lost religions, perennial shrines and objects of asceticism, as well as places of power are amazing landscapes created and created by the invisible forces of nature.

Important features of the geographical location of religious and enlightenment shrines are taken into account in the choice of location for the construction of such facilities, their durability, the possibility of transmission from generation to generation, the conditions of protection. Accordingly, most religious and enlightenment sacred objects are more common in the Sokh and Fergana districts of our region.

### CONCLUSIONS:

1. Sacred objects are natural-historical, religious and spiritual-cultural objects that form the customs, traditions, religious and spiritual values of a society that play an important role in world civilization.
2. Through the study of sacred landscapes, we gain a greater understanding of the historical culture, customs, and religious beliefs, national and spiritual values of our peoples.
3. The wider study of sacred objects and the sacred landscapes they create as objects of tourism and recreation expands the possibility of using such objects in the tourism industry.

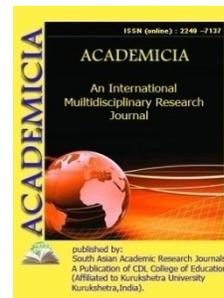
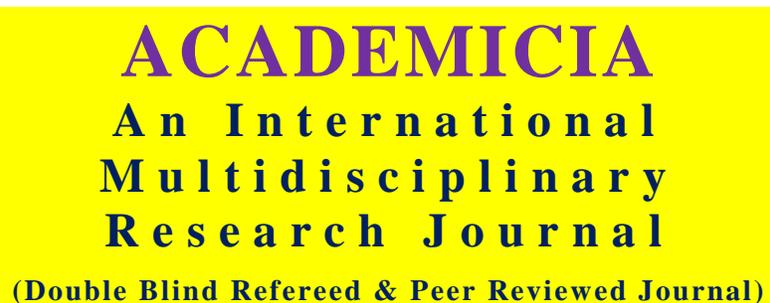
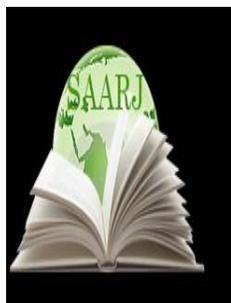
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## KEY BIODIVERSITY AREAS OF THE FERGHANA VALLEY AND PROSPECTS FOR ESTABLISHING PROTECTED NATURAL TERRITORIES

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### ABSTRACT

*Currently, biological diversity is of paramount importance for the normal functioning of systems and the biosphere as a whole, contributes to the sustainable development of the region. Further conservation of biodiversity in the territories of the Fergana Valley requires a transition from a mono-resource approach to an ecosystem approach in nature management. The article and methodological plan consider the issues of accounting and assessment of biological diversity in the development of new protected areas.*

**KEYWORDS:** *Protected Natural Areas, Representative, Nature Reserve, Key Biodiversity Areas, IUCN, Endemic, Flora, Fauna.*

### INTRODUCTION

The Fergana Valley is an intermontane plateau in the mountains of Central Asia, it is an intermontane depression bounded in the north by the Tien Shan mountain system, and in the south by the Alai ridge. In plan it resembles an ellipse about 300 km long and up to 170 km wide. If from a geographical point of view, the territory is a homogeneous space, then in political terms it is characterized by significant heterogeneity. Today, there are three regions of Kyrgyzstan - Osh, Jalalabad, as well as the recently formed Batken, three regions of Uzbekistan -

Andijan, Fergana and Namangan - in the central part of the plain, and the southwestern part of the valley is occupied by the Sogd region of Tajikistan [7, 8].

The Fergana Valley is the most fertile and densely populated region in all of Central Asia and, in some respects, it still retains the importance it had when it lay on the ancient Silk Road. The economies of all three countries are predominantly agricultural in nature. Therefore, the general degradation and fragmentation of natural ecosystems, which are intensified under the influence of anthropogenic impacts, led to a reduction in the ranges and numbers of both rare and resource species. Such species have an increased risk of extinction in the wild and are recommended for inclusion in the Red Book. The Fergana Valley (belonging to the Republic of Uzbekistan) is home to 52 species of animals listed in the "Red Book" of the Republic of Uzbekistan, of which 16 are invertebrates, 7 species of fish, 7 species of reptiles, 16 species of birds, 3 species of mammals [10, 11].

Over the past decades, as a result of intensive nature management, some species of animals in the Fergana Valley have been subjected to anthropogenic impact, and therefore their ranges and numbers have decreased, some species are on the verge of extinction or have disappeared completely. The number of many animals has not yet reached a critical level, but continues to decline steadily. Degradation of habitats and direct extermination affected, first of all, large carnivores (*Ursus arctos*, *Cuon Alpinus*, *Canis lupus*, *Uncia uncia*, *Vulpes vulpes*) and ungulate mammals (*Capra ibex*, *Capreolus pygargus*, *Sus scrofa*) [5, 9].

The flora of the Fergana Valley is rich in endemic, rare and endangered species. In the Fergana Valley, 45 species of plants are distributed, listed in the Red Book of the Republic of Uzbekistan. The distribution of these species is indicated in the Red Book of Uzbekistan (2009) and in individual publications [4, 6, 7]. But, these data cannot give a general picture of the distribution, abundance or reasons for the reduction in the number of individuals and the area of distribution, and others, also the predominant part of the data on the state of populations requires new research.

Population growth and acceleration of urbanization processes lead to the loss of unique and valuable natural ecosystems in the Fergana Valley, as well as the genetic fund of plants and animals. In the Fergana Valley (belonging to the Republic of Uzbekistan), the situation is further complicated by the fact that here I, II and IV categories of protected natural areas (PNA) are absent, which would make it possible to restore and preserve biological diversity in the Fergana Valley. For the further implementation of the effective protection of biodiversity components, a systematic approach is required; it is necessary to develop comprehensive measures both for the protection of the species themselves and for the preservation of their habitats [1, 2, 3].

In the Fergana Valley, insufficient study of fauna and flora leads to a reduction in biodiversity. Therefore, the current situation requires optimization and new approaches to solving the problems of ecosystem conservation. One of the possible ways out of this situation is to identify key biodiversity areas (KBA) that meet international standards [5]. The target results of the protection of natural objects are created by KBA - objects that are important for the conservation of biodiversity on a global scale. KBA are defined by elements of biodiversity that, globally, natural sites contribute significantly to conservation, such as endangered species or ecosystems. When identifying KBA, several criteria and subcriteria are used, each of which has

corresponding quantitative threshold values [13]. Natural objects are classified as KBA if they meet at least one of the following criteria [5]:

- A1: the presence of a significant proportion of the global population of one or more globally threatened species;
- A2: the presence of a significant proportion of the ecosystem under threat of global extinction;
- B1-B4: presence of geographically limited elements of biodiversity (not necessarily threatened), including individual species, associated species, species populations and ecosystem types;
- C: ecological integrity: natural sites where ecological communities and the ecological processes that support them are kept completely intact;
- D: exceptional biological processes, including demographic aggregations (for example, seasonal aggregations for the purpose of breeding or feeding), ecological refuges and initial populations necessary for the survival of the species;
- E: irreplaceable: natural sites recognized through quantitative analysis of complementarity very high indispensability for global biodiversity.

Biodiversity and natural ecosystems are concentrated in remote mountainous areas, where state borders often pass. Therefore, many key biodiversity areas are cut apart by boundaries. This means that the best approach to their protection is bilateral or regional cooperation. Long-term conservation of nature requires the protection of landscapes and geocological corridors. This is especially important for the conservation of large-scale ecological and evolutionary processes, as well as for the conservation of species with large ranges, low natural population density and migratory instincts. In addition, such corridors facilitate cross-border cooperation between KBA that are ecologically similar, but can be separated by borders. Conservation corridors can also be an effective tool for integrating environmental protection requirements into land use plans, contributing to the conservation of biodiversity in the use of cultural landscapes such as cropland, pasture and forestry [5, 9].

In the part of the Fergana Valley belonging to the Republic of Uzbekistan, the provision of the territory with environmental protection facilities is slightly lower. The region is characterized by a high degree of anthropogenic transformation of the territory, mainly due to the plowing of the territory, and some of the smallest values of the areas of natural geosystems are noted. The high degree of preservation of natural geosystems corresponds to mountainous regions and partly to Central Fergana. Some areas with natural vegetation are preserved in the Chatkal and Kuramin ranges, the foothill and mid-mountainous parts of the Alai and Turkestan ranges and in the flat part of Central Fergana [2, 3] (Table 1).

In the Fergana Valley, there is an urgent need to increase the areas of protected areas, according to the results of the assessment of key areas of biodiversity developed by IUCN (2016). Currently, there are several natural monuments, water protection zones and zones of fresh groundwater deposits as PNA. However, they are not able to ensure the conservation of the region's biodiversity in the long term, if measures are not taken to reliably preserve it throughout the region outside the protected areas.

TABLE-1 FERGANA VALLEY KEY BIODIVERSITY AREAS

No	Name of KBA	Criteria KBA	Rare and endemic species	Existing protected areas	Prospective protected areas
1	Upper part of the Akhangaran river basin	B1	<b>Flora:</b> <i>Aconitum talassicum</i> Popov, <i>Hedysarum angrenicum</i> Korotkova, <i>Iridodictyum winklerii</i> (Regel) Rodionenko, <i>Dorema microcarpum</i> Korovin, <i>Achoriphragma kuramense</i> (Botsch.) Sojak, <i>Tulipa kaufmanniana</i> Regel.	No	National Park
2	Northern and southern slopes of the Kuraminsky ridge	B1, C, A2	<b>Flora:</b> <i>Acantholimon laxiusculum</i> , <i>Acantholimon margaritae</i> , <i>Allium praemixtum</i> , <i>Allium pskemense</i> , <i>Astragalus dolonus</i> , <i>Astragalus nucleosus</i> , <i>Astragalus pseudoamygdalinus</i> , <i>Bunium angreni</i> , <i>Cicer mogoltavicum</i> , <i>Eremurus korovinii</i> , <i>Rindera fornicate</i> , <i>Salsola titovii</i> , <i>Tulipa mogoltavica</i> , <i>Tulipa vvedenskyi</i> . <b>Fauna:</b> <i>Cuon Alpinus</i> , <i>Ursus arctos</i> , <i>Canis lupus</i> , <i>Cicindela galatea</i> Theime, <i>Alsophylax loricatus</i> Strauch, <i>Gypaetus barbatus</i> , <i>Gyps himalayensis</i> Hume, <i>Gyps fulvus</i> Hablizl, <i>Aegyptius monachus</i> , <i>Columba eversmanni</i> Bonaparte, <i>Ursus arctos</i> Linnaeus, <i>Vormela peregusna</i> , <i>Ciconia nigra</i> , <i>Terpsiphone paradoxa</i> , <i>Capra ibex</i> , <i>Sus scrofa</i>	Protected forests	Strict Nature Reserve
3	Southern slope of the Chatkal ridge	B1, C, A2	<b>Flora:</b> <i>Aconitum talassicum</i> Popov, <i>Ferula czatkalensis</i> M.Pimen, <i>Iridodictyum winklerii</i> (Regel) Rodionenko, <i>Dorema microcarpum</i> Korovin, <i>Lomatocarpa korovinii</i> Pimenov, <i>Achoriphragma saxifraga</i> (Botsch. et Vved.) Sojak, <i>Tulipa kaufmanniana</i> Regel, <i>Allochrysa gypsophiloides</i> (Regel) Schischk. <b>Fauna:</b> <i>Uncia uncia</i> , <i>Canis lupus</i> , <i>Marmota menzbieri zachidovi</i> , <i>Cicindela galatea</i> Theime, <i>Alsophylax loricatus</i> Strauch, <i>Gyps himalayensis</i> Hume, <i>Gyps fulvus</i> Hablizl, <i>Aegyptius monachus</i> , <i>Columba eversmanni</i> Bonaparte,	No	Strict Nature Reserve

			Marmota menzbieri, Ursus arctos Linnaeus, Vormela peregusna, <i>Terpsiphone paradoxa</i> , Capra ibex, Sus scrofa.		
4	Sokh Territory	B1, C	<b>Flora:</b> <i>Astragalus auratus</i> , <i>Astragalus dianthoides</i> , <b>Calligonum calcareum</b> , <i>Calligonum elegans</i> , <i>Ferula vicaria</i> , <i>Tulipa ferganica</i> . <b>Fauna:</b> Tetrax tetrax, Columba eversmanni Bonaparte, Falco naumanni Fleischer, Hieraaetus fasciatus, Hieraaetus pennatus, Canis lupus, Capra ibex	No	National Park
5	Upper reaches of the Chadak and Chorkesar rivers	B1	<b>Flora:</b> <i>Acantholimon laxiusculum</i> , <i>Dracocephalum komarovii</i> , <i>Euphorbia mucronulata</i> , <i>Kuramosciadum corydaliifolium</i> , <i>Tulipa dasystemon</i> , <i>Tulipa dasystemonoides</i> , <i>Tulipa dubia</i> .	Protected forests	<u>Habitat/Species Management Area</u>
6	Papal adyrs	B1	<b>Flora:</b> <i>Allium haneltii</i> , <i>Allium isakulii</i> , <i>Allium kuramense</i> , <i>Anthochlamys tianschanica</i> , <i>Astragalus austroferganicus</i> , <i>Astragalus pseudodianthus</i> , <i>Dorema microcarpum</i> , <i>Mogoltavia sewerzowii</i> , <i>Salsola drobovii</i> , <i>Tulipa intermedia</i> , <i>Tulipa scharipovii</i> . <b>Fauna:</b> <i>Alsophylax loricatus</i> Strauch.	No	<u>Habitat/Species Management Area</u>
7	Karatag	B1	<b>Flora:</b> <i>Acantholimon nabievii</i> , <i>Allium filidentiforme</i> , <i>Mogoltavia sewerzowii</i> . <b>Fauna:</b> <i>Aegyptius monachus</i> , <i>Alsophylax loricatus</i> Strauch	No	Natural Monument
8	Ungortepa	B1	<b>Flora:</b> <i>Allium filidentiforme</i> , <i>Allium tatyanae</i> , <i>Allium viridiflorum</i> , <i>Tulipa ferganica</i> . <b>Fauna:</b> <i>Alsophylax loricatus</i> Strauch	No	Natural Monument
9	Chartak adyrs	B1	<b>Flora:</b> <i>Acantholimon nabievii</i> , <i>Hedysarum gypsaceum</i> , <i>Lamyropappus schakaptaricus</i> , <i>Mogoltavia sewerzowii</i> . <b>Fauna:</b> <i>Alsophylax loricatus</i> Strauch.	No	Natural Monument
11	Sands Yazyavan and Akkum	B1, C	<b>Flora:</b> <i>Phrynocephalus strauchi</i> , <i>Astragalus rubellus</i> Gontsch, <b>Astragalus subauriculatus</b> , <i>Astragalus austroferganicus</i> Kamelin et R. M. Vinogr, <i>Calligonum elegans</i> Drobow, <i>Erodium oxyrhynchum</i> ,	Памятнику природы	Strict Nature Reserve

			Epilasia hemilasia, Zygophyllum oxianum. <b>Fauna:</b> Reduvius fedtschenkianus Oshanin, Cercinthus lehmanni Kolenati, Scarites turkestanicus Heyden, Lethrus bispinus B. Jakovlev, Glaucopsyche charibdis, Phrynocephalus strauchi Nikolsky, Phrynocephalus helioscopus (Pallas, 1771) ssp. saidalievi Sattorov, Teratoscincus scincus (Schlegel, 1858) ssp. rustamowi Szczerbak, Eremias scripta (Strauch, 1867) ssp. pherganensis Szczerbak et Washetko, Varanus griseus.		
1 2	Syrdarya river and tugai forests	B1, C, A2	<b>Flora:</b> <i>Cottus spinulosus</i> , <i>Calligonum</i> <i>plicatum</i> , <i>Ephedra lomatolepis</i> , <i>Eryngium karatavicum</i> , <i>Prangos</i> <i>equisetoides</i> , <i>Saussurea robusta</i> , <i>Populus</i> <i>pruinosa</i> . <b>Fauna:</b> <i>Hirudo medicinalis</i> Linnaeus, <i>Glaucopsyche charibdis</i> , <i>Acipenser</i> <i>nudiventris</i> Lovetzky, <i>Pseudoscaphirhynchus fedtschenkoi</i> , <i>Abramis sapa</i> , <i>Aspiolucius esocinus</i> , <i>Barbus brachycephalus</i> Kessler, <i>Barbus</i> <i>capito</i> , <i>Ciconia ciconia</i> (Linnaeus, 1758) ssp. <i>asiatica</i> Severtzov, <i>Platalea</i> <i>leucorodia</i> Linnaeus, <i>Marmaronetta</i> <i>angustirostris</i> , <i>Aythya nyroca</i> , <i>Sus scrofa</i>	No	Wilderness Area
1 4	Teshiktash adyrs	B1	<b>Flora:</b> <i>Salsola drobovii</i> , <i>Tulipa</i> <i>ferganica</i> . <b>Fauna:</b> <i>Alsophylax loricatus</i> Strauch, <i>Varanus griseus</i> , <i>Falco naumanni</i> Fleischer, <i>Hieraaetus fasciatus</i> , <i>Hieraaetus pennatus</i> .	No	Natural Monument
1 5	Chilustun and Kyrtashtau mountains	B1	<b>Flora:</b> <i>Allium alaicum</i> , <i>Astragalus</i> <i>rhacodes</i> , <i>Ferula vicaria</i> , <i>Salsola</i> <i>drobovii</i> , <i>Tulipa ferganic</i> . <b>Fauna:</b> <i>Alsophylax loricatus</i> Strauch, <i>Varanus griseus</i> , <i>Falco naumanni</i> Fleischer, <i>Hieraaetus fasciatus</i> , <i>Hieraaetus pennatus</i>	No	National Park
1 6	Shahimarda n territory	B1	<b>Flora:</b> <i>Acantholimon katrantavicum</i> , <i>Acantholimon muchamedshanovii</i> , <i>Acantholimon schachimardanicum</i> , <i>Allium backhousianum</i> , <i>Allium isakulii</i> ,	No	National Park

		<p><i>Allium schachimardanicum</i>, <i>Astragalus auratus</i>, <i>Astragalus borissianus</i>, <i>Astragalus dianthoides</i>, <i>Astragalus rhacodes</i>, <i>Fergania polyantha</i>, <i>Fumariola turkestanica</i>, <i>Iskandera alaica</i>, <i>Lepidium curvinervium</i>, <i>Lonicera paradoxa</i>, <i>Salsola drobovii</i>, <i>Salvia margaritae</i>, <i>Tulipa dasystemon</i>, <i>Tulipa ferganica</i>.</p> <p><b>Fauna:</b> <i>Valvatamnicola archangelskii</i>, <i>Valvatamnicola schahimardanica</i>, <i>Izzatullaev</i>, <i>Rhinolophus hipposideros</i>, <i>Capra ibex</i>.</p>		
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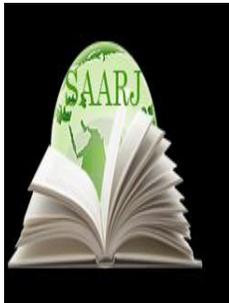
Over the past fifteen years, a number of projects have been implemented in Uzbekistan with the involvement of international grants, within the framework of which new approaches have been demonstrated for the conservation and management of biodiversity and natural resources in and around PNA, and the expansion of the PNA system. Thanks to the implementation of these projects, new categories of PNA were created, their material and technical base was improved, specialists and employees of the system of the State Committee of the Republic of Uzbekistan on Ecology and Environmental Protection, as well as ecologists of companies and enterprises of the republic were trained in new advanced approaches to biodiversity conservation.

All territories promising for the creation of PNA are distinguished according to the corresponding groups of criteria (landscape diversity, biodiversity, soil, geological diversity, valuable natural areas with high recreational significance), which are characterized by a certain specificity of the protected object. As part of the creation of a system of protected areas at the regional level, it is impossible to preserve all the valuable natural objects of the Fergana Valley. For the development of PNA of regional significance, it is recommended to carry out comprehensive studies to create an ecological network. This methodology involves assessing the representation of geographic diversity, analyzing the availability of PNA in the area under consideration by the basin principle, assessing the informational availability of PNA activities, their ecological and cognitive functions, and considering the problem of regulatory support. Only in the case of joint development of PNA networks at all levels (global, regional, local) is it possible to create an effective system of protected natural areas.

Based on the results, to determine the key areas of biodiversity of the Fergana Valley and the prospects for creating protected natural areas, draw the following conclusions: In order to develop the PNA system, 16 key areas of biodiversity, promising for the creation of new protected areas, have been identified. The promising PNA system according to the laws of Uzbekistan is represented by 10 categories. In this case, the category "state reserve" is introduced for the first time. The prospective PNA network is representative of the geographical diversity and ensures the ecological balance of the Fergana Valley. Additional recommendations for optimizing the PNA system: the creation of a state nature reserve, an integrated (landscape) reserve and a natural park, in areas with a combination of natural and recreational value and the development of protected areas of local importance.

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## A STUDY OF ORGANIZATIONAL INTELLIGENCE IN KNOWLEDGE BASED PHARMACEUTICAL COMPANIES

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### ABSTRACT

*Organizational intelligence was defined as an organization's capacity and potential in mental power and focusing this power on the realization of the organization's mission. Organizational intelligence is a low standard for the efficiency of organization in releasing information, decision-making and implementation. Intelligent organizations enhance their mental power like their physical power. This study is aimed to identify different levels of organizational intelligence in the knowledge based pharmaceutical companies in Paradise Technology Park, Tehran. In this regard, the components of organizational intelligence were determined for identifying, investigating and measuring. The method applied in this study is descriptive survey and the population is the knowledge based pharmaceutical companies in Paradise Technology Park. The statistical population is 220 personnel of the companies having diploma or higher degrees among whom 140 were chosen using sample Cochran formula. Data collection tool was Carl Albrecht questionnaire including 49 questions whose validity was verified by experts of the field. Its reliability was obtained 0.7 using Cronbache's Alpha. For analyzing data, descriptive statistics including frequency percentage and inferential statistics including mean test of population were used. The results reveal that organizational intelligence of the study population with the experimental mean of 3.49 was higher than the theoretical mean of 3 and the highest mean was the component of alignment and congruence and lowest one was appetite for change.*

**KEYWORDS:** *Organizational Intelligence, Strategic Perspective, Shared Fate, Appetite For Change, Alignment And Congruence, Enthusiasm, Applying Knowledge, Performance Pressure.*

## INTRODUCTION

Organizational intelligence is a low standard for efficiency of an organization in releasing information, decision-making and implementation. The IQ of organizations is measurable like human beings'. Intelligent organizations enhance their mental power along with physical power. Today, those who are familiar with the competitive state of organizations are well aware of the fact that organizations are changing dramatically. The major pressure for all organizations is the high speed of the introduction of new products to the market and imitation of the same product by the competitors. Organizations that don't haste, they will be removed. Lack of long-term agreements among organizations and employees is also a factor leaving them in the concern about their job status. Today, delegation of authority is different from the past and it is not time for ordering and controlling strictly. All of such challenges made a quite different position for organizations even way different from the last ten years. Why some companies remain in the arena of competition while others are expelled? Why some companies make progress quickly while others can't continue their activity? Why some companies adapt themselves to the changeable conditions of environment while others are disabling to do so? The notion of organizational intelligence is a case in the path of today's organizations and for sure it is going to be critical in the future and attracting and maintaining intelligent people seem necessary in an organization (Albrecht, 2009). The simple fact is that the success of businesses is contingent upon intellectual power of a few of staff with high capability and knowledge. Such people are those who are able to plan, organize, lead, manage, analyze, make concept, make strategies, make decisions, be innovative, teach, recommend and explain ideas. In surviving in the competition with other organizations, this point ought to be taken into account that heads of companies must pay attention to the instructions of management and apply them. One of the vital concepts for this kind of organizations is organizational intelligence. The aim of this study is to enhance the level of organizational intelligence in knowledge based pharmaceutical companies in order to enhance competitiveness and pursue and achieve organizational goals. Enhancing the level of organizational intelligence result in competitiveness, efficiency in releasing information, decision making and proper implementation in the knowledge based companies.

## REVIEW OF LITERATURE

Today, we talk about different kinds of intelligences one of which is organizational intelligence. It makes us competent for decision-making. Organizational intelligence means having a comprehensive knowledge about all the influential factors on organizations. Having a deep knowledge of all the factors such as customers, competitors, economic environment, organizational processes and operations have high influence on the quality of management decisions in the organization (Abzari et al. 2006, P.25). We often witness a significant difference between the staff's performance. Some of them do their job eagerly and persistently and have better job performance compared to others, while the others must be pressured for doing minimum work. The quality and effectiveness of management and its function are determining and vital factors for development and welfare in the society.

Presently, there are various factors influencing survival of service and industrial units, such factors change quickly and the changes are unpredictable. Most of the organizations work under

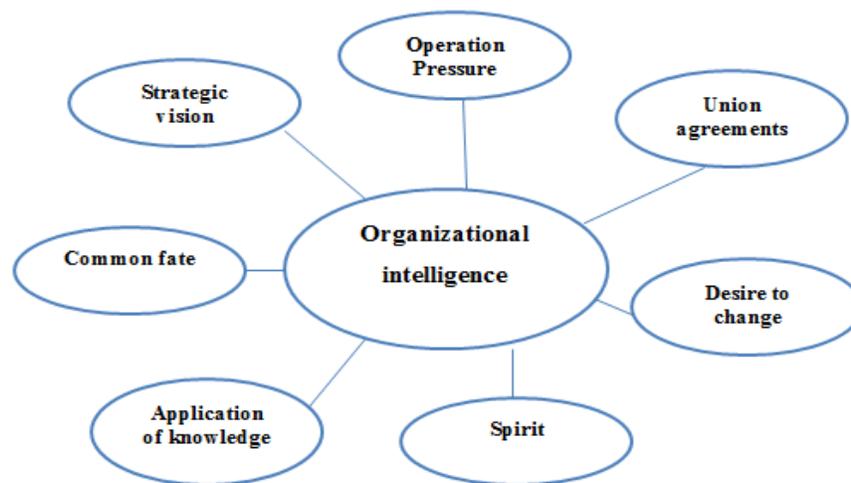
the same conditions. Organizations must always adapt themselves to the changes. An organization not only changes its situation from time to time but also it is aware of the fact that the phenomenon of change is permanent and its survival will depend upon this procedure in the competitive world (Al Daft, 2011, P. 20). One of the most important capabilities of an organization is the organizational intelligence enhancing the capacity of changing the organization. Organizational intelligence is an ability using all intellectual abilities of organization to attain goal and the mission of organization (Albrecht, 2003, P. 25). The concept of organizational intelligence which is introduced in the recent years attracts scholars' and researchers' attention to the areas of knowledge including management and authorities of the organization. In other words, people who enjoy higher intelligence are more successful than others. Organizational intelligence is a new concept in the management and organizational books.

Researchers investigated organizational intelligence in different views of epistemology such as cognitive, behavioral, social and emotional. Each of these approaches leads to a path to recognize this complicated phenomenon and each of them are complementary for the other approaches for example, while cognitive view emphasizes inner processes and structures such as ability to process information, behavioral view investigates behavioral-environmental connections leading to the conformity of organizational behavior to the environment (Nasabi, 2008, P. 14). In addition to epistemological views, ontological basis of intelligence (whether individual or organizational) causes bewilderment in terms of who or what is in the area of organizational intelligence, as a result of this phenomenon, organizational intelligence is reduced. Organizational intelligence is related to individual intelligence with integration mechanism (organizational intelligence is formed by the accumulation of individual intelligence), transition between surface (individuals' intelligence is interpreted as organizational intelligence) and distribution (organizational intelligence appears in the structural patterns of thought and the interaction between the members of organization) (Sattari, Ghahfarrokhi, 2006, p. 15). Organizational intelligence is a social and group outcome, this means this intelligence is the result of group function of individuals serving as a unit (William, 1998, P.790).

Another definition of organizational intelligence, organizational intelligence defines the process of troubleshooting of data collection, processing, interpreting and relating the required technical-political information in decision-making (Wilensky, 2000). The idea and concept of organizational intelligence includes other minor paradigms such as organizational learning and knowledge management (Yolles, 2005, P. 100).

Pundits found out that individuals and organizations enjoying high organizational intelligence variable have superiority over others in innovation and understanding organizational problems (Macgilchrist, 2004, P. 190). Recent studies in the field of human resources have revealed that the five characteristics of personality, aptitude, interest, intelligence and skill are effective on the advancement of the objectives of organizations, creating job satisfaction, organizational learning, tendency to knowledge, creativity coefficient and evaluating the staff. Today, it can certainly be claimed that identifying and using organizational intelligence can increase the power of competitiveness in an organization and make it distinctive from other organizations. The necessity to investigate organizational intelligence is now responding the current conditions and needs of managers. Taking advantage of organizational intelligence, organizations increase effectiveness of using current information structures along with their goals and the information

will be developed from limited and operational form to be used in the executive layers of organizations for managers. Considering the fact that managers work in the organizations that are affected by internal and external environments and they are in need of the power of learning in accountability to their problems like other people. Therefore, the issue of organizational intelligence can help managers in this regard and enable them to be accountable to needs, problems and on time reaction to environmental changes with regard to their organizational memory. Thus, managers need organizational intelligence for the advancement of their organizational goals and achieving them so that they can improve their function by relying on them. Albrecht (2002) introduces organizational intelligence as the capacity and potential of an organization in improving its mental power and focusing that on the realization of the mission of organization. He considers this intelligence as an ability improving mental power of the organization and focusing it on achieving the mission. Albrecht (2003) provides an organizational model (figure 1) having seven dimensions that include: strategic vision, shared fate, appetite for change, alignment and congruence, spirit, knowledge deployment and performance pressure (Albrecht, 2003, P. 25). Knowledge based pharmaceutical companies are the ones that are active in using innovation and inventing as well as commercializing the results of research and development including (design and production of items and services) in the field of high pharmaceutical technologies with high added value). Such companies are concerned about enhancing organizational intelligence that finally turns into the study issue in this paper. The aim of this study is to investigate components of organizational intelligence in knowledge based pharmaceutical companies using the seven dimension model of Albrecht. In Albrecht's view organizational intelligence falls into the following seven dimensions that are illustrated in the figure:



**Organizational intelligence:** capacity of an organization in integrating all mental abilities available and focusing them on achieving the mission. Strategic vision: ability to create, deduce and expressing a goal for an organization. Shared fate: feeling to

Figure1: conceptual model of research (Albrecht, 2003)

have the same goal among all the members for attempt and function in synergistic form. Appetite for change: adaptability and inclination to change for the realization of strategic vision. Enthusiasm: psychologists consider that as the optional attempt as extra energy of the members in higher level than what is going to be carried out. Alignment and congruence: existence of systems and series of specified regulations for implementation for people and groups. Applying knowledge: effective use of knowledge, information and data. Performance pressure: each of the executives must have their own executive position (Albrecht, 2003, P. 26).

Intelligence as an attractive concept has attracted lots of attention in many fields even the ones outside the area of individual and cognitive psychology. One of the areas showing high interest in intelligence is management and organization. However, this concept is ambiguous for the researchers of organization and management. One of the reasons is lack of strong and coherent theoretical frameworks in this field. On the other hand, despite passage of one decade from the introduction of organizational intelligence, few researches conducted in the knowledge based companies on the aforementioned area. Organizational intelligence is a low standard for efficiency of the organization in releasing information, decision-making and implementation. IQ of organizations is measurable like IQ of people. Intelligent organizations enhance their mental power along with their physical power.

The importance of this study is that if the level of organizational intelligence is low in knowledge based companies, the possibility for development, commercialization and competitiveness will be decreased. Now that we realized the importance of the issue and no research conducted in knowledge based companies, we investigate components of organizational intelligence in such companies.

Main hypothesis

Components of organizational intelligence are higher than average among the staff of The knowledge based pharmaceutical companies (considering the five option spectrum of Likert mean is 3).

Subsidiary hypotheses of the study

- H1. The factor of strategic vision is higher than average.
- H2. The component of shared fate is higher than average.
- H3. The element of aptitude for change is higher than average.
- H4. The component of sprit is higher than average.
- H5. The factor of alignment and congruence is higher than average.
- H6. The component of application of knowledge is higher than average.
- H7. The factor of performance pressure is higher than average.

### **Method of research**

Since the aim of study is to determine amount of organizational intelligence components among the staff, hence, the study is applied one in terms of aim and descriptive and correlational in terms of collecting data for testing hypotheses. The method is survey, the most important

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advantage of which is ability to overgeneralize the results. After collecting data through a standard questionnaire having validity and reliability as well as a statistical population being chosen through at simple random, SPSS software was used for inferential statistics and generalizing the results to the population and LISREL version 8.8 for validity of the construct. For collecting qualitative and library data we used library information of universities, relevant theses, ISI articles as well as valid Internet journals and sites in the country and around the world. Quantitative and field information: one of the most important levels of research is collecting quantitative information, thus, we used questionnaire which is the most common method for data collection. In this part statistical analysis, we will discuss distribution of statistical sample in terms of organizational position, salary, education, work experience, gender and age.

**TABLE 1. DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

Work experience	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	Higher than 26	Total
Percent of frequency	6	34	48	8	2	2	100
Education	Diploma	A.A	B.A	Higher than M.A	Total		
Frequency	18	18	50	14	100		
Gender	Male	Female	Total				
Frequency	76	24	100				
Age	Under 30	Between 31 and 40	Between 41 and 50	Above 51	Total		
Frequency	8	82	8	2	100		

**Testing main hypothesis of the study**

Main hypothesis of the study: intelligence of the staff of knowledge based pharmaceutical companies of Paradise Technology Park is more than average. Therefore, the statistical hypotheses can be written as following:

$$H_0: \mu \leq 3$$

$$H_1: \mu > 3$$

**TABLE (4) SHOWS THE RESULTS OF ABOVE-MENTIONED HYPOTHESIS:**

Confidence interval at the confidence level of 95 percent		Mean difference	Level of significance	of	Level of freedom	of	T
High line	Low line						
0.632	0.552	0.495	0.000	149	11.667		Organizational intelligence

As the results of test reveals, the value of t is significant in the significant level of 0.05 (higher than 1.96). Therefore, null hypothesis is rejected with 95 percent certainty. Thus, the research hypothesis is verified.

### Testing one to seven subsidiary hypotheses

First hypothesis: vision of the staff of knowledge based pharmaceutical companies of Paradise Technology Park is higher than average.

Second hypothesis: shared fate of the staff of knowledge based pharmaceutical companies of Paradise Technology Park is higher than average.

Third hypothesis: appetite for change is higher than average for the staff of knowledge based pharmaceutical companies of Paradise Technology Park.

Fourth hypothesis: sprit of the staff of knowledge based pharmaceutical companies of Paradise Technology Park is higher than average.

Fifth hypothesis: alignment and congruence of the staff of knowledge based pharmaceutical companies of Paradise Technology Park is higher than average.

Sixth hypothesis: application of knowledge by the staff of knowledge based pharmaceutical companies of Paradise Technology Park is higher than average.

Seventh hypothesis: performance of the staff of knowledge based pharmaceutical companies of Paradise Technology Park is higher than average. For all hypotheses: the following statistical hypotheses can be considered:

$$H_0: \mu \leq 3 \quad H_1: \mu > 3$$

Single sample of the test							
Theoretical mean-3							
Row	T	Level of freedom	Level of significance	Mean difference	Confidence interval at the level of 95 percent		
The results of the first hypothesis: vision	1 0.627	148	0.000	0.521	0	0.7	60
The results of the second hypothesis: shared fate	1 1.333	148	000.0	0.684	0	0.7	93
The results of the third hypothesis: appetite for change	4. 567	148	0.000	0.342	0	0.3	85
The results of the fourth hypothesis: sprit	7. 556	148	0.000	0.278	0	0.4	85

The results of the fifth hypothesis:	1 3.345	148	0.000	0.752	0 .640	0.8 64
The results of the sixth hypothesis: application of knowledge	5. 345	148	0.000	0.28	0 .149	
The results of the seventh hypothesis: performance	4. 475	148	0.000	0.480	0 .353	0.6 07

As the results of test reveals for all hypotheses, the value of t is significant in the significant level of 0.05 (higher than 1.96). Therefore, null hypothesis is rejected with 95 percent certainty. Thus, the research hypothesis is verified.

## DISCUSSION AND CONCLUSION

The results revealed that the mean of intelligence was 3.49 which was higher than theoretical mean of 3, in addition, SaipaPlasco Car Company was higher than average with the mean of 4.52 compared to the theoretical mean of 4 and the intelligence of the Organization of Research and Planning Education was less than average of 3 with the mean of 2.82.

Components of intelligence of the company	Results of researches in the Organization of Research and Planning	SaipaPlasco Car Company	Knowledge based pharmaceutical companies of Paradise Technology Park
Strategic vision	3.17	4.66	3.64
Shared fate	2.99	4.59	3.67
Appetite for change	2.66	4.46	3.26
Sprit	2.69	4.39	3.37
Alignment and congruence	2.66	4.68	3.75
Applying knowledge	2.73	4.30	3.28
Performance pressure	2.73	4.56	3.48
Company intelligence	2.82	4.52	3.49

With regard to the results, the component of alignment and congruence in the staff of knowledge based pharmaceutical companies of Paradise Technology Park and SaipaPlasco Car Company has highest mean and appetite for change in knowledge based pharmaceutical companies and applying knowledge in SaipaPlasco Car Company have the lowest mean.

The results of the subsidiary hypotheses of the study were indicated as following:

1. First subsidiary hypothesis: the company intelligence of the staff of knowledge based pharmaceutical companies of Paradise Technology Park in the strategic vision is more than average.

This hypothesis was verified using mean test of a population by providing mean of company intelligence as 3.64 that had been mentioned among the staff of knowledge based pharmaceutical companies of Paradise Technology Park. In fact, strategic vision is the ability to provide and implement goals and prepared strategies and the results suggest revision and continuous investigation of such strategies in the staff of knowledge based pharmaceutical companies of Paradise Technology Park.

2. Second subsidiary hypothesis: intelligence of the staff of knowledge based pharmaceutical companies of Paradise Technology Park in shared fate is higher than average.

This hypothesis was measured using mean test of a population and the results of test (3.67) show its verification. The aim of this hypothesis was the importance of encouraging the staff to have supportive vision toward organization and investigation of goals. Supportive vision is created for attempting synergistically as a result of shared goal among the members. On the other hand, one of the outstanding characteristics of the committed people is emphasizing the fate of organization which is the main area of discussion in shared fate. Results of the study reveal that the staff of knowledge based pharmaceutical companies of Paradise Technology Park put the principle of interference and sharing of the staff in the affairs and their participation in determining and achieving goals of the company, creating successful business teams and strengthening cooperation among the members, creating job security and the sense of belonging to organization as the radical steps in reaching shared fate.

3. Third subsidiary hypothesis: the company intelligence of the staff of knowledge based pharmaceutical companies of Paradise Technology Park in appetite for change is more than average.

This hypothesis was verified by attaining the mean of 3.26 from testing the mean of a population, as it is observed it has the lowest mean among the components. The aim of this hypothesis also was encouraging progress in high levels that is summed up in appetite for change, interest in taking risk and curiosity and it is the feature of talented and potentially competent people to see to what extent it is available in the staff of knowledge based pharmaceutical companies of Paradise Technology Park. The outcomes of this study manifest that supporting the teams of developing and improving products and services, promoting business processes, encouraging the staff to make familiar and apply new technology and the proposition committees are for getting in line with the changes in the workplace in the staff of knowledge based pharmaceutical companies of Paradise Technology Park.

4. Fourth subsidiary hypothesis: company intelligence is more than average in the staff of knowledge based pharmaceutical companies of Paradise Technology Park in spirit.

This hypothesis was measured using the mean of a population and the results were verified with the mean of 3.37. In this hypothesis the aim was to give spirit to the staff of knowledge based pharmaceutical companies of Paradise Technology Park so that they function with more energy. They have tendency to use this component and their success depends on the success of the

organization. Besides, optional attempts of the members of organization in achieving goals of the company are the effect of the above-mentioned encouraging factors.

5. Fifth subsidiary hypothesis: company intelligence is more than average in the staff of knowledge based pharmaceutical companies of Paradise Technology Park in alignment and congruence dimension.

This hypothesis was measured using the mean of a population and the results suggest its verification. With regard to the obtained mean (3.75), it is observed that the state of bank was described favorably in the above cases, but it is still far from the ideal. This hypothesis was mentioned so that it can be the cause of alignment and congruence, the presence of systems and series of specified laws to implement commands for individuals and groups. The outcomes of study reveal that lack of codified laws for executing commands will make lots of problems and disagreement for the working group.

6. Sixth subsidiary hypothesis: company intelligence is more than average in the staff of knowledge based pharmaceutical companies of Paradise Technology Park in the dimension of applying knowledge.

This hypothesis was measured using the test of mean of a population and the results of test (3.28) suggest that the component of applying knowledge has the lowest degree after appetite for change. While acceptable grade was obtained in this regard, it is far from ideal and requires more attempts of authorities to realize management strategies of knowledge to have a successful organization. The aim of this hypothesis was to investigate the importance and enforceability of knowledge and specialty. No one will be able to do so unless he has what it takes in that field. Assets of knowledge, systems and information technology are useful in the development of company intelligence in the staff of knowledge based pharmaceutical companies of Paradise Technology Park, intelligence is a God-given feature that needs to be strengthened and this requires technical knowledge and applying new and evolved knowledge in the organization.

7. Seventh subsidiary hypothesis: company intelligence is more than average in the staff of knowledge based pharmaceutical companies of Paradise Technology Park in the dimension of performance pressure.

This hypothesis was measured using the mean of a population and the results (3.48) manifest its verification. In this hypothesis we wanted to know if clear understanding of roles and responsibilities by the staff, proper working relationship among the unites, abrupt measures of directors for solving problems, receiving feedback and feeling of being effective for the organization can be factors for developing and promoting company intelligence.

Therefore, recognition and promotion of company intelligence must be taken into consideration as a new subject whose reinforcement leads to the success of organization, and then we will succeed in making organization attain its vision and mission.

## **CONCLUSION AND PROPOSITIONS**

According to the findings of research, to develop organizational intelligence the managers of knowledge based pharmaceutical companies must continuously focus on the seven intelligent dimensions of organization. By the same token, the following eight steps are recommended to promote knowledge based companies into intelligent ones:

√ Findings of the study reveal that the main verified hypothesis of organizational intelligence with the mean of 3.49 is higher than the theoretical mean of 3. Paying attention to the component of organizational intelligence results in the promotion of company intelligence and finally it leads to the formation of an intelligent company. Thus, it is proposed that the managers of knowledge based pharmaceutical companies put all components of company intelligence, its measurement, periodic investigation and its reevaluation in their agenda.

√ Findings of the study reveal that the first verified subsidiary hypothesis with the component of strategic view with the mean of 3.64 is higher than the theoretical mean of 3. This finding manifests that emphasizing strategic vision can contribute to the enhancement of ability to provide and achieve goals and prepared strategies. In this regard, we propose that the managers of knowledge based pharmaceutical companies emphasize the development of this component among the staff. To perform this important task in the dimension of strategic vision: revision and rearrangement of structures compatible with the missions of company and the existence of a compiled plan are necessary for identification and promotion of managers.

√ Findings of the study reveal that the second verified hypothesis has the same fate with the mean of 3.67 which is higher than theoretical mean of 3. Thus, emphasizing this component in the knowledge based companies can cause sympathy among the staff, formation of contribution among them and finally success. Therefore, it is proposed that the managers of such companies take measures to provide a vision to achieve this goal.

√ Findings of the study reveal that the third verified subsidiary hypothesis of appetite for change with the mean of 3.26 is higher than theoretical mean of 3. The component of appetite for change has had the lowest amount compared to the other components of organizational intelligence. However, this component has a determining role in the survival and development of organizations. Thus, it is proposed that to develop the component of appetite for change in such companies we should consider developing capabilities such as having inclination to change, creating the situation for accepting change and new ideas at the part of managers, avoiding haste in expelling the managers that don't function well and giving permission to the managers to question current accepted methods. The main priority in this regard is to provide a proper atmosphere and employ leaders who are change-oriented.

√ Findings of the study reveal that the fourth verified subsidiary hypothesis with the mean of 3.37 is higher than theoretical mean of 3. Sprit is a component that is in the third place in terms of amount and its promotion is recommended. In the dimension of sprit we need enthusiastic planners who apply all their power to create a good quality for working life and create the opportunity for promotion of the staff for the young generation of the staff of knowledge based pharmaceutical companies of Paradise Technology Park.

√ Findings of the study reveal that the fifth verified subsidiary hypothesis with the mean of 3.75 is higher than theoretical mean of 3, this component has the highest amount compared to the other components of company intelligence among the staff and this advantage can be used to enhance ability of the staff. In terms of alignment and congruence it is proposed that the managers give enough responsibilities to deputies and there must be coordination among the goals of different deputies rather than conflict.

√ Findings of the study reveal that the sixth verified subsidiary hypothesis with the mean of 3.28 is higher than theoretical mean of 3. Applying knowledge is the lowest component after appetite

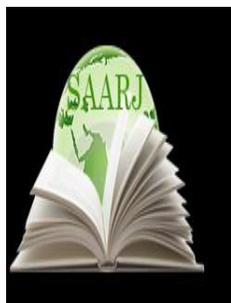
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for change. It is proposed that the managers of knowledge based companies increase that with more emphasis and making the culture. In general, despite measures taken in the dimension of applying knowledge, it is still far from the desirable level. The process of identifying, classifying, knowledge distribution, power to learn from experiences and memory of the company are weak, so the proper methods of saving and recovery of data has a determining role in improvement of this component.

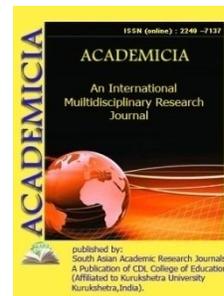
√ Findings of the study reveal that the seventh verified subsidiary hypothesis with the mean of 3.48 is higher than theoretical mean of 3. In the dimension of performance pressure despite the staff's proper understanding of the roles and responsibilities, lack of receiving feedback and on-time action of managers in solving problems are counted as important factors in the reduction of performance and to strengthen this dimension it is proposed that the pharmaceutical companies take the processes of decision-making, policy-making and taking measures for reaching goals serious.

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**IMPROVEMENT OF PREVENTION OF KIDNEY DISEASE IN  
 CHILDREN OF PRESCHOOL AND SCHOOL AGE**

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**ABSTRACT**

*In the complex treatment of acute and chronic kidney diseases in children, diet therapy plays an important role. High requirements are imposed on therapeutic nutrition, since the kidney is the main organ for the excretion of metabolic products that come with food and are formed as a result of the breakdown of body tissues, as well as the organ responsible for maintaining the constancy of the internal environment. Under certain conditions, it becomes necessary to correct in the diet of nutrients such as animal protein, gluten, oxalates, urates, phosphates, the metabolic products of which are excreted through the kidneys and affect not only the pathogenetic mechanisms of the development of the disease, but also participate in the formation of non-immune processes of progression disease to the stage of renal failure.*

**KEYWORDS:** *Children, Dysmetabolic Nephropathy, Crystalluria, Oxalaturia.*

## INTRODUCTION

Epidemiological studies show that the prevalence of urinary tract pathology in environmentally polluted areas was 187: 1000 children, but at the same time, the rate of nephropathy in ecologically "clean" areas increased to 60: 1000. However, the first signs of nephropathy in children in environmentally disadvantaged areas have already been identified in the first year of life, and crystalluria predominates in their composition. [2,8,9,10].

The purpose of the study. To study the prevalence of oxalate nephropathy and to improve prevention and rehabilitation measures for preschool and school age children in environmentally unfavorable areas.

Research methods. The study used retrospective analysis data, anamnesis, clinical methods, biochemical examination methods, functional examination methods. Daily urinary excretion of oxalate was tested enzymatically in the biochemical analyzer "Mindray".

In order to carry out our tasks, we conducted our research in three stages:

- ✓ Step 1. Retrospective determination of the use and effectiveness of therapeutic and prophylactic measures in children treated in an inpatient setting with DMN, SYI and other kidney diseases; history of child development (f.112), medical history of somatic department (f.003).
- ✓ Phase 2. Given the latent clinical course of the disease in the early stages of DMN, almost no complaints in patients, and the appearance of salt crystals in the urine, a general clinical examination of 1,309 children aged 3 to 15 years who did not complain of kidney disease was performed.
- ✓ Step 3. In Khorezm region, a clinical examination of 211 children was conducted to correct and prevent ON treatment, taking into account the actual nutrition and drinking water. In DMN, children were divided into 4 groups to determine the use and efficacy of Uralesan in combination with diet.

Practical results of the research. In the first phase of our research, according to statistics from 2012 to 2019 in Khorezm region, there was an increase in diseases of the urinary system in children, SIT in children in 2012 was 23.7% in the region, and in 2019 it was 46.1%.

A retrospective review of the medical history of 2,976 sick children aged 3–15 years treated in the pediatric wards alone in 2011-2018 found that 220 children, or 74%, had oxalate salts in their urine.

According to a comparative analysis of the Khorezm region's VDSNM communal analysis conducted in 2016-2019, water scarcity has increased significantly over the past year. In 2016, the total number of trials was 19748, of which 1935 (9.7%) did not meet the trial requirement. In 2017, it was 2,170 (11.1%), and in 2019, the figure increased to 2,450 (13%). We determined the rate of occurrence of DMN in children and the statistical correlation between their habitats, which was confirmed by a high reliability index of oxalaturia - 62% ( $R < 0.001$ ).

In Phase 2 of our study, 960 out of 1309 children with no complaints of SIT were found to have salt crystals in their urine, i.e. DMN from the initial cases, nosological anterior stage elements, and 27% of children had no clinical signs.

The incidence of persistent crystalluria and micro hematuria was 27.7% in preschool children in the main group. In the primary group during the school period, more than half of the respondents were found to have insignificant proteinuria, as well as occasional pain in the morning eyelid drooping, back lumbar region, lower abdomen. Despite the early onset of metabolic disorders, the risk of STK formation (7%) ( $R < 0.05$ ) was observed in children older than 10 years. Enuresis was present in up to 4.5% of preschool children, but not at all in school-age children. Physical retardation was almost the same in school-age children (11.4%) and relatively similar in pre-school children (11.1%).

Glomerular (kalava) filtration rate KFT is the most accurate indicator, which allows to assess the functional status of the kidneys in the form of a single exact number. Our next study was to determine CFT levels in children with oxalate nephropathy, the most common (45.6%) in our main group, against the background of impaired phosphorus-calcium metabolism in renal function. The results of the study showed a significant increase in serum creatinine and urea ( $R < 0.001$ ) with a significant decrease in CFT levels ( $76.24 \pm 0.95$ ).

In Phase 3 of our research, we used Uralesan syrup as an antioxidant drug that improves metabolic processes in the body in the complex treatment of oxalate nephropathy. In our study, we selected 211 children from 960 children aged 3 to 15 years who were diagnosed with oxalate nephropathy. The children were divided into 4 groups:

- ✓ 1 - comparison group (control) - 40 children - treated with 2 courses of vitamins;
- ✓ 2 - A group of children receiving uralesan syrup - 41 children - Dosage prescribed a 1-month course of treatment according to age;
- ✓ 3 - a group of children who received a diet only for a year - 80 children, 4 - 50 children in a group of children who received a Uralesan + diet.

They undergo a course of treatment for 1 month in age-appropriate doses.

Renal CFT increased by 50% in our 4 groups of children recommended Uralesan + diet, and in children of the 1st, 2nd and 3rd groups this figure did not exceed 7-10%. This indicates a 2-fold increase in CFT from treatment in four groups of children compared to the previous case.

In children of control group 1 treated with vitamins, the amount of daily oxalates in the urine was almost no different from the pre-treatment and post-treatment conditions (first  $1475.7 \pm 63.8$   $\mu\text{mol} / \text{day}$ , then  $1340.1 \pm 61.9$   $\mu\text{mol} / \text{day}$ ,  $R < 0.05$ ). The amount of oxalate release did not decrease to the normative value. Conversely, after 6 months, these children again showed an increase in oxalate salts by 83%.

Group 2 In the group of children receiving only Uralesan syrup, the daily amount of oxalate in the urine was significantly different from the pre-treatment and post-treatment conditions (first  $1751.0 \pm 88.6$   $\mu\text{mol} / \text{day}$ , then  $964.9 \pm 52.8$   $\mu\text{mol} / \text{day}$ ,  $R < 0.05$ ). Oxalates in the urine of these children were reduced by almost 2 times. This is mainly due to the fact that the drug Uralesan has the property of increasing the excretion of urea and chlorides, helping to drive small stones and sand from the bladder and kidneys. However, on the 30th day of treatment, crystalluria with oxalate was observed in 12% of this group of children, and a similar condition was re-detected during the examination 3 months after the start of therapy. After taking

Uralesan, diuresis increased significantly (first  $796.3 \pm 83.6$  ml / day, then  $1126 \pm 60.5$  ml / day,  $R < 0.05$ ). In doing so, we were convinced that Uralesan enhanced diuresis.

3 - only in the groups rehabilitated by diet, the amount of oxalate in the urine was significantly reduced (first  $1765.6 \pm 87.2$   $\mu\text{mol}$  / day, then  $1077.5 \pm 55.1$   $\mu\text{mol}$  / day), but did not reach the norm (norm 3-15 years 100-200  $\mu\text{mol}$  / day in children). This means that in the case of oxalate nephropathy, diet alone is not enough to get rid of oxalate salts. Daily diuresis is also relatively rare in this group of children. Even after treatment, it did not change significantly, only increased to 140 ml. (first  $737.5 \pm 82.3$  ml / day, then  $873.1 \pm 91.1$  ml / day,  $R < 0.05$ ).

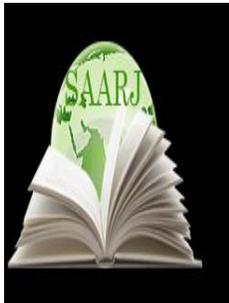
4 - The amount of oxalates in the urine of children recommended in combination with Uralesan + diet decreased by 3 times (first  $1757.0 \pm 88.9$   $\mu\text{mol}$  / day, then  $665.78 \pm 49.3$   $\mu\text{mol}$  / day). It should be noted here that the Uralesan + diet together with the elimination of the alimentary factor in the body at once, prevents the formation of oxalates, forming a protective colloid in the urine. Daily diuresis was also less isolated in this group of children before treatment. After co-administration of Uralesan + diet, diuresis increased and reached the daily norm (first  $828.6 \pm 84.2$  ml / day. Then  $1222.2 \pm 96.8$  ml / day,  $R < 0.001$ ). Here again, we are convinced that the drug Uralesan enhances diuresis.

Conclusions. Thus, the results of the study show that oxalate nephropathy in schoolchildren and preschool children in Khorezm region was highly effective in the rehabilitation period of group 4, and in children who used Uralesan + diet together. Co-administration of the drug with the diet helps to normalize metabolic processes, strengthen cytomembranes, has an anti-inflammatory effect on the renal parenchyma and improves capillary blood flow. This complex can be recommended for complex therapy in children with oxalate nephropathy. However, criteria for risk the group dysmetabolic nephropathy in children and an early diagnosis algorithm have been developed and recommended for practice.

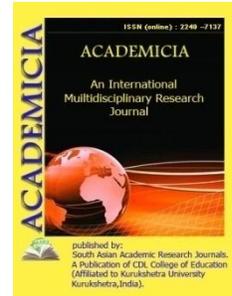
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## WAYS TO TEACH STUDENTS TO THINK INDEPENDENTLY IN PRIMARY SCHOOL MOTHER TONGUE CLASSES

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### ABSTRACT

*This article provides information on how to teach elementary school students to think independently. The most important effective way to do this is to set motivational problem situations or to set specific cognitive tasks that reflect the social nature of the subject being studied. One of the main tasks of modern primary education is to provide students with in-depth knowledge of the basics of science, using methods that teach students to think independently, develop creative thinking.*

**KEYWORDS:** *Reading, Writing, Grammar Concepts, Independent Thinking, Independent Work*

### INTRODUCTION

Thanks to independence, a period of renewal and development has begun in the Uzbek land, and social life is rapidly entering the path of development in line with international standards. Huge reforms are being carried out in all sectors of the economy, including education. From the first days of independence in our country began to pay serious attention to the education of the younger generation. One of the leading tasks of the National Program of Personnel Training of the Republic of Uzbekistan is to scientifically and pedagogically introduce a new model of continuing education aimed at improving the quality of education, updating the content of education, ensuring the intellectual development of the younger generation. is a continuous improvement in the mines.

Prospective teachers should be able to organize the process of teaching the basics of special subjects in non-traditional forms, to design the educational process on the basis of a perfect standard, to use them wisely in these projects. Thorough, in-depth mastery of theoretical knowledge by learners can be a guarantee of the formation of practical skills and competencies. As noted in the Law of the Republic of Uzbekistan "On New Education" and the Concept of Primary Education, "Primary education is necessary for students to continue general secondary education. One of the main tasks of modern primary education is to provide students with in-depth knowledge of the basics of science, using methods that teach students to think independently, develop creative thinking. In order to fulfill this task, it is necessary to introduce new pedagogical technologies into the educational process. New pedagogical technologies play an important role in the development and maturity of the primary school student. It is well known that mother tongue education enables children to expand their thinking activities, to think freely, to understand the opinions of others, to express their opinions fluently orally and in writing, to communicate freely with members of society. serves to develop acquisition skills and competencies. Here, mother tongue education is seen not as a subject but as an educational process that organizes the entire education system.

The content of knowledge of the native language in primary school is based on the phonetic structure of the Uzbek language and methods of expressing sounds in written speech, word change and word connection in speech, morphemic structure of words and word formation, knowledge of the lexical-semantic group of words, the correct spelling of the Uzbek language and the use of punctuation.

Native language - skills and abilities in the field of speech, reading and writing are a necessary condition and means of student learning. As a child acquires reading skills, he or she must first learn his or her mother tongue. Because the mother tongue is the key to knowledge, intellect. Mother tongue is also a tool of other sciences, both the history of society and the natural sciences are studied using the mother tongue. This means that the mother tongue plays a special role in the overall development of the child, as well as in stimulating knowledge and hard work. Language is an important educational tool. A child who reads fiction, newspapers, magazines, develops the best qualities in himself. Acquires a culture of communication. As the mother tongue plays a key role in the primary school, it is necessary to cultivate in every student an interest and love for the mother tongue. The type and content of mother tongue lessons in primary school include:

1. To develop students' oral and written speech in connection with reading, writing, grammar, observation and social activities of students.
2. To teach literacy to first-graders, that is, to teach them elementary reading and writing, to turn these skills into skills.
3. To master the norms of literary language, ie spelling and punctuation, orthoepic correct pronunciation, speech and methodological elements.
4. The study of theoretical materials from grammar, phonetics, lexicon, the formation of scientific concepts of language.

The subject of methods of teaching the native language is a pedagogical subject, in-depth knowledge of this subject is a prerequisite for teacher training. A modern teacher has a

comprehensive knowledge of the work on the subject of mother tongue in primary school, mastering the theoretical foundations and principles of teaching mother tongue, knowledge of the basic methods of teaching and the ability to apply it in practice must have the skills.

One of the best ways to teach elementary school students to think independently is to work independently. Independent student work, which is widely used not only in the primary grades but also in education in general, has been a constant focus of researchers as a means of increasing educational effectiveness. Methodist scholars have always advocated the widespread use of independent work in the teaching process. Because the acquisition of knowledge and teaching students to think independently is formed, first of all, in the process of independent work, finding solutions to problems and issues.

Here are some suggestions on how to look or get an appointment for extracurricular activities.

"Train." Such independent work can be used in the 1st grade native language lesson on the topic of "Speech".

Each word of a sentence is written and mixed on separate pieces of paper in the form of train cars. The students' task is to pick up the wagons in such a way that the result is correct.

For example: First, the Princess went to class.

Correct Answer: The princess went to first grade.

Divide into joints. During this independent work, students copy a piece of text from Guncha magazine or various picture booklets into syllables. This will strengthen students' knowledge of the rules of articulation or articulation. At the same time, the ability to translate capital letters into written letters and copy them from a book is developing.

Write a comment. Commentary exercises can be used to reinforce past topics or reinforce new knowledge through textbook or extracurricular activities. To do this, one of the students writes (aloud) the given word or sentence independently. The rest of the students listen and write the words of the "beginner" student.

As in all subjects, independent work plays an important role in teaching students to think independently in primary school mother tongue classes. They are characterized by the following features:

- The conditions required for independent work require students to be inquisitive;
- direct students to make independent judgments, conclusions and generalizations;
- The need for students to acquire new knowledge in the process of independent work.

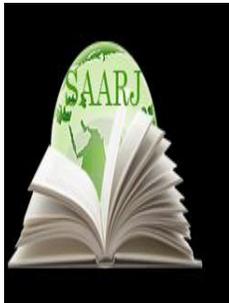
The main goal of mother tongue education is that mother tongue lessons should focus on the formation and development of children's creativity, independent thinking, the ability to express the product of creative thought in oral and written forms in accordance with the conditions of speech.

The process of primary education is to develop the child's ability to think logically, mental development, worldview, communicative literacy and self-awareness, to feel the beauty of material existence, to be physically healthy, to go The ability to enjoy elegance and sophistication, to absorb and respect national customs, teaches to follow them. Relying solely on

interest in education does not ensure that motivation can be reasonably effective. The most important effective way to do this is to set motivational problem situations or to set specific cognitive tasks that reflect the social nature of the subject being studied. When preparing a lesson plan, the teacher should clarify the purpose and organize the learning activities of students on the basis of this goal in such a way that the set goal is fully achieved. It is important to develop motives in the teaching process in the primary school. The teacher's greater focus on interactive methods in organizing students' learning activities ensures the effectiveness of the students' learning process.

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## THE IMAGE OF PROPHETS IN UZBEK LITERATURE

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### ABSTRACT

*This article analyzes the image and teachings of Prophet Ibrahim, which are equally accepted by Jews, Christians and Muslims, on the example of "The Story of Rabguzi", "History of the Prophet and the Ruler".*

**KEYWORDS:** Religious Source, Ibrahim, The Only God, Namrud, Fire, Palahman, Swallow, Istigno, Khalil, Image, Tazod.

### INTRODUCTION

In every society, they are factors that affect the creativity and worldview of the people around it. One such factor is religion and religious literature, religious sources. One of the people whose name is often mentioned in the Qur'an is Ibrahim. His names are mentioned sixty-nine times in the Bible. The story of Ibrahim is one of the most frequently narrated in the Qur'an. There are verses about Ibrahim in Surat "Baqara", "Mariyam", "Ankabut", "Nahl", "Niso", "An'om", "Zariyat" and others. Also, the fact that there is a special surah "Ibrahim" in the Qur'an shows how important the name of this prophet is. Of course, it is not for nothing that Abraham is given so much attention in the Qur'an. Jews, Christians, and Muslims also link their religions to the teachings of Abraham. Moses and Jesus Isaac, the son of Abraham, peace be upon him. and Muhammad s.a.v. his eldest son Ishmael a.s. through are the descendants of Abraham.

It was natural that the image of Prophet Ibrahim, who was so important and respected in Islam and his book, had a strong influence on Uzbek literature as well. We see this image of the prophet in the Qisasi Rabguzi, which is considered to be the first story in the history of the prophets in the Turkic language. The Story of Abraham is one of the largest volumes. The story

can be divided into two parts. , to be thrown into the fire, not to burn in the fire, and finally to kill Namrud.

In the second part, Abraham, who is called the "father of the prophets", marries Sara, migrates, marries Hagar, the birth of the prophet Ishmael, the relationship between Abraham and Ishmael, the birth of Isaac, the sacrificial event, the construction of the Ka'bah and the death of the - prophet such events are recorded.

One of the most touching points in the first part of the story is the conversation between the child and Abraham's mother.

- I came from nothing.
- Who is my god? he said one day in a conversation with his mother.
- I am, "said his mother.
- Who is your God? he said.
- Your father, 'said his mother.
- How? he asked.
- That's why he's taller than me, 'said his mother.
- Who is the God of my father? he said.
- Namrud, 'said his mother.
- How so ?he said.
- That's why he's older than your father, 'said his mother.
- Who is the God of Namrud? he said.
- Don't speak, don't say that! Said her mother. (Nosiruddin Rabguziy. Qisasi Rabguziy. Wwww.ziyouz.com)

This question-answer itself is a sign of the child's unique thinking and great future. This conversation is not given in the Qur'an. So we can say that Rabguzi took it from auxiliary sources - the stories of the prophets in Arabic and Persian, written in his own way

In the age of Alisher Navoi's "History of the Prophet and the Ruler", this conversation is described in a slightly expanded way:

Ibrahim a.s. The part was reached, and his mother used to discuss many strange things, and one day I asked my mother, "Who is my Lord?" I said: -Father. Who said: Who is its Lord? I said: Namrud. He said: Is the form of Namrud better or that of my father? He said, "Your father." He said, "Is my father more beautiful than you?" He said: maning. I said: is your beauty better or mine? I said, "Yours." Ibohim a.s. I said that the Creator cannot create something better than Himself. (Alisher Navoi. History of prophets and rulers. MAT. Tashkent, Science. 2000, p. 16)

Ibrahim's mother is amazed by the logical answer at the end of the conversation. Indeed, the child was guided by a knowledge unknown to them — the knowledge of God. However, during this period, the people of Babylon worshiped celestial bodies and planets. Abraham's call to

believe in the One God provoked the wrath of the fanatical ruler Namrud, and the king condemned the prophet to blasphemy and set him on fire.

This is exactly what is stated in Surat al-An'am in the Qur'an: According to Kafir's constant habits, they resorted to violence after being defeated in a mental and logical argument.

They said: Build for him a furnace, then cast him into the fire. (Surat al-An'am, 97)

The criminal polytheists said to one another, "Make a place for Ibrahim to light a large fire to punish him, and set him on fire, and throw him into the fire." We said, "O fire, be cool and safe for Abraham." (Surat al-Anbiya ': 69)

The event described in these one or two verses is perfectly described in the Qissa as a whole story:

"All the army was mobilized and gathered firewood for four months. He did not pick up the firewood on which they loaded it. They loaded it on a camel, did not move. Neither the donkey nor the horse received it." When Ibrahim saw this, he cursed the mule. Therefore, the mule's offspring will not multiply. they slept without sleep, sold at the market during the day, and bought firewood for the money.

Ibrahim's father's cousin Hazar (Lot's father) was the one who started the fire. The swallow would bring water in its beak and pour it into the fire.

"O swallow, let the water in your beak affect this fire," said Abraham, and blessed him. And the sparrow came and struck the grass with its wings, so he cursed it, and burned it in the fire for forty days and nights. The fire was so high that one could not approach from the four wooden floors. If a bird flew in the air, its wings would burn. Namrud built a tower of iron and copper, and when he climbed over it and looked at the fire, he said:

- "How do we fire Ibrahim?" he thought. Then Satan came and taught him how to make a tent. Until then, there was no such weapon in the world. (Nosiruddin Rabguzi. Qisasi Rabguzi. [Www.ziyouz.com](http://www.ziyouz.com))

We see that the beautiful artistic details and images in the story served to depict the event in a clear and impressive way in the mind of the reader. The Prophet said that the size and appearance of the fire to be lit, how it was formed, who carried the firewood to it, by what means, the condition of the fire and the fact that Abraham a.s. s shooting, etc. are clearly and vividly reflected in the mind of the reader. The steadfastness of the faith and determination in the heart of the prophet against the scene in the story creates a peculiar logical contradiction.

"And the hands and the feet of Ibrahim were bound to him with an iron ring of seventy cubits.

- O Ibrahim, are you not afraid? They asked.

- Whoever has the fire of Allah in his heart, how can he fear the fire of people?

- They said, "Ask God to save you."

- What will save me? he said.

- "Your soul," they said.

- The work of the nafs is writing, sin. Sin is doomed to fire, "he said.

- "Otherwise, ask for your life," they said.
- "Soul's a deposit." His job is to return to the Creator, "he said.
- "Then ask for your heart," they said.
- The soul is the property of God. He's the one who makes it what he wants it to be, "he said.

In the course of events, the strength of the faith in the heart of the prophet becomes even clearer:

At that moment, Gabriel arrived.

- "Ibrahim, do you need anything?" said he.
- "I need you, but not you," said Ibrahim.
- "If you don't need me, go to Allah and tell me," he said.
- "O Gabriel, he knows what I want, that is enough for me, there is no need to ask," said Ibrahim and sympathized with Allah.

At that moment he said:

- O fire, Ibrahim be his cold and healthy! he shouted. This command was a reflection of the prophet's faith, which ultimately saved him from the fire. Below, Rabguzi interprets a verse from the Qur'an: The scholars say that if he had not said, "Be cold," and "Be healthy," he would have killed Ibrahim with the cold of fire. Until the Day of Judgment, people would never see food cooked on fire. It is also said that the fire of the love of Allah in Ibrahim's chest competed with the fire of Namrud and began to burn the fire of Namrud. Then the fire of love would not have cooled down, and Ibrahim would not have been saved, for that fire would not have saved either Namrud himself or L himself, it would have burned them all.

This is the case, that is, Ibrahim a.s. The divine love in his heart and the fire of Namrud became a unique image in Uzbek classical literature and became one of the main details of the poet's aesthetic ideal, especially in the works of Navoi and Mashrab. In one of Navoi's first hymns in Hazayn ul-Maoniy, a reference is made to the story of Prophet Ibrahim and his burning:

Jamoling partavidin sham o'ti gap gulsitonernas,

Nedinparvona o'tichra o'zin solur Xaliloso.

(Alisher Navoi. Gharoyib us - sig'ar. MAT. 3 - vol. Tashkent: Fan, 1988. p. 21)

In the verse, the images of the propeller and Khalil (the title of Prophet Ibrahim) are contrasted with the images of the spark of beauty and the image of the gulfistan, bringing the art of tazad to the surface.

In the above story, we see Abraham being thrown into the fire with a machete. Navoi draws attention to this situation and writes in a joke in "Garoyib us-sigar":

Ohim ko'ngulni ko'yung arosolsa ne ajab,

GulzoraroXaliltushar manjaniqdin.

(Alisher Navoi. Gharoyib us - sig'ar. MAT. Vol. 3 - Tashkent: Fan, 1988. p. 301)

In the verse, Navoi puts his lover's heart in the fire of Namrud, which has become a gulistan with the cabbage of Allah, and his aunt Ibrahim a.s. He created a beautiful word game by comparing his imagination to a shot manja and his imagination to Ibrahim Khalilillah, referring to the arts of tanosub and tasbeeh.

In the epic "Hayrat ul-abror" Navoi presented divine mercy to Khoja (soul) as if it were the fire of Namrud, which turned into a flower garden.

Haq angarahmatnidalilaylabon,

Shu'lanigulzoriXalilaylabon.

(Alisher Navoi. Hayrat ul abror. MAT. Volume 7. Tashkent: Science, 1993. Page 103)

In the epic "Lison ut-tayr" in the parable dedicated to the valley of Istigno, Navoi narrates the story of the shooting of the Prophet Ibrahim and makes a unique contribution to it:

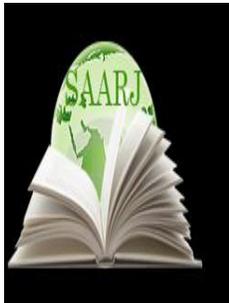
Qildi chunNamrudsozimanjaniq,

HaqXalilnio'tqaaylarg'ahariq.  
 Tog'-tog' o'tung'a o'tlarurdilar,  
 Shu'lasinaflokkayetkurdilar.  
 Otqocho'tsoriXalilullohni,  
 Ishqko'yidadalilullohni.  
 Hukmbo'ldikim, yetishtiJabroil,  
 O'tqayetkonchog'dadedi: - "Eyxalil!  
 Oytqilkimehtiyojingnegadur?  
 Lutfuehsondinmijozingnegadur?  
 Nekisendersenmuhayyoayloli,  
 Ulchakomingoshkoroayloli?"  
 Dediulkim: - "O't manga ro'ziqilur,  
 Ehtiyojim ne ekonniulbilur.  
 Yo'qsangaxudehtiyojimbunafas,  
 Toki zohiraylagaymenmultamas".  
 Barchaholimdao'zungmuhtojqil,  
 Eldinistig'nonasibimaylagil.

The parable contains the Prophet's answer to the question of the angel Gabriel, "Do you need me?" In general, the story of Abraham, especially his burning by the fanatical ruler Namrud, and the various interpretations of this story are very interesting. has a special place in Uzbek literature.

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**CURRENT OPPORTUNITIES OF THE TEACHER FOR IMPLEMENTING  
 INTELLECTUAL ABILITIES OF PRIMARY SCHOOL STUDENTS**

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**ABSTRACT**

*This article discusses the importance of qualified teachers in educating today's most knowledgeable students. Moreover, there are some information about opportunities of the teacher for implementing intellectual abilities of primary school students. When the topic goes about educating and upbringing the younger generation as it is wanted, it must be emphasized that such a difficult and multifaceted task can be fulfilled with high skilled pedagogue teachers.*

**KEYWORDS:** *Noble Teachers, Social Position, Generation, Educational Process, Professional Skill.*

**INTRODUCTION**

Today it is worth speaking with pride about how much the profession of the teacher plays difficult, responsible, honorable and prestigious role in the society. Because, in our country main attention is paid to supporting teacher's noble profession in every way, encouraging them, increasing their social position. Annual republican contests "The best teacher of the year" that has been organized by the Ministry of Public Education for many years are also playing significant role in popularizing the best experience of teachers in the education system, creating opportunities in for teachers to exchange their opinions and ideas, implementing the most innovational methods and technologies of education.

Two important indicators of the reforms carried out in the continuing education system quality and efficiency concern especially with the potential and professional skill. In addition, their demands are increasing day by day. When the topic goes about educating and upbringing the younger generation as it is wanted, it must be emphasized that such a difficult and multifaceted task can be fulfilled with high skilled pedagogue teachers. So, teaching is a great art. Moreover, this or that pedagogue cannot master this art easily. Therefore, those who are interested in the profession of teacher, i.e. having a high enthusiasm and ability to become an educator for smart

generation and those who realize the demands of the age quickly and deeply and develop their social-economical, pedagogical skill, real patriot and industrious ones can achieve it.

In the online meeting of June 21 in 2018 our President Sh. M. Mirziyayev emphasized “I will not respect the one who does not respect a teacher” while giving necessary orders concerning to increase respect to the teacher. Of course, such kind of attention to a teacher contributes to the progress of country.

From the past they have considered the school a holy place and called it a palace of knowledge and contemplation, a threshold of good deed and the first foundation of the future. Indeed, the thorough knowledge gained in the school today provides our peaceful and happy life tomorrow. Especially, for a child who makes a first step to school it seems a magic world and teachers seem to be kind and knowledgeable people. He begins to have sweet dreams. He sits gazing at his teacher with admire and dreams “I will certainly do well, have a perfect handwriting and then my teacher will love me best”. However, after some time, i.e. when classes begin we can notice that those children who were sitting with shining eyes have no the same interest in learning. Disability of doing well in subjects makes some of them passive, shy and inactive.

Therefore, teacher’s professional skill is of great importance in primary classes. Any primary class teacher thoroughly studying the age and psychological characteristics of primary class students should continuously work at the development of effectiveness of teaching-education process.

In this teacher’s skill makes a great importance.

Skill is the ability of the creativity of the teacher and we can say that it has four degrees.

- I.** The degree of creating interaction with the students of the class: If only the learners can come into communication freely with the teacher interaction takes place and in the process of reciprocal feedback the teacher comprehends his shortcomings and implies correction in the education process. In this, the teacher mainly works basing on ready-made recommendations and creativity is not seen in it.
- II.** The degree of optimizing: It is an interaction that planned beforehand, and the teacher determines and implements familiar methods, ways, content of the education, forms of it skillfully.
- III.** The heuristic degree: In this the teacher in the state of communication with learners establishes creative opportunities for them, applies new methods and devices, uses the ways of finding solutions to unexpected pedagogical problems.
- IV.** Personal-independent degree: In this the teacher is entirely independent, and uses together with ready-made methods and techniques innovations of his own. The teacher uses them considering pupils’ personal characters, knowledge and their level of development.

The work created by the teacher is the one belonging only to him. Also the main purpose is to realize all the potentials of the learner, to achieve his mastering knowledge well.

Coming to the conclusion of “ignorant” about the student does not give a good result because intellectual abilities in man sometimes do not emerge immediately. His teachers found the

famous Russian writer N.V.Gogol fully ignorant and they advised his parents to send him to a shoemaker as an apprentice.

Alternatively, the outstanding scientist, the founder of Moscow school of Mathematics and created new direction in it academic N.N.Luzindid not do well in mathematics at school and learned it with the help of his tutor. The tutor thought that Luzin is quite incapable for mathematics. Later he became a scientist in this sphere.

In schools also pupils who were weak in subjects in primary classes sometimes turn into excellent ones in upper classes. It testifies that intellectual abilities of some people emerge a little later.

That is why a primary class teacher should work at his knowledge regularly, master pedagogical skills realizing his own self and be his own critic, look for effective ways of getting rid of his shortcomings. As primary school teachers teach a number of subjects they must know interdisciplinary relations well and use the method of teaching them in an integrative way and this gives good results in the education process.

Teachers should regularly study in order to develop his students' motive for learning. It gives a good result to use didactic games effectively in classes and to work basing on the above-mentioned third and fourth degrees of pedagogical abilities. Didactic games eliminate qualities such as shyness, fear of making mistakes in students. An interesting didactic game increases pupils 'active participation and develops their creative and critical thinking.

In the education process to direct students to self-study influences on the development of their intellectual ability well. For instance, in reading classes after a subject has been studied students attention should be drawn to working at that theme, i.e. giving such kinds of tasks as "Read the text and find out the meanings of unfamiliar words, Find out the subject and the content of the text. Divide the text into parts according to the meaning of it and put a title to the text. Make up a plan to retell the text. Compare your plan with the text. Look: does your plan reflect all the important points? Are the points in the plan linked to the content? Does the plan represent the main meaning of the title and the text?, Make sure whether the points in the plan are repeated Check whether the plan can be used to retell the text" help explore abilities of students well. In such kind of tasks, a student works individually and applies his intellectual opportunities. Intellectual opportunities rise in him. When intellectual opportunities begin to work, previous passiveness and shyness completely disappear.

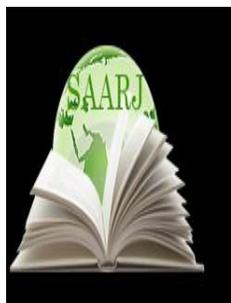
After the President of the Republic of Uzbekistan adapted PR-3931 "About the measures of the implementation of the new management principles in the Public Education system" in 2018, on September 5, according to this resolution the Law ID-1852 "About the status of teacher" was adapted. It will be right to say that defining the honor and dignity of teachers in the Law is a guideline for the teachers of our country to work hard to increase their professional skill and their knowledge to meet the demands of the age and to educate perfect and knowledgeable youth who can build our future.

## CONCLUSION

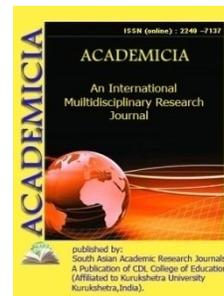
In conclusion we can say if the future of the country lies with intellectually powerful, knowledgeable, initiative and capable youth teachers who are responsible for educating such kind of people taking advantage of numerous opportunities, should develop their pedagogical skills.

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## IMPROVEMENT OF TRAINING SESSIONS IN SOLID PHYSICS

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### ABSTRACT

*This article discusses how to improve the teaching of solid state physics in accordance with today's requirements and with the help of inter-course communication. As well as it informs about improvement of training sessions in solid Physics*

**KEYWORDS:** *Solid State, Physics, Methodology, Education, Training, Membership, Modular System*

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### INTRODUCTION

The world is experiencing a significant increase in the share of scientific research aimed at the development of methodological foundations of teaching science and natural sciences and interactive e-learning resources based on information and communication technologies, the technologicalization of the educational process. In turn, along with all disciplines, the interdisciplinary study of physics requires the scientific development and implementation of tools and methods, ensuring the continuity and continuity of physics education, based on which to increase the effectiveness of teaching. Therefore, in this regard, special attention is paid to the integral study of the physical sciences taught in educational institutions.

Today, to determine the scientific and pedagogical principles of achieving the effectiveness of teaching in physics through interdisciplinary links, to scientifically substantiate the importance of appropriate methodological forms and methods to improve the quality and effectiveness of teaching, to develop students' independent thinking skills through interdisciplinary communication. The development and implementation of recommendations is an urgent task.

This process places new and higher demands on the content of physics teaching methods and is an important link in ensuring the continuity and continuity of physics lessons, preparing students for didactic activities:

- The formation of knowledge, skills and abilities of students in the study of physics in accordance with modern requirements;
- -Introduction of components of the national model into the content of the subject of physics teaching methods;
- -improvement of the process of formation of teaching methods and skills of physics teachers, creation of pedagogical conditions for the provision of teaching materials;
- -update and improve forms of education;
- to take into account the features of new discoveries and technologies related to solids in the country in the formation of knowledge, skills and abilities of students;
- Improving the curriculum and programs of the course "Physics of Solids" in physics and its main part on the basis of today's requirements;
- -Organization of training sessions with the use of modern pedagogical and information technologies, interactive methods based on them;
- -Development of criteria for selecting the content of students' educational activities;
- Methodological changes in the content of professional training in accordance with changes in the content and objectives of vocational guidance of students in the educational process;
- Direct system of knowledge, skills and qualifications in the direction of students and careers: scientific and methodological analysis of such areas as practical laboratory classes, pedagogical games, test questions, assessment of knowledge in the rating system, updating methods of its implementation, etc.

Skills of formation of physical-professional direction of the pupil or student are general pedagogical skills, such as definition of clear purposes of lessons of physics, choice of forms, methods and means of teaching, creation of pedagogical problems, explanation of educational materials.

According to the analysis of international experience, methodological training should focus on modular solutions, finding the right ways of didactic methods, but in any case, the methodology should not be focused on the demonstration of didactic schemes.

Each subject has its own didactic and professional characteristics and requires a special teaching methodology. Teaching methods determine the direction of the activities of teachers and students in the educational process, how the teaching process is organized and conducted, as well as the actions of the teacher. These methods include a set of methods used by the teacher to help students master their knowledge, skills, and competencies.

Translating learning objectives into assignments is an important step in designing a lesson on pedagogical technology.

Assignments can be structured in oral question and answer, written, and test forms. Creating assignments in different forms for the same purpose is also effective. Because it creates an opportunity to assess the student's knowledge of the mastery of a particular task. An oral question-and-answer session is a direct interaction between a teacher and a student, in which the

answers to the questions are evaluated. For example, "Why"? "Compare", "Divide into components", "What are the most important features?" Questions and assignments that encourage students to think independently or, after reading an unfamiliar topic, encourage them to think, "What is the title of this topic?", "Find five key words in the topic that fully express its content," "What question would you ask?" It is also advisable to ask questions such as.

Written assignments involve the use of a variant of key words and phrases. When creating tasks in this form, it is necessary to pay attention to the number of tasks to be solved, using interactive methods. Because the use of interactive methods such as cluster, sinkway, Venn diagram, incept, conceptual table, case study, T-scheme, technical dictation writing develops students' thinking skills, ensures quality mastering of educational material.

The general content of the course materials in the course of solid-state physics can be expressed by the following elements. Scientific and methodological bases of distinguishing the content of solid state physics education from academic lyceums and general secondary schools, methods and technologies of theoretical teaching, practical teaching methods and technology is like a methodology for designing the learning process.

The modular system meets the requirements set in many respects in the development of the content of the course of physics methodology. The system of modules related to the course of teaching methods includes the following and is divided into modules, which are independent of the course, approximately the same in size, for which the following elements are developed:

- ✚ Primary requirements: knowledge, skills, forms and methods of their examination, which must be acquired by students in order to successfully master the module material;
- ✚ The basic units of the module: the concept of laws, etc.;
- ✚ Auxiliary module, didactic primary: identification of descriptive concepts, etc.;
- ✚ Organization of teaching the module material: the forms of teaching used in the module and their main content, the nature and content of independent work are given;
- ✚ Practical assignments offered to students to work independently in the laboratory. These include assignments for the analysis of educational documents, the development of a fragment and a complete methodology of the lesson, laboratory practical training, the requirements for students' knowledge and skills at the end of the module study, and criteria for their assessment; control assignments-tests, oral questions, written work questions, etc.;
- ✚ Types of student activities; participation in lectures and study of its material, practical and accurate test assignment are evaluated by points;
- ✚ Modules within each course should be connected with courses included in psychological-pedagogical, social-humanitarian blocks.

The mastering of each module is carried out in an active learning process, the results of which are measured by the knowledge and skills of students. The reports do not describe the general structure of science and its components in the physics program. To do this, it is necessary to create the structure and components of the subject and convey it to students in lectures. In doing so, they will have a holistic view of science (its structure) and prepare themselves for high-level training in educational institutions.

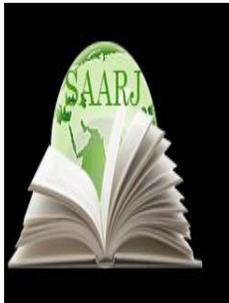
The application of the content of physics in the educational process can be achieved if the following scheme is implemented. That is curriculum-concept - educational standards - program - textbook - methodical instruction - educational content is expressed in educational and methodical literature.

### CONCLUSION

In conclusion, it should be noted that on the basis of new requirements for the content of solid state physics, the formation of professional knowledge, skills and abilities in general secondary schools and higher education students. Improvement of solid state physics in accordance with modern requirements, harmonization of teaching methods and techniques are plays a significant role in meeting the needs of our independent republic for qualified personnel, creating confidence in the profession and specialization of pupils and students.

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## PREVALENCE OF ABDOMINAL OBESITY AMONG THE POPULATION AS A MAIN CRITERION FOR METABOLIC SYNDROME

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### ABSTRACT

*The article presents the results of studying the prevalence of abdominal obesity, overweight and obesity as the main the criterion for metabolic syndrome among the disorganized population and the state of detection by doctors of medical institutions. From with age, there is an increase in the incidence of abdominal obesity, overweight and obesity. In medical and prophylactic institutions state of detection of abdominal obesity, overweight and obesity is insufficient.*

**KEYWORDS:** *Metabolic Syndrome, Abdominal Obesity, Overweight, Obesity.*

### INTRODUCTION

Obesity has become one of the most important medical social problems in the world due to its high prevalence and significant costs to overcome its consequences. The prevalence of overweight and obesity in the Russian Federations make up 59.2% and 24.1%, respectively [7]. According to the report UN, in 2013 the Russian Federation ranked 19th among all countries the world in the prevalence of obesity, lagging behind the top Mexico and the United States by 8%. According to the multicenter (11 regions of the Russian Federation) observational study ESSE-RF (Epidemiology of cardiovascular vascular diseases and their risk factors in the regions of the Russian Federation) with the participation of 25,224 people aged 25-64 years the prevalence of obesity in the population was 29.7% [1]. For the last three decades prevalence of overweight and obesity in the world increased by almost 30-50% among adults and children, respectively. Obesity is not only seen as a major risk factor today cardiovascular diseases and type 2 diabetes mellitus (according to World Health Organization, overweight and obesity predetermine the development of up to 44-57% of all cases of type 2 diabetes mellitus, 17-23% of cases of ischemic heart disease, 17% - arterial hypertension, 30% - gallstone disease, 14% - osteoarthritis, 11% -malignant neoplasm's [2,8], but also reproductive disorders function and increased risk of developing cancer [5,6]. In general, obesity according to expert estimates leads

to an increase in the risk cardiovascular mortality by 4 times and mortality as a result on oncological diseases 2 times [3,4].

**Purpose:** To study the prevalence and detestability of abdominal obesity among the unorganized population in primary care health care.

## MATERIALS AND RESEARCH METHODS

The surveyed population is represented by a representative sample of unorganized female and male population of the city of Bukhara. For initial screening from voter lists on a random basis was formed a 10% representative sample of women and men 15-69 years old in number of 797 people.

Metabolic syndrome was diagnosed in the presence of abdominal obesity (waist circumference > 94 cm for men and > 80 cm for women) if body mass index exceeds 30 kg / m<sup>2</sup>. overweight, according to the recommendations of the International Group-obesity (1997) is fixed at the Quetelet index, calculated by the formula: weight (kg) / height (m)<sup>2</sup> ≥ 25, and IR levels ≥ 30 are accepted for obesity. However, in population studies for BMI it is recommended to take IR values > 29 (Rose G.A., Blackburn H., 1968).

Therefore, in this work, indicators of IC ≥ 30, since this level of CI differs little from the BMI criteria, recommended for population studies, and at the same time meets obesity criteria recommended by the International Obesity Group.

## RESULTS AND DISCUSSION

Currently, in assessing obesity, great importance is attached to abdominal obesity (AO). This is due to the fact that in many studies have shown that abdominal obesity is more important risk factor for the development of insulin resistance and cardiovascular vascular diseases.

According to the data obtained, the prevalence of AO among the population

turned out to be quite high (table 1.). General prevalence abdominal obesity among women was 42.57%, and among men 24.9% (the revealed differences are statistically significant, P < 0.01).

**TABLE № 1 PREVALENCE OF ABDOMINAL OBESITY IN THE POPULATION (%)**

Age Group	Women (n=555)		Men(n=242)	
	Thereis JSC	No JSC	Thereis JSC	No JSC
20-29years old	17,74	82,26	14,45	85,55
30-39 yearsold	46,49	53,51	35,54	64,46
40-49 yearsold	46,55	53,45	29,31	70,69
50-59 yearsold	62,50	37,5	54,65	45,35
60-69 yearsold	78,13	21,87	48,64	51,36
Total	42,57	57,43	24,9	75,1

Note: the table shows the reliability of the differences relative to the previous age group.

It is alarming that 17.74% of young women have AO. It should be noted that in the fourth decade there has been a large increase infrequency AO. At the age of 30-39 years, the frequency of AO (46.49%) is 2.62 times higher than in aged 20-29 (17.74%). The differences found were highreliable (p < 0.01). Then, up to 50 years, the frequency of AO practically does not change, but in the age groups 50-59 years old and 60-69 years old, the frequency of AO is again

significantly increases (62.5% and 78.13%, respectively). Such a high percentage of JSC indicates that the female population has adverse epidemiological situation in relation to AO. Considering that, that AO is one of the triggering mechanisms of the MS, it should be recognized that in the female population has a very high risk of CVD and associated mortality.

Among men, abdominal obesity occurs -14.45%, 35.54%, 29.31%, 54.65% and 48.64% respectively. The frequency of AO in men aged 30- 39 years old compared to 20-29 years old 2.46 times, and 50-59 years old than the age 40-49 years old increased by 1.86 times.

Given the high importance of abdominal obesity in the development of cardiovascular and other diseases of particular interest was the question of the detectability of abdominal obesity among the surveyed population (tab. 2).

**TABLE 2 DETECTION OF ABDOMINAL OBESITY BY DOCTORS**

Sex	Having abdominal obesity	Have abdominal obesity		No abdominal obesity	
		n	%	n	%
Men	Revealed in health care facilities	8	13,33	4	2,21
	Not detected in health care facilities	52	86,67	177	97,79
Total among men		60	100,0	181	100,0
Women	Revealed in health care facilities	55	23,4	6	1,89
	Not detected in health care facilities	180	76,6	311	98,11
Total among women		235	100,0	317	100,0

Note: the table shows the reliability of the differences between the indicators men and women.

As it turned out, in 86.67% of men who, with screening examination revealed abdominal obesity, the doctors of the diagnosed this pathology. At the same time, among women, the percentage is not of the identified cases of abdominal obesity was slightly lower -76.7%. Attention should be paid to the following fact – patients with normal waist circumference reported being obese (1.89% in women and 2.21% in men).

The presented data allow us to conclude that among inorganic of the population of Bukhara, the state of diagnosis of abdominal obesity unsatisfactory.

As recommended by the International Obesity Group (1997) BMI and obesity are identified based on the Quetelet index, which reflects the height and weight indicators. The data obtained (Table 3) indicate quite high prevalence of BMI and obesity, as among women (20.65% and 18.48%) and among men (37.34% and 12.03%, respectively).

It should be noted that BMI was significantly more frequent ( $p < 0.01$ ) among men, and obesity was significantly more frequent ( $p < 0.05$ ) among women. Further, the analysis of the detection rate of BMI and obesity was carried out (Table 3).

**TABLE 3 STATUS OF BMI AND OBESITY DETECTION IN HEALTH CARE FACILITIES**

Sex	Availability BMI and obesity	BMI		obesity	
		n	%	N	%
Men	Revealed in health care facilities	10	11,11	18	62,07
	Not detected in health care facilities	80	88,89	11	37,93
Total among men		90	100,0	29	100,0
Women	Revealed in health care facilities	36	31,58 *	62	60,78
	Not detected in health care facilities	78	68,42 *	40	39,22
Total among women			100,0	102	100,0

Note: the table shows the reliability of the differences between the indicators men and women.

Analysis of the state of detection of BMI and obesity showed that in treatment in preventive institutions, BMI is detected only in 31.58% of women and in 11.11% of men, these differences were statistically significant ( $p < 0.05$ ).

The situation with the detection of obesity in health care facilities is somewhat better. In health care facilities obesity was found in 60.78% of women and 62.07% of men. Requires special attention that 62.42% of obesity in women and 88.89% of obesity in men were not diagnosed in the medical facility.

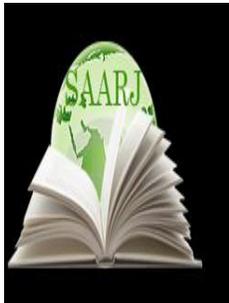
## CONCLUSIONS

1. Abdominal obesity as the main criterion for metabolic syndrome after 30 years, it occurs in almost half of the population of Bukhara.
2. Abdominal obesity among women is 1.17 times more than men.

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## **THE SPECIFICS OF THE SPEECH DEVELOPMENT OF UZBEK- GERMAN AND RUSSIAN-GERMAN BILINGUAL CHILDREN**

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### **ABSTRACT**

*This article discusses the development of speech of children - monolinguals and children - bilinguals when acquiring a second language associated with semantic and syntactic processes. A good example is the presence of articles in German, as opposed to the Russian and Uzbek languages. German-speaking children should devote more time to adjust and properly apply a complex system of articles. The process of acquiring speech of a bilingual child at the sound, semantic, and syntactic levels does not differ significantly from the level of a monolingual child. Bilingual children set themselves an additional task, to differentiate two language systems.*

**KEYWORDS:** *Bilingualism, Monolingual Children, Bilingual Children, Syntactic Structure, Semantic Units, Sound System, Children's Speech.*

### **INTRODUCTION**

Bilingualism is a thematic area associated with numerous studies of various sciences. There is now a steady increase in publications in this sector [1, 166-187]. The reasons for the interest of linguistics in this problem seem to lie in the multidimensional nature of this phenomenon within the sciences, on the other hand in the relevance of this topic to social events around the world caused by the globalization of economics and politics. As mobility increases, people are becoming more multicultural.

Within the framework of the sciences, bilingualism has been intensively studied since the beginning of the 20th century. Until the 1980s, research interest was mainly focused on children's bilingualism in bilingual families, with the topic mostly covered by researchers who studied their own bilingually growing children [2. 44]. Most of these studies were primarily

related to linguistic statements of the question [3, 17]. At the same time, the linguistic development of bilingual children was described in detail, from which various theories about the acquisition of a second language by children were made and formed. Recent studies go beyond linguistic considerations and deal extensively with other components of the acquisition of two languages. So it was proved that the formation of bilingualism is also influenced by psychological, sociological and pedagogical factors.

The great scientific interest in bilingualism in the research of the above-mentioned disciplines can be attributed to the fact that it is closely connected and contacts various academic fields of knowledge.

The concept of "bilingualism" has recently been in great demand by representatives of various sciences. Numerous studies have examined comparisons of language acquisition between monolingual and bilingual children, and it was found that there are mainly similarities in the process of appropriate development of both groups of children. According to B. McLaughlin, differentiation is an additional task for a bilingual child to separate both languages [4]. In subsequent studies, he explains the model of the second language acquisition process. When studying this problem, there are disputes about the path from one language system to the second language system, and a project is presented about the three stages proposed by T. Teschner in terms of lexical and syntactic development. At the same time, special attention is paid to compare the development of speech between bilingual and monolingual children in order to identify existing differences, as well as to develop and find their common features [5]. A bilingual child has a unique view of the world, as it reflects the combination of several cultures. This uniqueness is manifested primarily at the linguistic level, and the language reflects its bi-culture.

The purpose of this article is to study the language processes when acquiring a second language by Uzbek-German and Uzbek-Russian bilingual children. The relevance of this work lies in the fact that over the past decades, the interest of linguists in the study of problems related to the issues of linguistic variability, bilingualism and the analysis of linguistic situations in different countries has increased. The practical value of the work is that its results can be used as a basis for further linguistic research in the field of peculiarities of word formation in bilingual children, analysis of the style of children's statements (oral and written), in the methods of teaching foreign languages, as well as in theoretical and practical courses in linguistics, lexicology, lexicography, stylistics, intercultural communication, in the practice of teaching German and Russian as foreign languages in educational institutions of the Republic of Uzbekistan.

According to B. McLaughlin, the acquisition of language includes semantic and syntactic processes. [4, 91]. It is necessary to consider the processes of acquiring a language sound system. The sequence of development of the sound system of a bilingual child is comparable to the sequence of development of the sound system of a monolingual child. Both groups begin to produce more easily pronounced sounds such as [p], [b], [d], [m] and [n], but more complex fricatives [f], [s], [z], consonant clusters [fr], [st] or diphthongs are correctly articulated only during the development of speech [7,50]. Both mono- and bilingual children should be able to recognize and separate from each other the voiced and silent features of prosodic circuits. Likewise, they must experience the characteristics of the vowels, length and stress of syllables and master their correct formation. However, this acquisition process is more difficult for

bilingual children, as it operates in two phonological forms. They usually use linguistic power to combine into a single language system, which occurs in a later process dividing into two sound structures [4, 86]. A clear separation of the two sound models takes time and seems difficult for bilingual children. V. Leopold, for example, determined that confusion of sounds is found at an early age of a child, especially if the level of complexity of the corresponding phonemes of both languages is different. Due to such circumstances, it is necessary to study less complex sounds firstly. If both languages develop in a balanced manner, this critical phase is quickly overcome. On the other hand, if the superiority of one language over another prevails, then the sound units of the dominant language appear in the more weakly represented language [4.87].

### **Semantics Acquisition Process**

From the point of view of semantic development, one of the significant achievements of the child is the combination of sounds with adequate concepts. At the age of 2 to 6 years, word names are usually used both in monolingual children and in bilingual children relative to various objects. Generalized expressions decrease as vocabulary base expands. For example, V. Leopold's daughter Hildegard used the "sh" sound for all moving objects, such as a "car" or "plane". Later, she learned words "machine" and "chu-chu," this is instead of "sh". The newly learned words "train" and "plane" at a later time replaced the extended designation "chu-chu". For bilingual children, the distribution of the same words indicates different subjects in both languages, which is often problematic. For example, the designation "Blatt - Sheet" in German and Russian is used for concepts such as "leaf of a tree - das Blatt des Baumes" and "sheet of paper - das Blatt Papier". In the Uzbek language, on the contrary, the designation "sheet - (barg)" means "leaf of a tree - darakhtbargi", but not "sheet of paper". At the same time, the Uzbek-German and Uzbek-Russian bilingual child sets himself the task of identifying and recognizing the correct object concepts for the corresponding semantic units of the two languages [10].

### **Syntax Acquisition Processes**

The processes of acquiring syntactic structures also go through a similar stage in bilingual and monolingual children. In the development of syntax in languages with varying complexity, the rules of individual constructs become more complex and are studied only at later stages [4, 90]. B. Kilhefer and S. Jonkeith, on the basis of their research, indicate that the speech development of two German-French children is described by the fact that bilingualism does not have a particular effect on syntactic acquisition [12, 49]. As with the acquisition of the first language, both children aged 1; 6 to 1; 9 years old form mainly single-word sentences in both languages. In children's utterances, verbs and nouns pronounced first, followed by participles, adjectives and adverbs. Two - and multi-word sentences with subject, addition, adjectives and articles are used at the age of 2,5 and 3 years. This brief comparison should serve only as a general example, because the width of the variations of each language depends on its level of complexity, the field of linguistics is so large that there is no established scheme for the development of all languages. A good example is the presence of articles in German, as opposed to the Russian and Uzbek languages. German-speaking children should devote more time to adjust and properly apply a complex system of articles. On the other hand, Russian-speaking and Uzbek-speaking bilingual children, cannot relatively quickly use article correctly when learning German in an educational institution.

## Two independent language systems

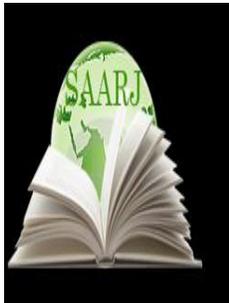
In the research of bilingualism, there are opposing points of view, whether a bilingual child, already at the beginning of acquiring a language, can process two systems separately, whether he can distribute in the initial period of speech development the elements of two languages of a single, unified language system and a kind of mixed elements of two languages. Some researchers argue that a bilingual child from the very early stages of development of the process of acquiring a language is able to distinguish between both languages and use them differentially, and only very insignificant mixed statements are found in children's speech. The sound systems of both languages are also clearly separated, therefore, scientists support the opinion that bilingual children have two independent language systems from the very beginning [13, 182].

## CONCLUSION

The main conclusion of this work can be defined as follows: the definition of the concept of bilingualism and the analysis of bilingual situations contribute not only to understand the existing language situations in the world, but also to predict their further existence and development. The process of acquiring speech of a bilingual child at the sound, semantic, and syntactic levels does not differ significantly from the level of a monolingual child. Bilingual children set themselves an additional task, to differentiate two language systems. With regard to this problem, there is debate as to whether the child is bilingual at the beginning of speech, whether he can distinguish two language systems from each other or has only one linguistic system from two languages. It should be emphasized that the varying widths of language systems in language acquisition depend on the ability of the child and the level of language complexity in terms of duration and degree of development. These chronological age data correspond only to individual cases in the literature and not to standard values. Nevertheless, as the analysis of linguistic literature shows, these questions are not fully studied in modern linguistics.

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**BERDAKH'S "SHEJIRE WORK" IS A BEST HISTORICAL POEM  
 ABOUT THE ORIGIN OF KARAKALPAK NATION**

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**ABSTRACT**

*In this article said about Berdakh's "Shejire" and the importance in the history of the origin of Karakalpak nation.*

**KEYWORDS:** *Karakalpak Nation, Chronicle, Tribe, Historical, Karakalpaks. Berdakhgargabayuli Was The First Historian In Karakalpak Nation. He Wrote The History Of His Nation With His Literary Words And Talent. It Was Big Courage To Write The History Of Karakalpak Nation In Karakalpak Literature.*



Berdakh began his work with the below lines:

Ra'siyulilapiraqminip ,  
 Qabiqaw'seyn barg' aneken,  
 Qudabilenraziy tiship,  
 Haqdiydarinko'rgeneken.[1]

“The meaning of the word “Shejire” is year in which people talk about the history of people , tribe, seed, even human race. That’s why we can call “Shejire ” , is a part of history , even as a basis. Because the facts are mentioned in it. With regard to the history of humanity , “Shejire” can be divided into several different species. For instance, “KhanlarShejiresi” , “Khalikhlarshejiresi” and etc”.[]

People who know many historical realities are known as “Chronicle human” (Shejireadam) . Every nation has its own history. According to Orientalists, the first part of human history is “Shejire”. There are a lot of scholars and poets who wrote about the history of their people in the East countries.

It is worth mentioning the poetry of the Karakalpak classical poet, Berdakh, who lived in the XIX century, who wrote “Shejire” about the origins of the Karakalpak people, the history of the Karakalpak tribe. The difference of this first recorded written in the history of Karakalpakstan.

Secondly, his carrier was not only in Karakalpak nation, but also Berdakh, who was a poet and thinker, had been recognized by other people. Therefore, although this work cannot be regarded as a real historical work, it is one of the earliest prophecies about the Karakalpaks’ history. The reason of Berdakh’s “Shejire” is not considered to be the original of history is that it is actually a literary work. In this literary work some fantasies and illustrations are given to describe the theme. Berdakh used more myths while writing this work. There are also few historical facts. So we can say that he knew about many historical informations and facts. That is why he writes his work, based on what he knows and read. Berdakh’s “Shejire” work is not merely the story of the Karakalpak people, but also a document that is very characteristic for the history of all Turkic peoples. Berdakh, along with his other fellow Turkish poets, began his “Shejire” with prophets’ time and finished with Karakalpaks’ life in XIX century. In which time, Berdakh was living, it was customary for the educated man of any kind to write his own people’s chronicle. Berdakh also made this custom. Because he was a prominent poet of his own nation, but also a philosopher and historian of his time. He was a man who lived on the edge of Karakalpakstan, despite his talent. That is why he may not know all details of historical events. Considering this side, there are some contradictions in Berdakh’s “Shejire”. But such contradictions exist in other national chronicler of that time. That’s why we can not blame Berdakh. Because it is a great work to write a written book of his own people. Thus, he wrote the first yearbook of the Karakalpak people.

According to the last lines below, we can conclude that he wrote this work in 1894:

Berdimurathaqnin’ quli  
 Sahradao’skenbu’lbili  
 BulShejireni jilqijili

Xaliqqamashurqilg'aneken.[2]

Like other Turkish chronicles, Berdakh's chronicle begins with the prophets' time. The main story in it begins with the prophets and their hadiths. In other chronicles the four hadiths of the Prophets are given as Abubakr, Sidikh, Umar and Usman. But in Berdakh's "Shejire", Sidikh replaces wit Ali. For example:

GulyuzleriShamsuwqamar

Abubakr, ha'zireti Omar

Ospan, Ali, to'rtsha'riyar

Payg'ambardin' yaranieken.[3]

According to S.P.Tosltoy, kipshakhs called the eastern pechenegs, according to their hats, as "черныйклубокы".

Berdakh also began his grandfather's history in the X-XI centuries from the time of Arab rule in Khorezm.[4] For instance,:

Anes, Maliekkikishi

Payg'ambardin' sahabasi,

Anesqazaqtin' babasi,

Shundan "alash" bolg'aneken.

Maliktin' uliRazihaq

Yashilig'indaqoydig'ulpaq

Kiygenekenqaraqalpaq

Shundan"qalpaq"bolg'aneken.[5]

Berdakh came to the conclusion that the Karakalpak people came from the royal priesthood of Malik Khan. This situation corresponds to the historical reality. The next episode of the poem begins with Mayqibiy. He was truly given as the father of Turkish nation in all branches. He had two sons, named Jayilgan and Seyilkhan. It is estimated that Turkmens were born from Seyilkhan and Kungrats from Jayilgan. It is said that Khitay and Kipshak were born from his second wife, Sarnaz and from the next wife, Mangit and TekeYawmit:

A'welbabamizMayqibiy,

Anin' ug'liJayilg'anbiy,

Jayilg'anuliNag'aday,

Nag'adaybiybolg'aneken.

Or:

Mu'yten, Qon'irat, Qitay, Qipshaq

Keneges, Man'g'itjipikdek,

Ba'rialtiuriwqaraqalpaq.

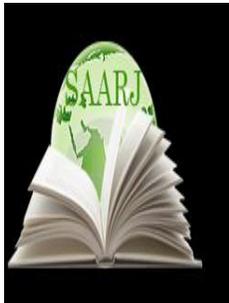
In Berdakh's "Shejire", it is possible to feel that the Kungrat and Mangits plays important role in the origin of Karakalpak. Berdakh divided karakalpaks into two large groups (this large group is called "Aris" in the karakalpak language) and came to the conclusion that Karakalpaks are from six tribes. They are: Muyten, Kungrat, Kipshak, Mangit and Keneges. So he mentioned about the origin of every tribe in Karakalpak nation.[6]

In conclusion, despite of some mistakes, this poem is valuable for every karakalpak nation because it is the first historical document in the history of Karakalpak nation and the best historical poem in Karakalpak literature.

Bulso'zilahiydankeldi  
Kelipko'n'limejay boldi  
IshimOtishim ba'ritoldi  
Andin son' aytilg'aneken  
Berdimurathaqnin' quli  
Sahradao'skenbu'lbu'li  
Bu shejirenijilqijili  
Xaliqqamashhurqilg'aneken

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- 4."Karakalpak shejiresi" ,Kamal Mambetov
5. "Shejire", BerdakhGargabayuli
6. A. Paxratdinov "Berdakhdunyasi"



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**DEVELOPMENT OF UNIVERSITY EDUCATION IN UZBEKISTAN IN THE FIRST  
 YEARS OF INDEPENDENCE AND STRENGTHENING OF MATERIAL AND  
 TECHNICAL BASE**

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**ABSTRACT**

*This article describes the formation and development of university education in the first years of independence, the reconstruction and improvement of the higher education system, the profound structural changes in higher education from the first years of independence to the present, the ongoing reforms to increase innovation capacity. It also analyzes the initial changes in the financing of higher education institutions, improving the quality of education, the funds allocated from the budget of Uzbekistan for education, the development of non-state educational institutions.*

**KEYWORDS:** *University, Education, State Youth Policy, Reforms, Competition In Science, Fundamental Sciences, State Budget, Methods Of Financing, Financing Of The Education System, Test-Rating Systems, Marketing And Monitoring Services, Non-Governmental Educational Institutions.*

**INTRODUCTION**

The new global order that began in the late twentieth century, that is, the acceleration of globalization, which covers all spheres of society - economy, politics, ideology, culture and even personal life - has set Uzbekistan a number of difficult tasks, such as choosing the path of development, radical socio-economic reforms. put. At the same time, the development of the education system in accordance with modern requirements, especially the modernization of higher education, has become one of the priorities for our country.

One of the main reasons for the priority given to education was, on the one hand, the socio-demographic processes that have been formed without taking into account for many years, and

on the other hand, the unilateral economic development of Uzbekistan in the former Soviet Union.

Shortcomings in economic development have led to a shortage of modern personnel in the country who can work with high technology. Complex socio-demographic processes, combined with one-sided economic development, contradicted the pre-independence and its early years, leaving the education sector in dire straits. Especially in the early years of the transition period, these challenges had a negative impact on the psyche of young people, the problem of employment of young people entering the life with the first steps became acute, it did not even bypass higher education.

In the early years of independence, Uzbekistan was plagued by acute socio-economic problems. In addition to large-scale social measures to support the population, the real situation is difficult to educate young people in a new society, to form a new generation that embodies the spiritual wealth of our people, the best achievements of world civilization and, most importantly, immunity to various destructive ideas. was considered an important task. In this regard, the development and implementation of youth policy aimed at creating conditions for social security of young people in the country after the independence of Uzbekistan has been of particular importance.

In particular, on November 20, 1991, the Supreme Council of the Republic of Uzbekistan adopted the Law "On the Foundations of State Youth Policy in the Republic of Uzbekistan." It defines the goals of the state youth policy, "Youth policy is a priority of the state activity of the Republic of Uzbekistan, its goal is socio-economic, legal, organizational aspects for the social formation and development of youth, the full realization of their social potential in the public interest. It is about creating the conditions and guaranteeing them." The document also provides for organizational measures for the implementation of state youth policy.

In 1992-93 alone, 14 Presidential decrees were adopted to ensure the social security of young people and to develop their talents. They included activities ranging from improving the financial situation of young people and students to providing them with spiritual encouragement. For example, a whole set of additional social benefits aimed at supporting young people (free meals, housing, etc.) was in effect during the first difficult period of the transition period. In addition, the Presidential Decree "On measures to encourage student youth in Uzbekistan" dated February 5, 1993 established Presidential Scholarships for excellent students and graduate students.

The reconstruction and improvement of the higher education system has become an important part of the reforms in the educational process and has been carried out step by step. In particular, the profound structural changes that have taken place in higher education since the early years of independence (closely related to the reforms in the education system, of course) have gone through two major stages: the first stage in 1991-97 and the second stage in 1997. Reforms in higher education in the country are primarily aimed at expanding and improving university education.

"Why is so much attention paid to the development of university education?" the question may arise. The purpose of organizing higher, university education in the provinces, according to experts, depended on a number of factors.

First, the main goal was to turn the regions into a scientific and educational center, to ensure that scientific and educational work penetrates deeper into the lives of the people. Through this, the consciousness and worldview of the population of the country will be expanded, as well as people directly involved in the labor process will now have the opportunity to be constantly and timely informed of scientific innovations. There will be an opportunity to introduce new scientific and technical developments, inventions into production faster at the place of creation.

Second, Uzbekistan is a country with historically and geographically diverse conditions and climates. Moreover, although the peoples of different regions have a common history, they differ in terms of their psyche, way of life, attitude to reality, and perception of it. This is also the case in one region. In such a country, it was impossible not to take into account the specifics of each region. In particular, ancient Khorezm was famous for its famous mathematicians, astronomers, historians and statesmen, and the Fergana Valley was famous for its world-renowned poets and writers.

Third, the introduction of university education in the provinces will greatly contribute to the convergence of life and science, theory and practice. Consequently, in the current era of developing market economy, a competitive environment in the field of science has become a vital necessity. Competition in science stimulates new thoughts and ideas, expands one's worldview. The more famous a university is for its inventions, scientific conclusions and developments, the more prestigious it will be.

Fourth, the future development of the regions is directly related to the higher education centers in these regions. In order to further develop production in the regions, there is an opportunity to acquire new industries, create new specialties, train the necessary personnel in these areas. It is known that during the former Soviet Union, the issue of sending personnel trained at the center to the provinces was a problem. In turn, in today's conditions of monetary and commodity relations, as well as in times of economic difficulties of the transition period, studying in the capital from abroad is also costly. With the establishment of universities in the provinces, the solution to these problems has almost been found.

Fifth, there will be an opportunity to cooperate with the most advanced, famous universities in the world through the universities in the provinces. This, in turn, will allow to bring the world experience to life on the ground, to turn science and technology into a new one, and on this basis to accelerate the development of the country. In particular, the introduction of university education in the regions of the country was based on the experience of developed countries. In particular, Harvard, Stanford, Princeton in the United States, Oxford, Leeds in the United Kingdom, Strasbourg, Lyon, Dijon, Grenoble in the United Kingdom are located in different regions of the country, not in the capitals of these countries. and world-renowned for its scientific potential.

It is known that in the national training program, it is recognized that universities have a priority position in the field of education among higher education institutions. At this point, it is necessary to focus on the status of universities. When the name "University" is used in relation to the University, it is primarily understood as an educational institution with faculties specializing in various fields of science and knowledge. At the same time, there are universities (e.g., technical, agricultural, medical universities) that specialize in a specific area of knowledge, and

they are educational institutions that allow for in-depth study of scientific knowledge and acquisition of fundamental knowledge.

So how are universities different from institutions? This difference can be seen in the following:

First, fundamental sciences play a central role in the activities of universities. In other words, universities are universities that have a wide range of opportunities for the development of fundamental sciences within the university, and there are scientific schools that conduct in-depth research. Universities are strong by strengthening the scientific base of teachers and students, and today it is the universities who are responsible for strengthening the link between science and education. For example, only 2.8% of U.S. universities are prestigious universities, and 80% of federal funding goes to research.

Second, another important aspect of universities is their ability to impart a wide range and systematic knowledge. This means that the status of the university imposes a great responsibility on every university that has it, because conditions must be created for the graduates of this university to be given the knowledge they deserve to be called quality "university education".

Third, a true university is not only a center of learning, but also a factor in the dissemination of political, economic, spiritual and cultural knowledge of the life of a country, region or province. It should be noted that the goal of state and community development has always been a priority for universities. Universities are distinguished not only by the fact that they reflect this or that event and process, but also by the ability to predict the main directions of development of society and the state.

Fourth, the democracy of universities in education is capable of fostering free thinking, free spirit and movement in the younger generation. Only in a real university environment can a person who is free and at the same time responsible for the fate of the people and the state be brought up. In particular, the universities themselves are characterized by a certain degree of independence, academic freedoms.

Fifth, in the process of globalization today, universities are increasingly moving beyond national boundaries, becoming national and regional centers for the interaction and enrichment of different civilizations, the interaction of different cultures.

It should be noted that on the eve of independence, the first reforms in the education system of the Government of the Republic of Uzbekistan under the leadership of the First President Islam Karimov were carried out in higher education, and changes in this area were aimed at improving university education. In particular, before 1991 there were three universities in the country (Tashkent State University, SamSU and Nukus State University), on the basis of special decisions of the government in 1991 on the basis of Tashkent State Institute of National Economy - Tashkent State University of Economics, Fergana State Pedagogical Institute - Fergana State University, Tashkent Agriculture Tashkent State Agrarian University and Tashkent State Technical University were established on the basis of the Tashkent Polytechnic Institute. As a result, by the beginning of 1992, the number of universities in Uzbekistan was seven.

The Decree of the First President of Uzbekistan dated February 28, 1992 "On the establishment of new higher education institutions in the Republic" was another important step in this direction. According to the decree, "in order to further improve the system of higher education, improve

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the training of highly qualified specialists and researchers, as well as to provide all regions of the country with them more fully and equally" seven regions (Andijan, Bukhara, Kashkadarya, Namangan, Syrdarya, Surkhandarya, Khorezm) Pedagogical institutes in accordance with the decree, new institutes and branches of higher educational institutions of the republic were established in the regions. These include the Nukus branch of TSU, the Urgench branch of TSU and the Bukhara, Karshi, Navoi and Fergana branches of TSU.

In addition, on May 12, 1992, Presidential decrees were issued to establish the Uzbek State University of World Languages on the basis of the Tashkent State Institute of Foreign Languages and the Republican Pedagogical Institute of Russian Language and Literature, and on September 23, 1992 to establish the University of World Economy and Diplomacy.

Thus, the first stage of the reform of the higher education system was mainly aimed at eliminating the shortcomings and deficiencies in the training system and the location of educational institutions, which were formed during the former Soviet era. Therefore, it is natural that from the first years of independence, the government of Uzbekistan has taken the path of development of science in the regions, especially university education.

The next stage in the improvement of university education in Uzbekistan coincided with the first stage of radical reforms in the field of education since 1997. In particular, the Tashkent State Pedagogical Institute named after Nizami was transformed into a university on the basis of the tasks set out in the special resolution of the Cabinet of Ministers of February 24, 1998 "On the organization and management of academic lyceums and professional colleges." On April 7, 1999, during the years of the totalitarian regime, an unimaginably important event took place: the decree of the President of Uzbekistan "On the establishment of the Tashkent Islamic University." The decree provides for the preservation of the rich spiritual and cultural heritage of Islam, the sacred faith of our people, in-depth and comprehensive study and analysis of the ideas and scientific research of great scientists born and raised in our country, development in the modern spirit, scientific and theoretical research. The main purpose of the Islamic University was to increase the religious literacy of the people by providing the training of qualified specialists at the level of modern requirements, creating the necessary conditions for this, disseminating knowledge based on the study of rich and unique sources inherited from our ancestors.

As a result of profound structural reforms in the higher education system in the 1990s, the network of universities, including a number of universities, expanded in the republic, from 46 and 3 in 1990 to 64 and 18 in 2000, respectively.

Of course, it is impossible to train qualified specialists only by opening new universities and expanding the network of specialties trained in them. This required the selection and application of new directions in the organization of higher education based on the experience of advanced countries and universities around the world.

In the first phase of the reforms, there were also initial changes in the financing of higher education institutions. Not only budget but also extra-budgetary sources of funding emerged. The analysis shows that until 1994, expenditures on education were allocated by the state. But as a result of the transition to a market economy, new conditions have emerged. It is also to find additional sources of funding for the education system, to transfer a certain part of the costs to organizations and institutions, students and their sponsors, as well as to increase the share of expenditures of the local budget to achieve these goals. In 1994, a new source of funding

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emerged, namely, tuition fees at higher and secondary special education institutions were paid by organizations, institutions and citizens.

Since then, the higher education institutions of the republic have the right to admit students from among the applicants who took the test on a fee-for-service basis, provided that they or their sponsors pay 20% of tuition fees. targeted acceptance was introduced on the condition of payment. Thus, the multi-level financing system in Uzbekistan has also been initially tested.

In general, many innovations were tested in the first phase of reforms in the Republic's universities. As a result of such structural changes, the ground was laid for the development of university education and a network of universities was formed. New sources of extra-budgetary funding were sought. In the field of higher education, including universities, a test method of admission and teaching has been introduced, exchange of experience and sending students abroad at the expense of established national organizations and international communities, specialists in economics and business and purposeful work on teacher retraining was carried out. However, the analysis of the situation at this stage showed that there are shortcomings in the training system of higher education institutions. These include: the incompatibility of graduates of higher education institutions with the democratic and market changes taking place in the country, the lack of integration in the system of education, science and industry, the lack of material and technical and information base Inadequate provision of modern educational and methodical and scientific literature, incomplete provision of didactic materials, etc. In addition, there was no strong link between education, training, reform and change in society. The one-level education system did not allow to fully take into account the needs of market labor, changes in production, advanced foreign experience. Educational institutions did not have the necessary independence, could not adapt to the changing conditions of the professional labor market, the system of attestation and accreditation of educational institutions did not provide fairness and speed in assessing the level of knowledge of students.

In the second phase of the reforms, one of the important measures aimed at improving university education was to find a solution to the problem of training mature professionals who could work in a market economy.

At the same time, the process of training specialists and employing them required not only the creation of new management mechanisms, but also the achievement of the main goal through forecasting. This was not an easy task. To do this, first of all, it was necessary to create a new system for predicting the need for specialists who have no analogues in the country, based on the development of the necessary balance in the management of economic state, the training of specialists with higher education in key sectors of the economy. To this end, on January 28, 1998, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 48 "On measures to accelerate the formation of marketing in the field of educational services and training." The resolution provides for the creation of marketing services in each educational institution. Students and graduates of marketing on the one hand ensure the mutual interest and balance between the host company, organization, institution on the other hand, determine to what extent the requirements and needs of the customer are met by higher education institutions, what opportunities it has for future prosperity. This means that educational institutions need to intensify their work on the selection of students, the development of special training programs

for them, as well as the study of market demand for specialists, services, production management.

One of the important changes made in the higher education system in the second phase was the modernization of funding methods. To this end, on September 3, 1999, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 414 "On improving the procedure for financing organizations in the budget." In general, as a result of the adoption of a number of laws and regulations aimed at improving the education system in 1997, the republican budget, regional budgets, funds of organizations, institutions and enterprises, private funds of citizens of the Republic of Uzbekistan, foreign legal entities and individuals will participate in financing educational institutions. See Appendix 2).

On the basis of the above decisions and a number of normative documents of the Ministry of Higher and Secondary Special Education, changes and additions were made to the existing charters of higher education institutions, including universities. These additions have expanded the capacity of universities in terms of funding. In particular, the Charter of Termez State University states that "Termez State University operates at the expense of the state budget and on the basis of contracts, orders of legal entities and individuals and funds received on the basis of entrepreneurship."

According to the charter of Samarkand State University, SamSU "can carry out paid activities in education and other areas that do not harm the main activity ... the university has the right to participate in the charter funds of economic organizations, pay tuition, consulting and other services, use the proceeds in accordance with law." "Has been shown. The wide range of funding opportunities provided to the University is also reflected in the charters of other universities.

However, the above-mentioned cases do not occur in the articles and paragraphs of the charters of the Republican University adopted in the early 90's. For example, the Charter of NamSU (in Russian) does not include in its articles and clauses activities related to earning additional income, while the university has the status of a legal entity and the right to participate in property and non-property relations.

In addition, the transition to a fee-for-service form of higher education has played a significant role in the financing of universities. The order of spending and the amount of annual expenses for each student is approved annually by the Cabinet of Ministers of the Republic of Uzbekistan. Revenues from the payment-contract type of the education system (ie extra-budgetary funds) are used by higher education institutions to provide students and strengthen the material and technical base.

In general, extra-budgetary funds in the system of the Ministry of Higher and Secondary Special Education have been steadily increasing, reaching 3,153.1 million soums in 1999 alone. soums, of which 2696.7 mln. UZS 456.4 mln. soums of various extra-budgetary revenues. In 2000, these figures were 4,688.5 million and 4,045 million, respectively. and 645 million. soums.

One of the main goals of the ongoing reforms in the education system is to improve the quality of education. One practical way to achieve this is to improve financial incentives. Despite the fact that the bulk of public funds allocated to education is teachers' salaries, in practice, these allocations and the salaries of teachers organized on its basis have shown that they do not meet

the existing needs. At the same time, the current tariff rates confirmed that teachers have limited opportunities to differentiate their salaries according to the quality of their work.

Thus, given that the bulk of the funds allocated from the budget of Uzbekistan to the education sector goes to cover the salaries of teachers, it can be said that there is a need to expand funding sources in this area. One of the factors driving the improvement of financial incentives is the emergence of competition among educational institutions. This will require the establishment of non-governmental educational institutions in the field, along with state-owned educational institutions. However, in 1991-2001, the environment of mutual competition in the education system of the republic was not fully formed. However, in the first years of independence, the Cabinet of Ministers of October 6, 1992 "On the order of establishment and licensing of non-state educational institutions" aimed at implementing the Law "On Education" and allowing the establishment of non-governmental educational institutions. was adopted.

The first phase of the implementation of the National Program of Personnel Training, adopted in 1997 (1997-2001), also provided for the creation of competition in the field of educational services through the development of non-state educational institutions. Also, Article 4 of the Law of the Republic of Uzbekistan "On Education" of August 29, 1997 provides for the right of citizens to education through the "development of state and non-state educational institutions" and Article 9 of this Law states that the education system of the Republic of Uzbekistan consists of state and non-state educational institutions ". However, at the beginning of the XXI century, practical measures in this direction were observed only in the preschool education system, and by the beginning of the XXI century, 28 non-governmental primary schools were registered in the country, of which only seven (2 in Tashkent, 4 in Andijan and 1 in Khorezm). noted. During this period, no such cases were observed in secondary, secondary special and higher education. This, in turn, indicates the inefficient use of available financial resources. However, it was the first among the former Soviet republics to introduce a test-based entrance exam to universities.

In world practice, it is recognized that even in countries with large financial strength, it is impossible to adequately develop the education system only at the expense of the state budget. This indicates that the development of the non-governmental sector in education is a necessary measure not only to improve the quality of education, but also as one of the main means of financing it. In particular, 70% of higher education institutions in Japan are not state-owned, but the most exemplary and prestigious of them are public schools. Importantly, tuition fees at public universities are higher than at private universities.

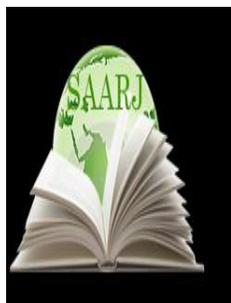
Nevertheless, as a result of the rapid implementation of reforms in the field of education during the years of independence, the foundation for the development of university education in Uzbekistan has been laid, and its network has expanded. In doing so, it relied on the experience of well-known universities located in developed countries of the world, taking into account local conditions and national identity. The process of formation of university education in the country was carried out in several stages in parallel with the changes in the education system and the necessary experience was gained.

During the reforms, universities began to train competitive specialists with in-depth knowledge of fundamental sciences, creative abilities, independent thinking. In this process, new principles of development in line with the status and prestige of universities in a market economy were considered. In particular, in order to improve the quality of training, the introduction of test-

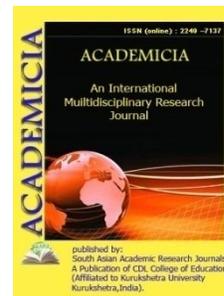
rating systems, marketing and monitoring services, attention to individual approach to education, the transition to a multi-option financing system of higher education has allowed universities to develop independently.

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## ANALYSIS OF THE PROCESS OF PREPARING OILSEEDS FOR OIL PRODUCTION

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### ABSTRACT

*In the process of preparing non-traditional seeds grown locally for oil, soybean seeds were obtained as an object in the raw material classification equipment. Methods of cleaning soybean seeds from mineral and organic wastes are described. Methods and advantages of classifying local soybean seeds by size are given. The choice of methods of biting oilseeds and the methods and advantages of separating the husk from the husk are described in detail.*

**KEYWORD:** Sieve, Press, Grading, Luzga, Sunflower, Shade, Bite, Sort, Bark, Shell, Core.

### INTRODUCTION

In order to increase the competitiveness of the fat industry and modernize the industry, an inventory of existing equipment and technologies at enterprises, modernization of old production facilities and construction of new modern enterprises will be carried out in 2019-2022. developed a program of increased investment projects. Currently, systematic work is underway to ensure the implementation of these projects. According to the established measures and approved programs, a total of 143 investment projects will be implemented in the sector in 2019-2022, which will result in 265.5 mln. It is planned to use the funds in the amount of \$ 1 billion. Of these projects, 70 are the construction of modern enterprises for the production of vegetable oil, 9 are the modernization and reconstruction of existing enterprises, 27 are the production of granulated feed products, 2 are the production of process equipment and spare parts, 35 are other production projects. The project focuses on the production and localization of import-substituting products. For this purpose, a system of continuous analysis of the composition and quality of imported oil and fat products entering the consumer market of the republic has been established. Within the framework of the localization program, 19.2 mln. It was found out that 7.3 thousand tons of soybean flour and protein isolate were imported. As a result, 11.4 mln. dollars of import substitution.

From the above data, it is clear that the processing of soybean seeds will make a huge contribution to the development of our country. In addition to being profitable, soybean seeds also have many beneficial properties. Let's look at some of the properties of oilseeds. 1 kg of soybean seeds contains 173 g of oil and the following minerals: sodium-440 mg, potassium-160 mg, calcium-3480 mg, magnesium-1910 mg, phosphorus-5100 mg, iron-3950 mg. They also contain manganese and cobalt, which are necessary for the biologically complete nutrition of animals.

Amino acid composition of various proteins (basic amino acids, g / 100 g)

Source	Theonine	Leysin	Izola ysin	Lysine	Methio nine	Phenylalanine	Valin	Tryptop hone
Ideal protein	11,1	13,9	19,4	11,1	15,3	9,7	16,7	2,8
Wheat grain	8,9	13,5	20,4	10,0	8,7	12,3	22,9	3,3
Soybeans	9,8	12,2	19,8	11,6	16,2	6,6	20,6	3,3
Cow's meal	9,4	12,3	20,2	10,0	16,5	7,0	21,5	3,0
Aramant grain	11,4	10,6	14,8	10,25	16,6	11,2	23,1	2,1

Chemical composition of soybean grain (in% of dry matter of seeds)

Names	Protein	Carbohydrate	Fat	Kletchatka	Ash
Orzu	38	24	22	3,5	5,0
Parvoz	38	24	22	3,4	5,0
Oyjamol	42	25	20	7,0	6,0
Oltintoj	40	25	20	6,0	6,0

From the above data, it can be seen that high yields can be achieved by processing soybean seeds and other oilseeds.

Preparing the seeds before extracting the soybean oil will result in a quality oil and sesame oil. The preparation process can be seen as conditional on the following basic processes: cleaning the seeds, sorting by size, biting, and separating the soybean husk from the husk.

Seed cleaning methods are performed as follows. The seeds contain 2 different compounds:

- 1) Mineral compounds: soil, sand, stone and so on.
- 2) Apply organic compounds to leaves, stalks, seed pods, stems, etc.

Methods and principles of purification of raw materials are as follows:

1. The method of cleaning raw materials from the mixture on sieved surfaces, based on their shape and size;
2. The method of purification of raw materials from mixtures based on their differences in aerodynamic properties;

3. Method of purification of seeds and mixtures based on differences in metallomagnetic properties;

4. Wash oily seeds from the mixture using water or a solution.

5. Separation of oily seeds from mixtures by mechanical action or friction This method is a method of washing in the dry state.

Metal stamped sieves and woven sieves are used to separate impurities from raw materials.

The hole shape of metal sieves can be circular or elongated. Through the circular hole, the raw material passes along its width. Passes along the thickness of the elongated shaped holes.

Organic and mineral impurities are sorted according to the size of the cleaned seeds. The sorting process is done using sieves of different sizes.

Circular perforated sieves are widely used in industry, and in general metal stamped sieves allow long-term use with their durability, but the useful surface coefficients of metal sieves are not very large and are around 50-60%  $K = 0.5-0.6$ . The dimensions of the circular sieves range from 0.8 to 4.0 mm. The dimensions of the elongated holes are  $b = 0.5-1.0$  mm,  $L = 10-50$  mm

Woven sieves can be woven from iron, copper, kapron, neutrons or ordinary yarns. The shape of the holes in this case is square, and the advantage of woven sieves is that their useful surface coefficient is  $K = 0.5-0.85$ , and the size is 0.6-0.9 mm.

However, woven sieves are rarely used in industry due to their low mechanical strength and rapid breakage, moreover, the size of the holes varies due to the displacement of the woven yarns under the influence of a rigidly advertised product.

All types of sieve surfaces used in industry are characterized by 4 different types of movement:

- 1) Anterior and posterior movement in the direction of product movement.
- 2) The movement of the sieve forward and backward transversely to the direction of movement of the product.
- 3) The movement of the sieve in a circle, while the product is in a spiral direction.
- 4) High frequency oscillation motion of the sieve in the vertical direction.

The cleaned and sorted soybean seeds are sent to a bite device.

One of the main tasks of improving the quality of oil and sesame seeds is to separate the husk or husk from the core as much as possible. Some oily raw materials, such as indov, flaxseed, are not well separated from the husk, so they do not crack and the core does not separate. Cotton seeds, sunflower, soybean seeds should definitely be chewed and separated from the core of the pod.

The mechanical properties of oilseeds are mainly determined by their hardness, elasticity and plasticity. The mechanical hardness of seeds is related to the crushing or breaking of oily seeds under the influence of force. The elasticity or plasticity of seeds depends on the biological and morphological structure of the shell. For example, soybean and sunflower seeds have shell fragments oriented along the length of the seed, giving the shell a very elastic property. As the humidity increases, the elasticity of the seed coat decreases and the plasticity increases.

Therefore, taking into account the characteristics of oilseeds, different methods are used in their biting. Because sunflower seeds are brittle, this type of seed is crushed by beating methods. When bitten by a shovel, which is one of the special threshing equipment, the seed is bitten randomly by hitting the machine blades several times. With the help of another type of centrifugal thresher, the seed is threshed only once at a high speed.

Various methods are used to grind oily seeds. The choice of which method depends on the following factors: the physico-mechanical and biochemical properties of the seed, the structure of its morphological parts. The most important feature is the strength, elasticity and deformation of the shell. Based on the above characteristics, the following methods of crushing oilseeds are currently used in industry:

1. The seeds break as a result of friction on the surface. In this case, the seed, which is moving on the surface at a certain speed, touches the surface, and there is friction between the surface and the seed coat, which prevents the seed from moving. As a result, the seeds are separated from the crushed core.
2. Hit the shell one or more times and crack the shell using dynamic squeezing. In multiple crushing, the seeds are compressed very strongly in a short time, their shell is separated from the core and spilled on the machine's deck. Peel a squash, grate it and squeeze the juice. In this method, up to 25% of the core is crushed along with the shell.
3. The method of cutting the seed coat between the flanges with a sharp blade. In this method, the seed falls into the range of the flanges on which the movable and immovable blades are mounted, as a result of the rotation of the movable flange, the sharp blades on the surface of the flanges cut the seed coat and separate into the core. In this method, cotton seeds are crushed and then the kernel is separated from the husk. Devices that work in this way are called shells.
4. Squeeze and break the seed coat between the rollers. In this case, as a result of the slow increase in the force acting on the surface of the seed falling between the two rollers, the shell of the seed is crushed and the kernel separates.
5. Separation by the wet method, in which the seed is immersed in water, the soaked seed is easily separated from the thin husk. This method is used to clean sesame seeds.

Currently, work is underway to introduce new methods of soybean sowing in the industry, including:

1. Aeroshelusheniya- splitting the seed coat and separating the kernel from it by moving air or gas at a speed higher than the speed of sound and sound.
2. Bite the seed by generating an excessively high pressure inside the seed coat using various methods (in a high-frequency electromagnetic field, by changing the pressure several times to create a pulse inside the seed).
3. Separation of seeds from the husk as a result of self-friction.
4. It is crushed under the influence of various mechanical forces (shaft mill, centrifugal force) and other methods.

The purpose of applying these methods is to separate the cortex as much as possible without breaking the nucleus and to reduce the amount of nucleus that does not come out with the cortex, to prevent the nucleus from crumbling.

Maximum separation of the core from the shell allows you to get high-quality oil and shrot. Since the effect of moisture on the elasticity of the seeds is large, this index of germinated seeds should be optimal for the germination process. The optimum moisture content is 14.1% for sunflower seeds, 9-11% for cotton seeds, 11-12% for soybean seeds and 5.8-6.5% for mustard.

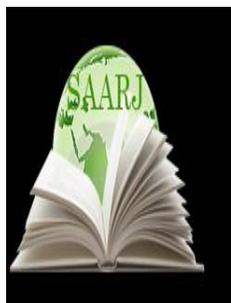
At the end of the grinding process, the bark should be separated from the crushed material. Separation is mainly separated by air flow.

## CONCLUSION

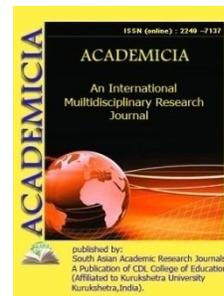
In conclusion, by optimizing the moisture content of the raw material and the fractionation of the crushed products, it is possible to obtain high-quality oil and high-protein shrot from soybean seeds.

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## IMPROVING THE HYDRODYNAMICS OF THE PHASES OF THE FINAL DISTILLATION OF COTTON MISC BASED ON MULTI-STAGE SPRAYING

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### ABSTRACT

*The article outlines methods for studying the structures of hydrodynamic flows of opposing phases, providing maximum contact surface, achieving minimization of product residence time in the apparatus where, the process of final distillation of vegetable oil miscel is going on. Methods are given for determining the diameter, velocity of the drop, and the mass of the volatile component while simultaneously moving phases, which is of practical importance for the final distillation of vegetable oil based on multi-stage spraying.*

**KEYWORDS:** *Construction, Miscella, Oil, Diffuser, Confuser, Cone, Nozzle, Nozzle, Branch Pipe.*

### INTRODUCTION

The production of vegetable oil from oil-containing crops in the factories of Uzbekistan is carried out in two ways, by pressing and extracting. They are accompanied by various technologies, using a complex of mechanical, hydraulic, heat exchange, and mass transfer processes.

In the extraction method of production, the final distillation of vegetable oil misc is carried out in devices of various designs.

Removal of the solvent from the miscella is carried out in two stages. The first stage is the removal of gasoline in the pre-distiller, it obeys the known laws of the evaporation process. During the first stage of solvent distillation, the miscella must reach a concentration at which its boiling point does not exceed 100 °C. At the second stage – the final distillation, hot water vapor is used. To avoid steam condensation, the distillation apparatus is supplied with as much hot steam as necessary so that the temperature of the outgoing gasoline and water vapor is 10-15 °C

higher than the condensation temperature of water vapor at the pressure used. Methods of distillation by spray, in a film, in a layer are used.

When mistella is sprayed, the interface of the liquid phase increases significantly, which ensures a high intensity of the distillation process.

Distillation is the separation of a mixture of mutually soluble components by evaporation and condensation of vapors enriched with a volatile component. During distillation or simple distillation, the vapors leaving the evaporation surface move in the same direction until they reach the condensation surface. The separation of components depends on the physical and chemical properties of the mixture, the hydrodynamics of the phases, the geometric characteristics of the devices and their operating conditions.

We have considered the issues of improving the hydrodynamics of counter phases, ensuring their maximum contact surface, achieving minimization of the product residence time in the apparatus and metal consumption.

To improve the hydrodynamics of the phases of the final distillation process, we propose a new design for the final distillation of vegetable oil misc based on multi-stage atomization with phase mixing.

In the new design of the final distiller, equipped with a new nozzle, simultaneous mixing of phases occurs at the entrance to the device. The nozzle consists of the following elements. A steam supply pipe with a nozzle, a misc feed pipe, a confuser-which promotes partial mixing of steam with the misc; a neck that serves to partially increase the speed of the resulting mixtures by narrowing (steam and misc), a diffuser-which provides complete mixing of steam with the misc, installed nozzles in the form of fingers that contribute to the fragmentation of the formed steam bubbles and misc.

To increase the kinetic energy of the steam, a nozzle with a diameter of 0.004m for the steam outlet is installed. Due to the high kinetic energy, the steam jet will entrap the misc and simultaneously the incoming misc will split into droplets. Droplet sizes vary depending on the amount of steam entering the injector and determined parameters such as the mass of the volatile component, diameter, speed drops miscella when spraying.

The mass of the volatile component passing into the vapor phase can be determined by the following mass transfer equation:

$$M = \left( \frac{\pi^2 \cdot D}{4 \cdot R^2} \right) \cdot (y - y^*) \quad (1)$$

$$M = \left( \frac{\pi^2 \cdot D}{4 \cdot R^2} \right) \cdot (x^* - x)$$

where, R is the radius of the misc drop, m; D is the diffusion coefficient at  $a=90\%$ ,  $t=105^{\circ}\text{C}$ .

The radius of the misc drop formed in the device by the spray nozzle can be determined by the following formula:

$$R_k = \sqrt{\frac{4,5 \cdot \pi \cdot G_L \cdot d_{nozz}^2}{(\rho_L + \rho_G) \cdot \omega_L^2}}, \text{ m.} \quad (2)$$

where  $G_L$  - volumetric flow rate of miscella,  $d_{\text{nozzle}}$  - diameter nozzle,  $\rho_L$  - is the density of miscella and  $\rho_G$  - is the density of the gas phase,  $\omega_L$  - the initial velocity of the miscella.

Calculate the initial radius of the misc drop in the following sequence:

The drop shape oscillation starts at  $Re > 500$  - and to determine the critical Reynolds numbers we use the formula:

$$Re = \frac{\omega \cdot d}{\nu} \quad (3)$$

where,  $w$  - is the velocity of the liquid,  $d$  - is the characteristic length, and  $\nu$  - is the kinematic coefficient of viscosity of the miscella.

When analyzing the processes of heat and mass transfer after liquid spraying, an important characteristic is the speed of the drop. The drop velocity is determined by the initial velocity and the dynamic interaction per drop of the gas phase.

The thermal effect on the drop during its movement is manifested, in particular, on the deformation of the drop due to the influence of temperature on the viscosity and surface tension of the liquid, and mass transfer. All this data is used to determine the condition for crushing drops.

Numerous experimental studies and visualization have allowed the process of crushing a drop to be presented in the following form.

A pressure distribution (close to the distribution on the ball) is created on the surface of a liquid particle by a streamlined flow, which deforms the drop. At a certain ratio of parameters, the external forces of aerodynamic action  $\rho_G \omega^2 \cdot \pi d^2$  overcome the surface tension forces,  $\pi d^2 \cdot \sigma_L$  causing the drop to split.

Quantitatively, the ratio of these forces is determined by the value of the deformation criterion - the Weber number ( $We$ )<sup>1</sup>:

$$We = \frac{2 \cdot \rho_G \cdot \omega^2 \cdot R}{\sigma_L} \quad (4)$$

where,  $\rho_G$  - is the density of the gas phase,  $\omega$  - is the relative velocity of the phases,  $R$  - is the radius of the misc drop, and  $\sigma_L$  - is the surface tension of the misc drop.

The relative velocity of the phases is determined by the following formula:

$$\omega = \omega_G - \omega_L \quad (5)$$

where,  $\omega_G$  - is the initial velocity of the gas phase, and  $\omega_L$  - is the initial velocity of the liquid phase-misc

Scientists have established the following characteristic values of the Weber criterion:  $We < 10,7$  the drop in the flow is deformed, but does not yet disintegrate; at  $We = 10,7$ , the lower limit of crushing is reached, the drop is destroyed into two parts, while 10-20 %<sup>2</sup> of the total number of drops decays.

As the Weber criterion increases in the range  $10,7 \leq We < 14$ , the drop is divided into 3, 4, 5, and so on. the percentage of drops and broken drops increases. At  $We = 14$ , the upper limit of crushing

is reached – all 100% of the drops are crushed into many small particles. Further, for all modes where  $We > We_{kp} = 14$ , the droplet crushing is preserved. The resulting drops will be smaller the larger the value of the Weber- We number.

To select the parameters of the experimental setup, we took this feature into account for selecting the initial parameters of this final distillation apparatus, which is currently used.

In our case, for the experimental setup, the following parameters were selected: the initial mass flow rate- $G_L$ , the density of the miscel- $\rho_L$ , the nozzle radius-- $r_{nozz}$ , and the nozzle diameter- $d_{nozz}$ .

To calculate the Weber number, you will need the initial velocity of the miscella, and it can be calculated from the parameters of the initial flow of the miscella using the following formula:

$$\omega_L = \frac{G_L}{S_L} \quad (6)$$

where,  $S_L$  – is the cross-sectional area of the misc nozzle, which is equal to:  $S_L = \pi \cdot r_L^2$

To calculate the Weber number, we first calculate the volume flow rate of the miscella<sup>3</sup>:

$$G_L = \frac{q_L}{\rho_L}$$

After determining the volume flow rate of the miscella, its initial velocity can be calculated:

$$\omega_L = \frac{G_L}{S_L}$$

Gas phase parameters: the volume flow rate of the gas phase is-- $G_G$ , the radius of the gas phase nozzle is- $r_G$ , the density of the gas phase at a temperature of 130<sup>0</sup>C is- $\rho_G$

Therefore, the cross-sectional area of the gas phase nozzle is determined as follows:

$$S_G = \pi \cdot r_G^2$$

Thus, we determine the initial velocity of the gas phase using the following formula.

$$\omega_G = \frac{G_G}{S_G}$$

Now you can determine the relative speed of the phases.

$$\omega = |\omega_G - \omega_L|, \frac{M}{сек}$$

According to the above method, the following results were determined: - the length of the initial section of the gas jet when the initial volume flow rate changes.

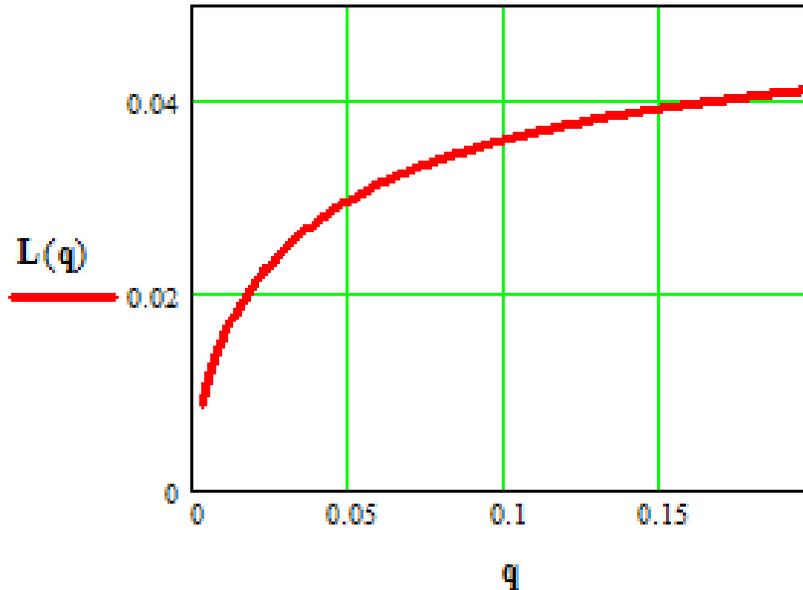


Figure 1. Relationship between the length of the initial section and the initial flow rate.

As the gas flow increases, the length of the initial section increases. From this it can be seen that at a gas jet flow rate of 0.1, the length of the initial section will be in the range of 35-40 mm, and the length of the confuser of the designed installation is 180 mm. In the remaining parts of the confuser, after the initial section of  $\approx 140$  mm, the gas jet and the miscella jet are mixed.

Relationship between the Weber number and the initial relative velocity.

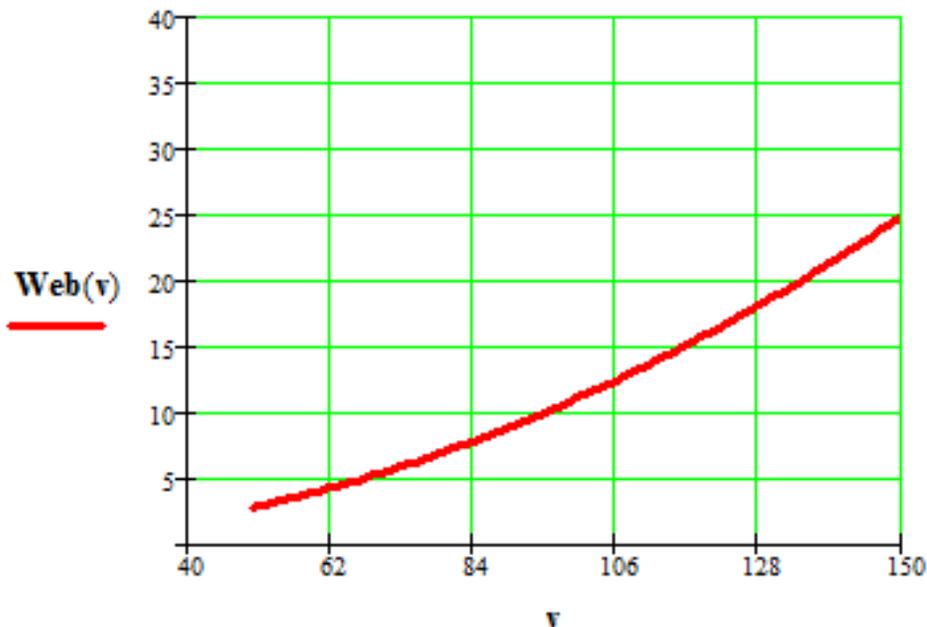


Figure 2. Relation of relative velocity and Weber number.

Figure 2 shows that when selecting the above initial data, the relative velocity was greater than  $\omega=90$  m/s in order to achieve the initial droplet crushing ( $We \geq 10$ ).

It can be seen that for a velocity greater than  $\omega=$ , the Weber number  $We > 10$ , so that when selecting the remaining initial data for the initial velocity of the gas phase,  $We > 10$ , the droplet is crushed.

To further determine the diameter of the drop, and to determine the evaporation time, we use one-dimensional ordinary differential equations for the drop.

To derive the equation of motion in a one-dimensional formulation, we use the second Newton's law:

$$m_d \frac{du}{dt} = -\frac{1}{2} K \cdot u^2 \quad (7)$$

$$\text{where } K = \frac{1}{2} \rho_g \cdot A^2 \cdot C_d$$

Here:  $A$ —is the cross-sectional area,  $C_d$  is the drag coefficient of the drop.

$$m_d = \frac{4}{3} \pi \rho_{\text{ж}} R^3 = \frac{4}{3} \pi \rho_{\text{ж}} \left( R_0 - \sqrt{2 \cdot D \cdot t \frac{\rho_{\text{г}}}{\rho_{\text{ж}}}} \right)^3$$

Integrating both parts (7) we get

$$\int \frac{du}{u^2} = -\frac{1}{2} \int \frac{dt}{m_d} \quad (8)$$

We introduce the notation

$$b = 2 \cdot D \cdot \frac{\rho_{\text{г}}}{\rho_{\text{ж}}} \quad k_1 = \frac{4}{3} \pi \rho_{\text{ж}} \quad a = R_0 \quad (9)$$

Given (9), equation (8) is written as

$$\int \frac{du}{u^2} = \int \frac{K dt}{k_1 (R_0 - \sqrt{bt})} \quad (10)$$

The left part of (10) is easily integrated; for the right part, we introduce the notation

$$a - \sqrt{bt} = z, \quad t = \frac{1}{b} (a - z)^2, \quad dt = \frac{2}{b} (a - z) dz \quad (11)$$

After inserting (11) into (10) on the right side, we get

$$\frac{K}{K_1} \int \frac{\frac{2}{b} (a - z) dz}{z^3} = \frac{K}{K_1} \int \frac{2 a dz}{z^3} - \int \frac{2 z}{z^3} dz = \frac{K}{K_1} \left[ -\frac{2a}{b} \frac{z^{-2}}{-2} - \frac{2}{b} \frac{z^{-1}}{-1} \right] + C \quad (12)$$

Inserting (10) into (11) given (9) we get

$$-\frac{1}{u} = -\frac{2K}{K_1} \left[ -\frac{a}{b} \frac{1}{(a - \sqrt{bt})^2} + \frac{2}{b} \frac{1}{a - \sqrt{bt}} \right] \quad (13)$$

Modifying (13) we come to the equation

$$u = \frac{b \cdot K_1 \cdot (a - \sqrt{bt})^2}{2(a - \sqrt{bt}) - a} \quad (14)$$

The mass of particles evaporating per second from a drop, in our example, is equal to

$$\frac{dm}{dt} = -\frac{D \cdot \rho_g}{R} \cdot 4\pi R^2 \quad (15)$$

On the other hand,  $m = \frac{4}{3}\pi R^3 \rho_{liq}$ , so taking the derivative on both sides we get

On the other hand, so taking the derivative on both sides we get

$$\frac{dm}{dt} = \frac{4}{3}\pi \rho_{ж} \frac{dR^3}{dt} = 4\pi \rho_{ж} R^2 \frac{dR}{dt} \quad (16)$$

If we equate (15) and (16) by making some simplifications, we get,

$$\frac{dR}{dt} = -\frac{D}{R} \cdot \frac{\rho_g}{\rho_{ж}} \quad (17)$$

(17) we will convert to the form

$$R \cdot dR = -D \cdot \frac{\rho_g}{\rho_{ж}} dt \quad (18)$$

Integrating (18) and taking into account the initial condition, we get

$$R^2 - R_0^2 = -2 \cdot D \cdot \frac{\rho_g}{\rho_{ж}} t \quad (19)$$

From here

$$R^2 = R_0^2 - 2 \cdot D \cdot \frac{\rho_g}{\rho_{ж}} t \quad \text{и}$$

$$R = \sqrt{R_0^2 - 2 \cdot D \cdot \frac{\rho_g}{\rho_{ж}} t} \quad (20)$$

where  $R_1 = R_0^2$

Figure 3 shows the process of decreasing the drop radius over time for different initial values of the gas phase density. It can be seen that with a higher initial density of the gas phase, the drop radius decreases faster and tends to zero.

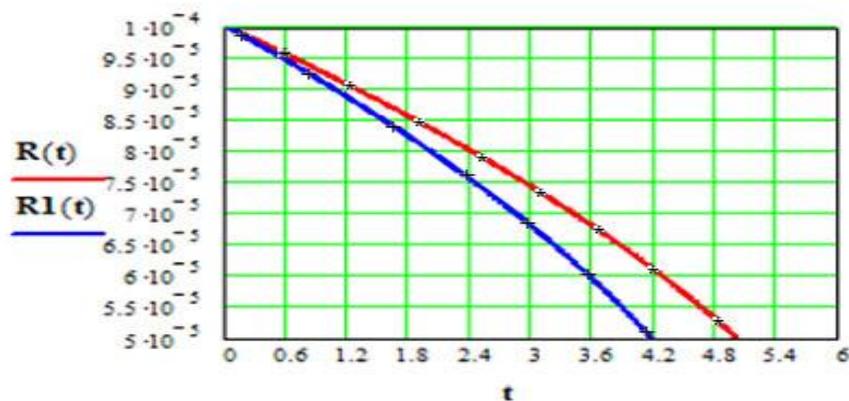


Figure 3. decrease in the size of the micelle drop relative to the initial density of the gas phase. (\*- $\rho_{ж} = 0,4$ ; + $\rho_{ж} = 0,5$ .)

Figure 4 shows the process of decreasing the longitudinal velocity over time for different initial values of the gas phase temperature (density). It can be seen that at a higher initial temperature, the speed decreases faster.

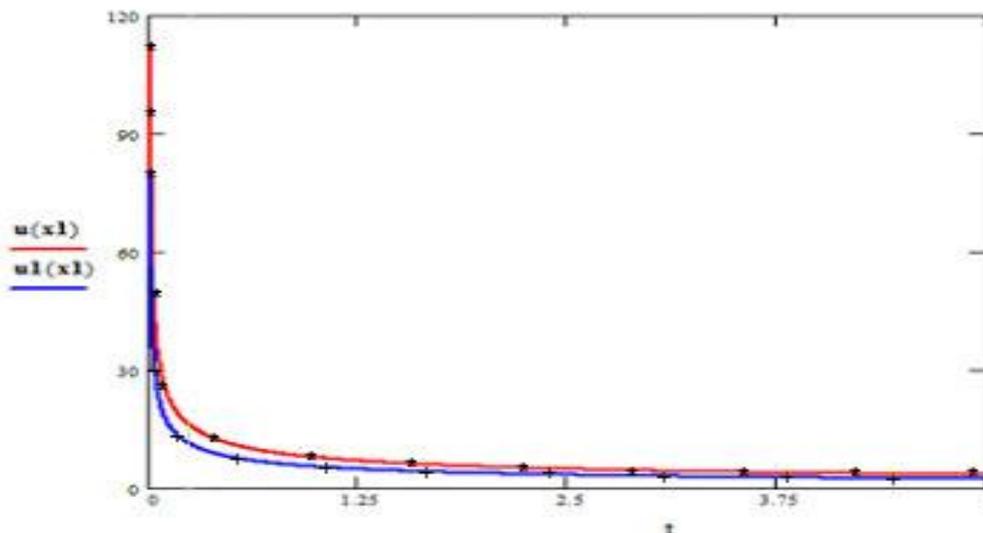


Figure 4. Reduction of the gas phase velocity relative to the initial temperature of the gas phase. (\*- $T_0=100^{\circ}\text{C}$ , +- $T_0=130^{\circ}\text{C}$ .)

Thus, with the initial velocity of the gas phase of 100 m/s, after half a second, the velocity drops to about 9 m/s. at this stage, the drop radius in figure 1. is 0.00006=60 microns. After one second, the drop radius will be 0.000003=30 microns.

In the above proposed method, we studied the factors that effectively affect the hydrodynamic structures of phase flows, in order to improve the design of the apparatus, in which the final distillation process takes place on the basis of multi-stage spraying of a vegetable oil misc with a nozzle.

Using the proposed research method, we studied the structure of hydrodynamic phase flows on a new design of the final distiller by multi-stage spraying of vegetable oil misc. The calculated equation (1) is obtained for determining the mass of the volatile component, which depends on the diffusion coefficient and the radius of the misc drop during spray distillation with a nozzle. Based on the obtained calculation equation, the effect of the diffusion coefficient, which depends on the radius of the misc drop, is studied.

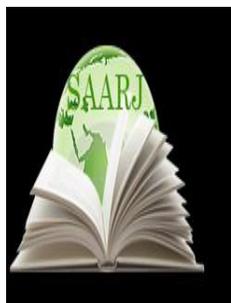
At the same time, the radius of the misc drop formed in the final distillation apparatus with a spray nozzle is determined. The process of crushing a misc drop is studied, and the effect of the ratio of the parameters of the external aerodynamic forces and the surface tension forces of the liquid on the Weber number is determined.

These studies can be used for solving problems on mass transfer processes in research works.

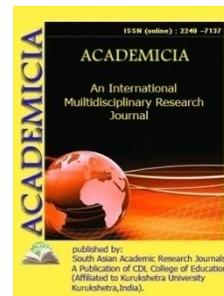
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## CHARACTERISTICS OF PSYCHO CORRECTIONAL ACTIVITY IN SCHOOL PSYCHOLOGY IN CONFLICTING SITUATIONS

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### ABSTRACT

*The development of practical psychology in the education system, the psychological support of educational work are associated with the need to humanize the Uzbek school. With a change in the paradigm of the pedagogical process, the appeal to the personality of the child, his individuality required the development of professional methods of psychological support for the growing and developing personality. With the creation of a psychological service at the school, the need for the training of educational psychologists who are focused in their professional activities on issues related to the teaching and upbringing of children.*

**KEYWORDS:** *Problem, Adolescent, Conflict, Collective, Psychological Moments, Situation.*

### INTRODUCTION

Until recently, the training of practical psychologists for educational institutions was of an academic nature. Possessing the necessary information, psychologists found it difficult to use it in practice. This was due to the insufficient development of methodological issues in this branch of science. Many technological approaches in working with children and adolescents are borrowed from foreign experience without sufficient adaptation to Uzbek socio-cultural conditions.

An analysis of the activities of psychologists shows that professional difficulties are more often associated with the technological aspects of practical work in the education system, starting with the general organization of work, ways and means of interaction with the teaching staff and ending with specific methods used in work with different age groups and in the most common cases.

The negative consequences of interpersonal conflicts are well studied and are widely represented in domestic and foreign psychological and pedagogical literature, which considers the conflict as a collision of oppositely directed, incompatible tendencies in the consciousness of an individual or in interpersonal relationships associated with acute negative experiences. In this regard, an unequivocal negative attitude towards conflicts has developed in school pedagogy. The emergence of interpersonal conflict is usually seen as a symptom of an unfavorable relationship. A common conflict resolution tactic is to suppress them. A preliminary analysis of the causes of contradictions leading to interpersonal conflict, as a rule, is not carried out.

The constructive functions of interpersonal conflicts among adolescents include the following:

- Interpersonal conflict is an important source of personal development, as well as the development of intragroup relations;
- Interpersonal conflicts can positively change and expand the scope and methods of interpersonal interaction;
- Through open confrontation, interpersonal conflict frees the group from the negative factors of its development;
- Interpersonal conflict contributes to the development of mutual understanding between adolescents, develops their social intelligence.

Moreover, the positive meaning of the conflict lies in the disclosure of his own capabilities for the adolescent himself, in the activation of the personality as the subject of preventing, overcoming and resolving interpersonal conflicts. In this regard, the problem arises of finding forms and methods of organizing conditions for maximum realization of the constructive potential of interpersonal conflicts among adolescents.

Interpersonal conflicts among adolescents, arising in the context of the educational process, have their own pronounced specificity, determined by the simultaneous influence of conflictogenic factors of different nature and age characteristics of children.

Working with interpersonal conflicts of students in the educational process is considered as one of the tasks of the school psychological service. Practice shows that the most common ways of overcoming interpersonal conflicts in adolescents are the neutralization of aggressive and hostile manifestations, the separation of conflicting parties, the elimination of conflict-generating factors, that is, methods that reduce the activity of adolescents themselves. As a result, the developmental potential of interpersonal conflict is underutilized. Great opportunities in the development of the personality of a teenager in conditions of constructive overcoming of interpersonal conflict open up if the activity of a school psychologist is in the nature of active psychocorrective influences.

Analysis of the psychological theories of J. Bugenthal, L. Wingswanger, L. S. Vygotsky, K. Levin, A. Maslow, K. Rogers, V. Frankl, A. Freud and others contributed to the formation of a broader view of the essential forces and capabilities of the personality itself in conflict prevention.

At the same time, it is obvious "that the readiness of adolescents for constructive behavior in conditions of interpersonal conflict, which makes their positive potential a reality, is not a natural given. It is formed in special conditions, the creation of which is the subject of the professional

activity of teachers, but first of all - school psychologists, specialists who know the methods of scientific reflection on the characteristics of the personal development of adolescents and the socio-psychological characteristics of adolescent groups.

In this regard, the purpose of our study is to develop a model of the school psychologist's activity to prevent the personal-destructive consequences of conflict interactions between adolescents.

The object of the research is the psych correctional activity of a school psychologist.

The subject of the research is to increase the effectiveness of psycho-correctional activity of a school psychologist in a situation of interpersonal conflict among adolescents.

In the course of our research, we came to the conclusion that interpersonal conflicts among adolescents arising in the context of the educational process have their own pronounced specificity, determined by the simultaneous influence of conflict genic factors of various nature and age characteristics of children. In the context of an interpersonal conflict among adolescents, the activity of a school psychologist for their constructive resolution and prevention of their possible negative consequences is in the nature of psych correctional effects and can be organized in appropriate forms using psych correctional methods.

The analysis of the psychological essence of adolescent conflict allowed us to formulate a hypothesis of the immanence of interpersonal conflict among adolescents: interpersonal conflicts between adolescents are of an internally natural nature, which necessitates the orientation of the psychologist's activities to transform a spontaneously developing conflict situation into a personally developing conflict.

Conflicts are an integral part of modern life. Talking about conflicts, we most often associate them with aggression, disputes, hostility. However, many conflicts contribute to making informed decisions, developing relationships, and helping to reveal hidden problems. In any case, conflicts must be resolved.

Insufficient attention to disagreements leads to the fact that children and teachers cease to trust each other, ascribe responsibility for not understanding the personal qualities of the opponent. This leads to mutual hostility and the consolidation of stereotypes of conflict behavior.

Pedagogical conflicts can be divided into three large groups. The first includes motivational conflicts arising between teachers and students due to poor learning motivation of students or, more simply, because students either do not want to learn, or learn without interest, under duress. Conflicts like this grow and eventually there is mutual hostility, opposition, even struggle between teachers and students.

The second group is formed by conflicts associated with shortcomings in the organization of the educational process. This refers to the four conflict periods through which students go through the learning process at school. Thus, a first grader goes through a rather difficult and even painful stage in his life: his leading activity changes (from entertaining to educational), his social position changes (from a child he turns into a school student), new requirements and responsibilities arise. Psychological adaptation to school can last from three months to one and a half years.

Only a student gets used to his new role, a teacher at school, when a new conflict period begins, he moves to the middle link. Instead of one teacher, different subject teachers appear. And if the

primary school teacher, as a rule, takes care of his children, helps them, takes care of them, then the middle school teachers are generally more strict and demanding. And it can be difficult to adapt to several teachers at once. In addition, new school subjects appear, more complex in comparison with the subjects of elementary school.

The next period of conflict begins at the beginning of the 9th grade, when a new painful problem arises: you need to decide what to do - go to a secondary specialized educational institution or continue your studies at school. Children who go to technical schools and colleges often experience a peculiar "inferiority complex" compared to other schoolchildren. Quite often situations arise when a young person intends to go to the 10th grade, but is rejected due to low academic performance. The greatest regret is the cases when a talented student is forced to go to a secondary special educational institution for Thus, for many young people, the ninth grade is the line to which they lived a carefree childhood and stormy adolescence, but after which they are forced to start adult life with its worries and problems.

And, finally, the fourth period of conflict: graduation from school, choice of a future profession, competitive exams at a university, the beginning of a personal life. Unfortunately, while providing basic secondary education, the school does not prepare its pupils to fulfill certain roles of "adulthood." Therefore, this period is often acutely conflictual: failures, breakdowns, problems.

Conflicts between teachers can arise for a variety of reasons, from school timetable problems to intimate and personal conflicts. In most schools, especially in urban areas, there is a typical conflict between elementary school teachers and middle and high school teachers. The essence of mutual claims can be briefly outlined as follows: subject teachers say that children who came to them from third grades are not independent enough and are accustomed to excessive adult guardianship. In turn, primary school teachers say with bitterness that they spent a lot of effort on teaching children to read, count, write, and reproach subject teachers for lack of attention and warmth to children. Apparently, this conflict is due to objective reasons: the lack of continuity in the content and organization of education in primary and secondary schools. In interactions "teacher - school administration" arise conflicts caused by problems of power and subordination, and more recently - associated with the introduction of innovations. Thus, school life is literally full of pedagogical conflicts. The versatility of the educational process determines the variety of possible interpersonal conflicts and their specific forms leakage. The difficulty is that situations leading to collisions are often unique in their own way, inimitable, and therefore there are no universal ways of resolving them.

When resolving conflicts between a teacher and a student, in addition to analyzing the reasons that led to the current situation, goals, and probable outcomes of a particular interpersonal collision, it is necessary to take into account the age characteristics of schoolchildren. In the lower grades, conflicts between the teacher and his wards, as a rule, are generated by the failure of the latter to comply with disciplinary requirements. In this way, the conflict situation is regarded by the teacher as a purely business one. At the same time, in most cases, children are not yet able to determine its true nature and perceive the teacher's position as an insult to themselves, as a personally unfriendly attitude towards them. This sometimes determines the child's choice of behavior that does not correspond to the real content of the situation. He can withdraw into himself, which is called "pout on an adult." In this case, the teacher's task is to

reveal to him the true reasons for dissatisfaction, and only then show the need to comply with the requirements, explain the inexpediency of continuing conflict and the undesirable nature of its possible outcomes.

A teenager, unlike a junior schoolchild, feels an equal participant in an interpersonal conflict with a teacher. Along with business conflict situations that arise between a teacher and schoolchildren of this age, there are often contradictions of a purely personal nature. As a rule, they are caused, on the one hand, by increasing tendencies of individualization, the adolescent's feeling of adulthood and the desire to recognize himself as such, and on the other - the teacher's lack of serious objective grounds for recognizing him as equal. Conflicting behavior here can be realized in the form of a sharp confrontation, be unusually brightly emotionally colored, and in the case of the wrong tactics chosen by the teacher, it can lead to stable personal mutual hostility and even enmity.

As for high school students, the interpersonal conflict between them and the teacher can lead to much more serious consequences than a similar situation with a teenager, and even more so with a younger student. Sometimes a seemingly insignificant conflict of a personal nature, being transferred to the business sphere, can largely affect the further fate of a young man and a girl, push them to the wrong a step that will lead to the many failures of a young person entering adulthood. Any conflict can be viewed from two positions: destructive and constructive.

Conflict is destructive if it distracts from more important problems and affairs; destroys the state of mind, strengthens low self-esteem and causes stress; polarizes groups of people and hardens positions within groups; deepens differences in value orientations; causes irresponsible or regrettable behavior or manifestation violence.

A conflict is constructive if it opens up an acute problem for everyone; leads to a collision with a real problem; expands employee involvement in problem solving; evokes real communication; gives an outlet to accumulated emotions, anxiety, stress; helps recognition interdependence and fostering unity; helps to improve and use the knowledge and experience gained. Any conflict can be analyzed according to a specific algorithm.

At the same time, you can gain experience in solving and be able to calmly and more accurately understand conflict situations.

Conflict analysis algorithm:

1. Description of the situation, its participants.
2. The nature and essence of the situation.
3. Behavior of one side.
4. Behavior of the other party.
5. The moment that made it possible to prevent the escalation of the problem into a conflict.
6. What prevented this (emotional state, presence of witnesses, confusion, surprise, etc.).
7. What was the way out of the conflict.
8. What methods of interaction with conflicting ones I could use; how i used them.
9. Analysis of my behavior in this situation: right - wrong.

10. Options for behavior after the conflict.

11. What to do to avoid similar conflicts.

The relationship between educators, parents and students today resemble a battle of three sides. It is no coincidence that school conflicts are increasingly being brought to court, and it has come to the point that students commit suicide because of the mistakes of teachers or, conversely, beat or kill their teachers. And it is no coincidence that school psychologists began to be involved in resolving conflicts in many schools, and school psychological services. These services help teachers, parents and students find constructive ways out of difficult conflict situations, provide knowledge and skills on measures to prevent conflict situations, help reduce the level of aggressiveness in the school environment, teach constructive interaction skills for all participants in the educational process.

Under the prevailing conditions of the functioning of the educational system, the school psychologist becomes a link in the family-school interaction system, harmonizing the relationship between parents and the school and contributing to the satisfaction of the needs for positive contacts of each of the parties. The involvement of the school psychologist in the interaction between parents and the school helps to increase positive connections, changing the qualitative structure of relationships, which become more trusting and open.

The main functions of a school psychologist include psychological support of the educational process, career guidance, identification of inclinations, interests, abilities of students, conducting trainings in various problems, individual counseling on academic performance, classroom relationships, student relationships with teachers, with parents and others. It is impossible for one specialist to fully implement monitoring, testing, trainings, drug prevention, etc. Like any person, a psychologist cannot do everything well, therefore the optimal solution is to create a psychological service at the school, where several psychologists specializing in various fields work. psychological knowledge.

The psychologist must position himself as an independent specialist. It is this position that will strengthen the role of the psychologist as a real assistant, and not as a "spy" of the administration. Yes, and for the psychologist himself, this will greatly facilitate the task of maintaining the mental health of schoolchildren, work on psychological correction. It will allow you to more freely solve the real problems of the student, so that the child does not feel alone with his often unchildish problems, he feels comfortable at school, does not feel abandoned and unhappy. Pupils, as a rule, do not turn to a psychologist themselves, especially for younger students. Usually parents or teachers do it for them. Teachers bring children in more often because they want the psychologist to deal with the problems of a difficult child with whom they themselves are no longer in

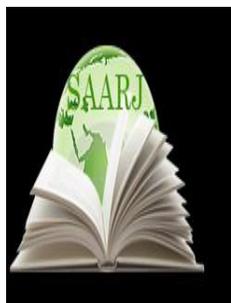
able to fight. Parents turn less often for several reasons: some believe that their child is the best and therefore prefer not to notice difficulties, others simply do not trust the psychologist, because they do not have the correct idea of the functions they perform, or simply do not believe that he is able to do something.

The school psychological service should carry out work aimed at correcting the already existing situation, as well as create programs that would provide an opportunity to avoid many psychological mistakes and difficulties in pedagogical activity. The two proposed strategies will

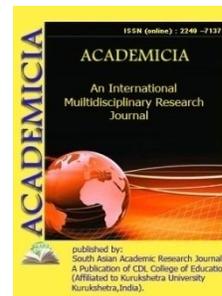
help to understand the content of those goals that confronts the school psychologist with the current situation in society.

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## THE PECULIARITIES OF LEXICAL UNITS WITH THE COMPONENT OF TEMPORALITY IN ENGLISH, UZBEK AND RUSSIAN LANGUAGES

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### ABSTRACT

*The study of time in linguistics has focused foremost on the temporal and lexical expressions of time. It seems that the linguistics of time has divided into different branches. Cognitive linguistics which has created a significant amount of literature based on the theory of metaphors, conceptual integration, spatial semantics of temporality. On the other hand, the typology of the language made it possible to obtain a significant amount of knowledge about the grammatical means of expressing time, cross-linguistic generalizations and comparisons. This article provides the lexical features of temporality in English, Uzbek and Russian.*

**KEYWORDS:** *Time, Temporality, Tense, Typology, Lexical Units.*

### INTRODUCTION

Time is a fundamental concept of human knowledge and action. Therefore, it is not surprising that all the languages that we know about have developed rich means for expressing various aspects of time: time intervals, their position on the timeline or their duration. Roughly, there are six main devices to encode time in natural language: the first one is a tense. "Tense" is an inflectional verb category (often in combination with an auxiliary; in its simplest understanding, it means a temporal relationship (earlier, simultaneous, later) between an occurrence or state and some temporal anchor, usually the moment of speech. Tense is not found in all languages, but the present, past, and future can be related to in all languages. Another is "grammatical aspect". Aspect is also an inflectional verb category, often in combination with an auxiliary. It indicates a clear point of view on the event in its simplest understanding, : the speaker can show it as incomplete or perfectly completed. It is at least as common as a grammatical category as it is tense, with which it is sometimes mixed. . The third is "lexical aspect". Events, as encoded in the sense of the verb, vary according to different temporal features: they may involve end points or

not, they express inherent changes or not, they may last for some time or be punctual, and others. Therefore, we differentiate between processes, acts, events, states and so on. In all languages, distinctions of this type are found. This is by far the richest group of temporal expressions: “Temporal Adverbials. There are various forms structurally: bare adverbs like now, then, shortly, and also, prepositional phrases like after the autopsy, over the years, at first sight, for three hours, and so on. Functionally, on the time line, its length, and its frequency, temporal adverbials may convey the location of any case, .Some Chinese, use special particles to express temporality “Temporary Particles” also this is somewhat unusual, most languages have a form of expression, such as still, yet, again, that is somehow between particles and temporal adverbs.. “Discourse Principles” the construction of texts typically follows certain temporal constraints, the best known of which is the principle of chronological order. Unless marked otherwise, the order of mention corresponds to the order of events.[ Klein W. F. N-2008].Thus, a sentence such as e fell asleep and switched the light off sounds distinctly odd because it violates this principle.

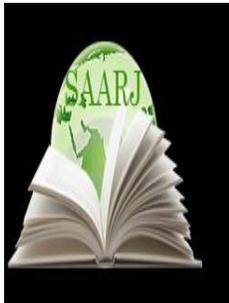
The analyzing of typological categories of tense and aspect in three languages shows that we distinguish three aspects of the verb forms in comparative language: simple (common or indefinite), continuous and perfect aspects. They form the so called “tense aspect forms of the verb” along with all the tense forms of the verb. The English verbs also define the continuous process of aspect group. It also possible to define the notion of aspect as a form of the verb showing habituality, continuity or completion of the action or state represented by the root of the verb. The features of Uzbek grammar is not studied as a separate category of the verb, as it is not always expressed separately as it appears due to the absence of analytical forms. The concepts of tense and aspect are so closely fused together in the comparative languages that it is difficult to treat them separately. The verb’s one and the same form serves to simultaneously express tense and aspect, and thus they should be known as “tense aspect forms” of the verb. Past Continuous of the English verb is formed by means of the combination of was ,were denotes an action happening in progress at a definite time in the past. Definite time may be expressed by means of time expressions or by a clause of time connected to the principle one with the, conjunctions while and when. In Uzbek in the past continuous the verbs may take the suffixes. Future Continuous is formed by means of the auxiliary will or shall be plural form of the notional verb and expresses an action taking place in progress at a definite time after the moment of speech. For example: I shall be waiting for you at the arrival hall at 1 o'clock (when you plane arrive at the airport). As is seen from this example Uzbek future continuous is expressed with the help of the suffix “yotgan” and auxiliary verb ”bo’lmoq”. Present Perfect Continuous is used to express an activity which continues to the present. The Present Continuous Tense expresses the prolongation of the action.[Nasirdinov O.A. K-2018] Example: I am sitting in Uzbek language to express this tense is used only simple tense:”Men o’tiraman”.Present Continuous denotes an action happening now or at the moment of speech. In English the predicate verb is formed by means of the auxiliary verbbe of the notional verb which correspond to the Uzbek verb forms in the example of the verb 'bor'. Also the best way to think of time expressions in Russian is in connection with the aspects of the verbs, the major time expressions are associated with them.For example, imperfective verbs refer to actions or states which are in progress or which are repeated over a stretch of time. These verbs must then refer to the duration or frequency of the actions and states they refer to.Perfective verbs refer to actions which are completed in a single point in time, which may be referred to as punctuality. The cardinal time expressions

specify the duration, iteration, and punctuality of actions and states expressed by verb.[Gurevich V.S. M-2016]

The basic idea that time representations are organized in terms of space is questioned in recent works, and attention is also drawn to characteristics that are peculiar to temporal expressions and not spatial by nature and origin. Typological studies of tense, aspect, and related phenomena, meanwhile, are further developing. There is still plenty of work to be done in understanding the dynamic interconnections of language and time, considering the flexibility of various approaches.

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## THE ROLE OF MODERN TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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### ABSTRACT

*As knowledge of a foreign language is very important today, one of the most pressing issues in education is the reform of the foreign language teaching system, the application of advanced teaching methods in the teaching process using modern pedagogical and information and communication technologies. turned. With the rapid development of information and communication technologies, which is one of the peculiarities of our time, special attention is paid to a new approach to the educational process and its organization, using its opportunities. The role of the teacher in the classroom is also changing. The teacher is now mainly a facilitator. It is time for teachers who want to keep pace with the times to be ready to bring any part of the lesson to life through information and communication technologies.*

**KEYWORDS:** *Education, Information, Purpose, Foreign Language Lessons, Modern Methods, Technical Means, Multimedia, Special Programs, Topics, Electronic Dictionaries.*

### INTRODUCTION

The introduction of information and communication technologies in the educational process is becoming increasingly important, especially in the teaching and learning of foreign languages. New information technologies offer great opportunities for teaching foreign languages, play an important role in obtaining quality knowledge in science and increase the effectiveness of education. It is a well-known fact that in order to teach a subject in accordance with the requirements of the time, no lesson in this subject should be given without the presentation of the teacher or students. In line with this important decision, a more in-depth look was taken today, especially in foreign language classes. In order to properly defend the honor of the country on the world stage, our young people must first be able to compete with their foreign peers. Today,

the competition is in foreign languages, especially English, which is an international business language.

Much attention is paid to training to work with the main means of communication (e-mail, chat) in the search for information on the network. Initially, the exchange of information is limited to written text, but gradually graphic and audio documents are added.

Various on-line, ie interactive tests;

Off-line tests, ie the use of electronic versions of tests;

There are many tests on the Internet for students from elementary to advanced level, such as TOEFL and IELTS.

When using information and communication technologies, the teacher should prepare a plan for it in accordance with state standards. In the classroom, information and communication technologies can never replace the teacher, but help him. According to the content of the lesson, information and communication technologies and other pedagogical technologies should be used wisely. The purpose of the application of information and communication technologies in the teaching process is to enrich the lesson, to provide didactic exhibitions of information that ordinary books can not give.

Today, at all stages of the education system, the introduction of advanced teaching methods using modern pedagogical and information and communication technologies, further increase the interest of the younger generation in foreign languages and, in turn, fluency in these languages. It is planned to radically improve the system of training specialists, as well as to create conditions and opportunities for their achievements in world civilization and the wider use of world information resources, the development of international cooperation and dialogue. Effective use of modern information and communication technologies is important in the consistent study of foreign languages. It should be noted that one of such tools is an interactive whiteboard. These boards allow creative teachers to organize lessons in an interesting, unconventional way, and to easily explain topics of any complexity to students. Many of the videos and audio files help students develop their reading, writing, and counting skills, and develop their speech from simple to complex.

It is advisable to use modern teaching aids, language rooms, multimedia, specially programmed topics, multilingual electronic dictionaries in foreign language lessons. Use of distance learning methods, press, telecommunications and Internet materials in learning foreign languages the reader - serves as a source of information not only for students to learn foreign languages, but also to increase their intellectual level. The goal can be achieved if each student effectively uses the literature published in foreign countries, the necessary magazines, newspapers and media in their field of specialization. If the literature is obtained mainly from the Internet, the use of foreign sources, textbooks and manuals in their field of specialization gives effective results.

The fact that students prepare their articles in foreign languages and participate in scientific and practical conferences held in higher education institutions every year is also very useful in learning a foreign language. The use of computers in learning foreign languages is much more convenient for students. Planning to learn the terms of your specialty from general language learning can help you solve this problem quickly and efficiently with the help of a computer. In

the course of the lesson, they not only increase their knowledge with the help of computer programmed topics, but also learn computer skills.

In addition to foreign languages, excellent reading and speaking in their field creates great prospects for students. Books from the libraries of developed countries - the United States, England, Germany, Russia, France and other countries on the Internet. , it is expedient to try to get magazines and news. Organization of various didactic educational activities for perfect mastering of foreign languages and creation of language environment and ensuring their connection with materials in the course process, organization of extracurricular lessons dictation, narration, learning to write essays, quizzes and debates, solving tests, course work, independent work and writing dissertations in a foreign language is useful in improving students' knowledge. The organization of spiritual and educational events in foreign languages in educational institutions and the transformation of students into active organizers. One of the modern requirements for future professionals is to communicate with higher education institutions and research centers. This allows you to learn the language as well as teach new literature without translation.

### **METHOD AND MATERIALS**

Significant work is being done in our country to form an information society, to introduce the most advanced information and communication technologies in all areas. In particular, the capabilities of interactive services in this process are highly valued. One of the main directions in improving teaching methods today is the introduction of interactive teaching and learning methods. All science teachers are increasingly using interactive methods in the classroom. As a result of the use of interactive methods, students are able to think independently, analyze, draw conclusions, express their opinions, defend them reasonably, The skills of communication, discussion, debate are formed and developed. In the process of interactive learning, the lesson is based on the interaction of students. Derived from the English word "interactive", "Interact" means "interaction", "act" - means action, influence, activity. Interactivity is the interaction of two people, that is, the learning process takes place in the form of a dialogue, in the form of dialogue (computer communication) or on the basis of teacher-student interaction. Interactivity - Interaction, movement, sensitivity, student-teacher, student-student (subject-subject) conversations. The main purpose of interactive methods is to create the most favorable environment for the learning process, creating an environment for active, free, creative thinking of the student, the use of his needs, interests, inner potential. Such lessons are held in such a way that in the process, no student is left out, and has the opportunity to openly express their views on what they have heard, read and seen. There is a process of mutual exchange of views. Children develop an interest in learning, and friendly relations are formed.

Modern interactive methods in foreign language teaching methods have been developed by scientists and have been proven to be more effective than traditional methods. Interactive methods significantly increase the knowledge potential of the learning process compared to traditional methods. Because in interactive methods, the student thinks independently and works in partnership with the teacher. When teaching a foreign language using modern technologies, the student plans the lesson process, engages in it on the basis of the curriculum, chooses teaching methods jointly by the student and the teacher, o ' participate in the discussion of the study material. Students help each other.

In the late twentieth and early twenty-first centuries, the term "interactive" methods of education was widely used in the pedagogical literature. We will try to explain the meaning of this phrase. "Inter" is used in the extreme sense. Interactive means a very active learning method. This group of methods allows students to think independently, to be creative and to be interested in the essence of the topic. It is more effective than traditional methods of teaching, such as interactive methods of explanation, demonstration and use of tools, which is an important factor in the formation of students as individuals, the development of personal abilities, creative independence.

## RESULT AND DISCUSSION

A few centuries ago, A. Navoi wrote about the impact of such differences in social life in the introduction to his famous work "Mahbub ul-qulub": "Umid ulkim, readers pay attention and e. 'Let them look at each other with their own eyes, and let each one enjoy according to his own understanding ...' It shows that everyone can understand, master, benefit and apply this work in a different way, that is, only at the level of their own understanding, and from this we can understand the essence of interactive teaching methods. we can summarize the above conclusions about the main differences from the traditional methods, that is, to increase the understanding of the students.

It should be noted that interactive teaching methods in Uzbekistan since ancient times in the educational process, such as discussion, debate, negotiation, observation, analysis, consultation, poetry reading, reading in the dialogue between teacher and students and between students and students. used in the forms. These methods helped students to become independent thinkers by developing their speech, thinking, reasoning, intellect, talent, and intelligence.

The purpose of a distance learning course is, in its most general form, primarily to teach listening and speaking in the oral form of communication in the language being studied. In addition, the extension of the course will allow for a serious focus on written forms of communication. Written communication involves mastering different types of speaking activities, such as reading and writing (written speech). The expansion of learning objectives in the distance learning course involves the activation of previously acquired speaking skills, the formation of a higher level of communicative skills and a deeper systematization of users' grammatical knowledge. One of the factors that allows them to increase their awareness and achieve better results in their work is the interactivity factor.

In addition to the advantages and conveniences mentioned above in distance learning, we may face some challenges. First of all, it is advisable to choose a method that is appropriate and specific to the distance learning process. Because the effectiveness and success of any education system depends on the methods used. Let's define the concept of teaching method. The teaching method is a method of interaction between teachers and students, aimed at achieving educational goals at a modern level.

Choosing an interactive method of distance learning in foreign languages is a good idea. Because the interactive method of teaching serves to activate the acquisition of knowledge by students, to develop personal qualities by increasing the activity between students and the teacher in the educational process. Using interactive methods can help increase the effectiveness of the lesson. The main criteria for interactive education are: informal discussions, the ability to freely express and express the learning material, the small number of lectures, but the large number of

seminars, the creation of opportunities for students to take initiative, small group, large group, classroom assignments, written assignments, and other methods that play a key role in increasing the effectiveness of educational work. With that in mind, we can say that. The interactive method leads to many positive results in the process of distance learning foreign languages.

The use of interactive methods in the process of distance learning of foreign languages enhances the participation of students, encourages them to achieve maximum results. Interactivity also helps teachers incorporate more complex material into the course. Interactivity can be combined with imitating the environment in which students learn. For example, if the course involves the use of a computer program, the images on the screen must match the images that must be displayed when running the program. Students should be given the task of doing something that is relevant to one of the topics being studied. For more complex topics on the subject, it is possible to model the business process and encourage the reader to move on.

Distance learning - learning that is carried out by special means of interactive Internet technologies, the interaction between the teacher and the student is carried out at a distance and reflects the computers that are suitable for the learning process shape. From the above definitions, it can be concluded that there is no single system for understanding the essence of distance learning. However, at present, distance learning in higher education is presented in the form of distance learning technology, which is not supported by the legal framework..

The main purpose of the use of interactive methods in distance learning of foreign languages is to involve students in the process of active learning, to help them develop knowledge and research skills. Interactive methods are based on an active relationship between teacher and student, full understanding of each other. The ultimate goal of the introduction of interactive methods in the learning process is to organize the interaction of the teacher and the student in the classroom, regardless of the form of the lesson. The teacher needs to engage the students in the problems of the lesson, activate their movement and teach them to master as a result. Interactive teaching method is implemented by each teacher at the level of available tools and their own capabilities. In this case, each student learns at different levels, depending on their motives and intellectual level.

Interactive learning technology - ensures that every teacher conducts the lessons that all students learn as intended. In this case, each student will master the lesson at the intended level, with their own motives and intellectual level. Based on the study of some experiences in the practical application of interactive training, we can identify some of the factors that affect the quality and effectiveness of these trainings. They can be conditionally called organizational-pedagogical, scientific-methodical and factors related to the teacher, students, teaching aids. We need to keep in mind that they have a positive or negative effect, depending on their nature.

There are many types of interactive activities, which are selected and prepared according to the nature of the subject and the objectives. There are specific requirements for the preparation of students to participate in interactive lessons, which include the acquisition of knowledge necessary for active participation in the lesson, readiness for communication, collaboration, independent thinking, self-expression. skills of free expression and defense, and so on. Making the most of your time is a must. This requires the correct selection and preparation of the necessary tools, as well as a clear definition of the trainers and their responsibilities. There are specific differences between interactive methods and traditional teaching methods, and each

teacher should compare these differences, their advantages and disadvantages in relation to each other, in choosing the methods of lesson planning and conduct. should be taken into account. In this case, the most appropriate interactive for the transfer of new knowledge, the formation, development, consolidation of skills, repetition of knowledge, practical training, as well as for training on each topic, taking into account the specifics of the subject. or the correct choice of other techniques. The application of properly selected techniques will ensure that the training is fun and effective. The current stage of development of educational technology is characterized by the widespread use of interactive teaching methods in the educational process. The uniformity of teaching technology used for many years, the hegemony of the teacher in the learning process, the teacher's attempt to present the science to the student at a level that is ready, acceptable without excessive observation, reduces students' activity and develops creative thinking skills. had begun to prevent its formation. Therefore, there is an increasing attempt to use interactive teaching methods in the educational process, which do not teach the student, but teach him to read and learn. However, there are cases when trying to solve all the problems in educational practice with the help of interactive teaching methods is considered as a magic wand that leads to success. In our opinion, this is a misconception - firstly, it undermines the ability of interactive games to find the right place in education, obscures their positive aspects, and secondly, puts aside the effective forms of traditional technology that have been polished over the years. yadi. There is no universal teaching method that always succeeds, so it is better to think about the introduction of interactive teaching methods, while retaining its advantages, rather than abandoning traditional teaching technology altogether. will be. How interesting, useful and effective the organization of lessons depends on the creativity and initiative of teachers. The teacher not only teaches, but also develops students' reading skills through independent reading. , manuals, internet messages, teach students to learn through the analysis of sources, ensure that the student not only hears and sees in the learning process, but also becomes an active participant in the study of the content of the lesson. If a teacher is able to study, master and apply the content and essence of interactive education, its methods in his pedagogical activity, he will be able to fully implement the improved State educational standards and modernized curricula. guarantees mastery, ensures quality and efficiency. If every teacher can activate his student in the classroom, the level of children's reading, mastery, knowledge, skills and abilities will be high. A teacher who aims to ensure the effectiveness of the lesson will achieve his or her goal only if he or she skillfully uses interactive teaching methods in their place. Interactive lessons are organized in such a way that in the process no student is left out, that is, they have the opportunity to openly express what they see, know and think. Students will have the opportunity to contribute to the development of collaborative learning. There is a process of exchange of knowledge, ideas and opinions. Such situations provide mutual sincerity, increase the desire to acquire new knowledge, in the process of mutual support, friendly relations. This is of great educational importance.

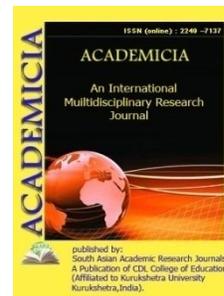
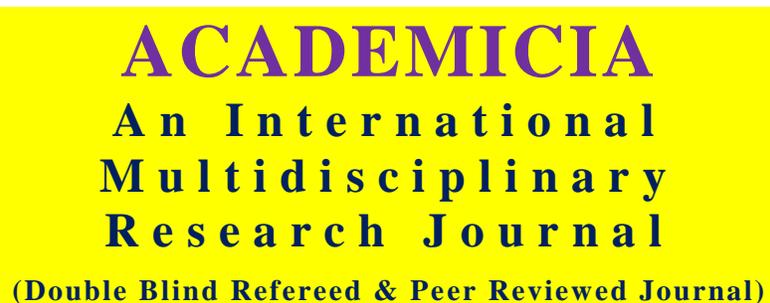
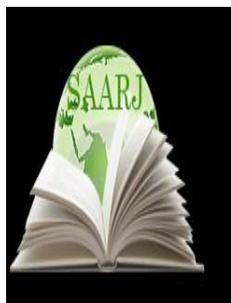
## CONCLUSION

In short, interactive learning allows you to solve several problems at once. Most importantly, it develops students' communication skills, helps to establish emotional connections between students, teaches them to work in a team, to listen to the opinions of their peers. ensures compliance. At the same time, practice shows that the use of interactive methods in the classroom eliminates the nervous tension of students, allows them to change the form of activity,

to focus on the main issues of the lesson. The main goal of the educational process is to train highly qualified, well-versed specialists in all areas of science. Therefore, the use of modern information technology in the study of modern foreign languages is important. Direct use of modern teaching aids, language labs, multimedia, specially programmed topics, multilingual electronic dictionaries in foreign language lessons. purposeful. The use of distance learning methods, press, telecommunications and Internet materials in the teaching of foreign languages serves as a source of information not only for students to learn foreign languages, but also to increase their intellectual level. Among the effective approaches are the methods of language teaching in distance learning through information and communication technologies.

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**REPRESENTATION OF ARCHEOLOGICAL MONUMENTS OF  
KHOREZM OASIS IN WRITTEN SOURCES (6TH CENTURY BC –10TH  
CENTURY AD)**

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**ABSTRACT**

*The historical and cultural centers of the lower Amu Darya basin and its geologically connected Sarakamishbuyi and Uzboy areas and the economic activities of the population living in their micro districts in the ancient and medieval times can be described on the basis of scientific conclusions based on theoretical comparative analysis of written sources. The article considers the history of coverage of archeological monuments of Khorezm oasis in written sources.*

**KEYWORDS:** *Avesto, Var, Daxyu, Kavi, Yima, Hecate, Khorasmia, At-Tabari, Al-Muqaddasi, Al-Istahri, Kat, Gurganch, Amul, Marv*

**INTRODUCTION**

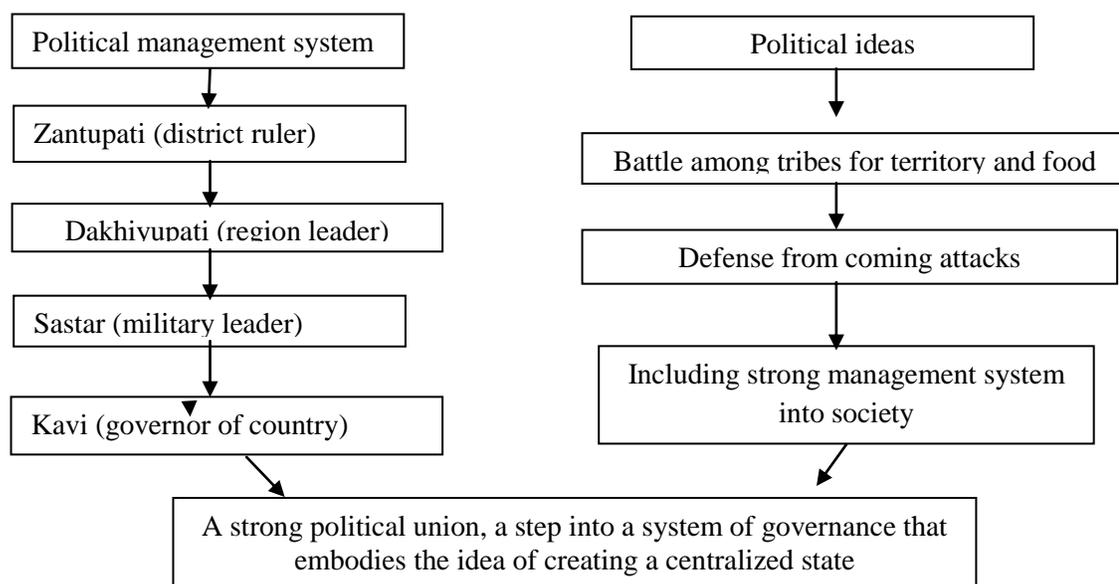
The construction of human settlements is recorded in Avesto, associated with the activities of Yima. The four-sided wall, erected by Yima, is described by the term “Square Vara”. That is, he built the Yima Vara on all four sides, equal to horse's one run, and moved there the seeds of bulls, dogs, and birds, as well as the burning fire. The four-sided horse-riding Varana was swept away by Yima, who brought water from a place a khatr (1.5 km) away. There he built enclosed dwellings on all sides, a house dome, and a courtyard. In the wide part of the building he built nine exits, six of which were medium and three narrow. And he opened the corridor and the lighted window”.

However, although the term urban is not mentioned in the information recorded in the play, it is possible to have some idea of its archeological complex. The data recorded in Avesto indicate the beginning of a new historical period in the socio-economic relations of society. In the time of Avesto society, the historical and geographical boundaries of the pastoral and sedentary populations in the historical and cultural regions of the Central Asian region were defined.

Military-political alliances had also been formed. The above-mentioned historical data found meaning and essence in the sense of “Square Vara”. The “Square Vara” mentioned in Avesto is a fortress, which was developed by a special group of people, including the inner fortress, settlements, houses, handicraft workshops, streets, open spaces, defensive walls, the front and outskirts of the city, villages, fields. At the time of Avesto, there were historical and geographical regions such as Bactria, Sogdiana, Margiana, where the settlement of tribal associations was based on the system of irrigation.

Based on the knowledge of agriculture and handicrafts, the culture of urban planning has become an independent field. These regions are part of the Eastern urban planning system. As a product of the urban process, there was a process of formation on the basis of urban and city-states and on their basis the first state structures (Marokanda, Kyzyltepa, Koktepa, Yerkurgan, Uzunqir, Sangirtepa, Chirakchitepa). In Avesto, tribal communities and tribal relations are clearly described in the governing system of society. Issues such as defense, war, and truce were discussed in the tribal council, as well as conflicts over pastures and water with tribes living in the neighboring area. According to Avesto, in this historical period, the content of society was governed by the tribal association of the region – Dakhyu, the ruler of the association – “Kavi”, the region – “Dakhyupati”. The chief of the tribe formed a tribal association by uniting a number of tribes in order to protect them from attack by neighboring cattle-breeding tribes and states. The chief of the tribal association, who had a large military force, invaded the neighboring territories, took possession of their property and enslaved the captives. As the position of tribal chief increased, he rose to the rank of chief of staff on the council as a result of the consolidation of personal power and served as military commander. His kin was considered great, and he himself became the sole ruler, and as his position in the community increased, he was able to form personal guards, ensuring the interests of his life and family, his accumulated wealth and security. Relying on personal guards, he subdued the tribes, organized military expeditions to neighboring territories, and gradually expanded the territory of the tribe, while maintaining its political and economic dominance.

#### Political terms mentioned in the book "Avesto"



The data recorded in the works of Greco-Roman historians and Arab geographers have played an important role in covering the process of socio-economic and ethno-cultural relations in the ancient and medieval society of our country. Although real information about the history of Khorezm is reflected in Ahamanid cuneiform inscriptions (4<sup>th</sup>-5<sup>th</sup> centuries BC), Bihustun and Naqshi Rostam rocks, in artifacts from the fortresses of Suza, Hamodan and Personal, there is no information about the villages and towns built by the people of the oasis. The first historical information about the knowledge of our ancestors in the field of urban culture, which carried out economic activities in the oasis, can be traced in the work of the Greek historian Hecate Miletusky.

## MATERIALS AND METHODS

In a special “Asia” section of Hecate Miletusky’s work “Image of the Earth,” he describes Asia, saying, “To the east of Parthia, live Khorasmians who occupied the plains and mountains. In the mountains grow wild trees, willows, thorny cypress. At the beginning of the road passes through the land of the Parthians, a mountain, then the land of Khorasmians, in which there are mountains and plains. Here is their city “Khorasmia”. Unfortunately, information about the topographic structure of the city and the defense complex is not reflected. The works of Arab tourists and geographers contain valuable information about the first and medieval villages and cities of Khorezm oasis. At-Tabarani's works contain information about the cities of Khazarasp Kat, Urgench. In the notes of a tourist who came to Khorez in the 7<sup>th</sup> century AD, information about the city of Kat is recorded. Al-Belozuri's work states that the area occupied by the Kat fortress is 200 hectares, equal to the size of the Afrasiab monument. An interesting legend about the history of Khorezm is presented in the work of the Arab geographer and traveler Al-Muqaddas. According to the legend, “The king of the East was angry with four hundred people for the services of his state. He ordered them to be taken to an uninhabited place a hundred miles away. They were brought to the place where the city of Kos is now located. Some time later, the king sent a man and ordered them to take notice of their condition. When the king's men come, all the exiles were alive; they built tents for themselves and made a living by fishing. They had a lot of firewood. When they had told those things to the king, he asked, “What do they say about meat?” – Khor. And what about wood for fire? – Razm. Then the king said, “I have given those places to them”. Let their land be called Khorezm. He then took four hundred Turkish girls and ordered them to be handed over to them.

Al-Muqaddas gives clear information that Khorezm oasis is surrounded by defensive walls and ditches of villages and towns. Khiva is surrounded by the majestic wall and ditch and on the sand border at the end of the irrigation structure. Zamakhshar is recorded as a small town, surrounded by a wall and a trench, in which a market with a square depicts a mosque at the end of it. The author pays special attention to the city of Kas, which is located on the eastern side of the Amu Darya. In it, the mosque is located in the middle of the market and the mosque is built of wooden pillars on a black stone that is the height of a man. The city is prosperous, rich in scientists, rich in food, rich in skilled architects and craftsmen. They recite wonderfully: their faces are also beautiful. That fact must be taken into account. “Not to mention the size of the layer, it equates its size and structure to Nishapur. Unfortunately, in the works of Arab geographers, there is not a single idea about the size of Kat.

At the same time, the tourist noted that the city of Darkhan is located on the trade route from Bukhara to Amul, Merv and Khorezm, around which there are about 500 vineyards. The author notes that Gurganch has four gates, the interior of which is filled with residential buildings, surrounded by walls and ditches, the inhabitants are hospitable, love to eat, are not afraid of battle and are brave. He notes that they have unique and amazing features. Kas, Gartman, Oykhon, Ardakhiva, Nukfar, Kardar, Mizdahkon, Jashir, Sadvar, Zardukh, Barategin, Madkaminya, Jurjoniya, Nuzvor, Zamahshar, Ruzvand, (Ruzund), Daskahankhas, Khushmisan, Madamisan, Khiva, Kardaronkhos, Khazorasp (Khazarasf), Jigarband, Jazz, Dargan, Katta Jiz, Kichik Jiz, Kichik Jurjonia, Sadfar, Madkaminiya, Nuzvar, Darin, Juvion, Amir, Barabsar, Vardara villages and towns. The work also contains information about the history of Khazorasp. In al-Muqaddas's works, Mizdahkon is a large city with 1,200 rustaks (arable villages). After Jurjonia, he left valuable information that Khorezm was a big city, where 500 vineyards stretched 2 miles along the river, and raisins were extracted. At the same time, the author mentions the fortress of Qalajik, west of Khazarasp.

Al-Istahri's work contains information about such rural settlements and cities as Khorezm (Kas, Kat), Dargan, Khazorasp, Khiva, Mizdahkon, Khushmisan, Ardakhushmisan, Safardiz, Nuzbar, Kardaronkhosh (Kardaronkhos), Andaraston Kurdar, Baratakin. The author writes about the city of Khorezm: "The capital of Khorezm is located north of Oks, the main city of the country is called Kat in Khorezm, but it was destroyed by Oks, and the people settled behind it. The river approached the castle again. There is also a possibility that the castle will collapse. The mosque is behind the castle. The palace of Khorezmshahs is next to this mosque. The dungeon is located near the castle, through which the Jardur Canal flows through the center of the city. It divides the city and the market into two parts. The width and length of the city is about 1/3 of a mile. The gates in the ruined part of the city were destroyed.

Khorezm is a rich city, rich in food. It is located on the west bank of the Oks River, a 3-day drive from Jurjonia. He noted that the circumference of the city of Kat was 2 km (1/2 farsah), which had a rabod. Elsewhere in the work, he says, "Khorezm is a fertile city with a lot of food and fruits, but no nuts. Cotton is grown there and much more is made of it and these things are transported to distant places. The distinguishing feature of the population is the desire to show wealth and courage. They travel more than anyone. There is not a single city in Khurasan where the population does not live. There is no gold in their country, no silver mines, no mention of precious stones, and they often trade with the Turks. However, about Gurganch, "It is a place where Guzlar trades, where the caravan goes to Jurjania, Khazar and Khorasan". Hudud ul-Alam, written by an unknown author, lists 10 cities in the oasis. There is a lot of information about the cities of Gurganch and Kat. He noted that the city of Gurganch was divided into inner and outer parts, and that its inhabitants were well versed in the art of fighting and archery. The author writes: "Kat is the capital of Khorezm, the gateway to the Guzlar Turkestan, the city where the Turks, Turkestan, Movarounnahr and the Khazars gathered".

In the book "Kitab ul-Futuh" (Book of Conquests), the city of Khorezm is described as follows: Khorezm consists of three parts, which are surrounded by ditches. Al-Fir is the strongest part of the city. There is a large pool between the three parts of the city that provides them with water during the siege. Ibn Khurdodbek in his book "Kitab ul-masolik va al-mamolik" showed that along with Khorezm, the city Kat was surrounded by a wall and a ditch. Written sources and historical data first record the historical and political events that took place in the early medieval

society of Khorezm oasis and the villages and towns that were surrounded by these events. Abu Rayhan Beruni studied the historical data recorded in Greek and Arabic sources, described the historical geography and geological structure of Khorezm, and in the agricultural oases, Khorezmians built more than 300 villages and towns on both banks of the river.

He noted that their ruins are still standing. At the same time, he noted the existence of a Siyavush-led state in Khorezm in the 5<sup>th</sup> century BC.

## RESULT AND DISCUSSION

According to Abu Rayhan Beruni, the person who ruled the state with the title of Khorezmshah was Kaykhusrav, the son of Siyavush, the grandson of the king of Turan Afrosiyab. According to him, the Khorezmians got their history from the beginning of the settlement of people in Khorezm, which was nine hundred and eighty years before Alexander. Then they learned about the arrival of Siyavush ibn Kaykovus in Khorezm and the reign of Kaykhusrav and his descendants in Khorezm. At that time, Kaykhusrav moved to Khorezm and began the reign of the Turkish kings. This political process took place ninety-two years after the settlement of people in Khorezm. Then they followed the Iranians in making history, and each of the descendants of the so-called kings of Kaykhusrav (Khorezm) got a history (from the beginning of the tsarist period). Finally, the kingdom of Afrighiys began with the descendants of Kaykhusrav. Just as the Iranians sent the sinful Yazdijard to the evangelist (Khorezmians), they brought Afrigh to the evangelist. After Afrigh, his son became king. On the outskirts of the city of Alfir Khorezm was a fortress built of mud and mud bricks, built on three floors, located one inside the other and not far from each other in height. At the top of these forts were the palaces of kings.

Alfir was visible from a distance of ten miles or more. Every year Jaihun would tear it down, tear it down, and finally, in the one thousand three hundred and fifth year of Alexander's history, not a trace of it remained. Then Khorezmians took history from the kingdom of Afrighiys and its descendants, the representatives of the Afrighiys' dynasty Afrigh, Boza (Bughra), Sukhtang (Sahbang), Askajamuk, Azkojvor, Sukhoro, Shovush, Hamgari, Buzkor, Arsamukh (Artamux), Amurishi ozari and concluded that part of Khorezmians had moved to the shores of the Caspian Sea. During his trip to Khorezm, the Arab geographer Yakut said: "Khazarasp is like an island surrounded on four sides by water. A strong fortress enters the city from Khorezm side.

The population is engaged in trade, rich and wealthy", he said, noting that the Khazarasp people have a well-developed knowledge of clay architecture. Thus, based on the content of the historical data mentioned above, the following final conclusion can be drawn. The main productive force of the Lower Amu Darya, Sariqamishboyi and Uzbay, which formed a single territorial unit in terms of the borders of the oasis and naturally historical-economic and political-military, is the source of development of the ancient world society. At the same time, it can be explained that the content of economic activities in the historical and cultural massifs of the indigenous population, which is the creator of the development of society, is reflected in the toponymy of "khvarizam" and is an ancient ethnic group. The historical and cultural centers of the Lower Amu Darya Basin and its territorial continuation and its micro-districts are mentioned in the Achamanid sources under the term "Khvarazmish", managed by the rulers, allows them to obtain historical information about the tax policy levied on the population. Unfortunately, in this historical period, information related to the defense system of settlements built by the population

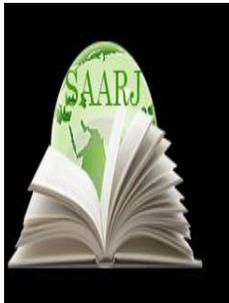
in the territory of the oasis is not recorded. Because in the Avesto era, the knowledge of urban planning did not take place in the spirituality of the indigenous people. In the works of Greek historians, there is no information about the knowledge of Khorasmian clay architecture.

### CONCLUSION

In the works of Arab geographers and tourists, large irrigation facilities built by the population on the right and left banks of the Amu Darya and agro-irrigated agricultural oases with a territorial boundary along the canal on both sides of them left clear information about their centers villages and cities. In the 16<sup>th</sup> century BC, villages and towns were centers of handicrafts and trade.

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## APPROACH TO SPIRITUAL ENERGY: AN ANALYTICAL MODEL

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### ABSTRACT

*We are part of the Universe which is an infinite source of primordial cosmic energy. Our gross physical body and subtle metaphysical body constantly interact with the Universe in diverse ways on different human energy fields - aura. Our secular body consumes material foodstuff and executes different motor actions while moving from birth to death. This is a closed process and has its ends as our organic body becomes non-functional and perished. On other side, our psycho-spiritual body receives cosmic energy from the Universe and preserves it as 'Prana Shakti' or life force. Cosmic energy is ethereal and undying, even continued to exist as 'eternal soul' after death. The primordial cosmic energy subsists at seven energy centres or Chakras as Kundalini Shakti in astral body and spins around these regions in form of sonic or electromagnetic waves. Chakras are non material entity having no existence in gross body but exists in subtle or etheric body. Kundalini shakti flows in our astral body through nadis or channels in a precise way. Physical science didn't venture to investigate its flow mechanism so far, as the matter lies outside its domain. In this paper an analytical structure of Kundalini Chakras has been proposed on the basis of physical science. The author thinks that chakras are seven quantised energy states of cosmic energy. Kundalini Chakras act as the transformation hub where cosmic energy converts to spiritual energy or life force. So chakras act as passageways to connect our astral body with the gross body.*

**KEYWORDS:** *Chakras, Kundalini, Nadi, Quantised State, Solfeggio Frequencies.*

## INTRODUCTION

Charkas or Kundalinis are the core centres of cosmic energy in the human energy fields. Chakras literally mean wheel and are best thought of as Multi-Dimensional Energy Vortices where energy spins or whirl continuously. According to yogic concept, there are four bodies that constitute a complete human being. These are the physical body, the psychic or astral body, the spiritual body and the causal body. Chakras reside in the astral body and serve as transport junction to streamline cosmic energy in these bodies through nadi or channels.

Chakras, are said to be open and balanced when cosmic energy flows through the nadi spontaneously in full synchronisation and complete coordination. Chakras are assumed to lie along the spinal cord from the bottom to the head of our physical body at specific locations. There are seven main chakras that govern the physical region of the body where they are situated and are responsible for certain physiological and psychological traits of human being. When seven chakras are properly activated and sensitised by optimal cosmic energy, corresponding physical regions of the body are rejuvenated and higher order emotions are developed. We are elevated to higher dimensional consciousness.

The dynamization of Kundalini when energy passes from one chakra to another spontaneously, is a revelation of spiritual consciousness that leads to the attainment of ultimate *Siddhis*.

**KUNDALINI CHAKRA** : The seven chakras and their main areas of influence, both physical and emotional are given in the following order.

Chakra Name - Location - Physical influence on - Emotional or Personality traits

1. *Mooladhara (Root) Chakra*: Perineum: Excretory Systems: Physical Security & Fear.
2. *Swadhisthana (Sacral) Chakra*: Base of the Spine: Sexual Systems: Self-Expression, Creativity.
3. *Manipura (Naval) Chakra*: Solar Plexus: Digestive Systems: Willpower & Annoyance.
4. *Anahata (Heart) Chakra*: Centre of the Chest: Circulatory and Respiratory Systems: Love.
5. *Vishuddhi (Throat) Chakra*: Throat: Auditory and Vocal Systems: Communication.
6. *Ajna (3rd Eye)*: Centre of head, directly in line with forehead: Eyes & Perception: Intuition.
7. *Sahasrara (Crown)*: Top of Head: Brain and Nervous System: Ecstasy.

In seven chakras, energy spins or whirls with specific speed and definite frequency. In root or first chakra, rotational speed and frequency are the least while in the crown chakra these parameters are highest. The seven chakras are assigned seven rainbow colours, which are : *Red, Orange, Yellow, Green, Blue, Indigo and Violet*. These seven colours have definite frequency and wavelength that lie within our visible range of spectrum. In acoustics, there are seven musical scales like *sa, re, ga, ma, pa, dha, ni*, or *A, B, C, D, E, F, G* which are allocated to seven chakras. These optical or acoustic frequencies can be used to activate the chakras and to accelerate flow of kundalini shakti in the astral body. It may be pointed out that excitation status of wheels or chakras would vary with individual development, physical condition, energy levels, disease, or stress level of the person.

If seven chakras are blocked and not synchronised with each other, cosmic energy cannot flow spontaneously in the astral body causing abnormal variation in our physical or mental state. Basic life forces would be slowed down and the individual may feel restless, tired or depressed. A negative attitude, fear, doubt, etc. would preoccupy the mind that may affect mental equilibrium. Physical body functions will be affected as well and several diseases may manifest. This problem is negotiated by opening the chakras and balancing them properly. When the chakras are open and balanced, they functioning normally, spinning in proper direction to absorb the particular energies needed from the universal energy field. This is best done through the methodical process of regular meditation and pranayama. They are designed systematically to remove the psychic debris that accumulates in the channels and blocks the flow of energy. When the flow of energy reaches optimum level after cleansing, the chakras are said to be open and become favourably balanced. This leads the person to reach higher levels of awareness and elevate to higher dimensional consciousness.

**NADI OR CHANNEL:** Nadis are the astral tubes made up of astral matter. In our subtle body runs complex network of nadis that carry cosmic energy or prana shakti, chi or life-force in the form of psychic current. They are not seen by naked physical eyes, since they are made up of subtle matter. The quality and quantity of this energy, flowing through the nadis resolve overall state of our physical and mental health. This depends on purity of nadis. So the first step in kundalini arousal is the purification of nadis.

**SUSHUMNA NADI:** The central channel “Sushumna Nadi”, known as the Middle Path begins at the base of spinal cord and passes straight up the spine to the highest chakra, the 7th or Sahasrara Chakra. It provides direct passage of flow of energy from root chakra to crown chakra.

**PINGLA NADI:** The right channel “Pingala Nadi”, known as the Sun Channel begins at the Swadisthan Chakra and travels up the right side of our physical body. It crosses over at the Agnya Chakra and provides the conduit for our active or vital energy necessary for mental and physical activities.

**IDA NADI :** The left channel “Ida Nadi”, known as Moon Channel begins at the Mooladhara chakra and runs up the left side of spinal cord, crossing over at the Agnya Chakra into the right side of the brain. It provides the conduit for the mental energy.

**MIND AND BRAIN:** Meditation or Pranayama are considered as powerful tools to activate chakras by controlling the flow of energy through nadis. Meditation is a mind related activity, where mind is focused on a particular object, thought or activity. As a matter of fact mind is quantum mechanically entangled with the brain. Researcher assume, ‘thought pattern of mind translates into brain waves’. They describe thought as energy that causes the neurons in the brain to fire in a certain pattern. Unusual brain wave patterns cause irregular flow of cosmic energy in the channels that ultimately lead to chakra imbalance. So the mind and the brain should have proper coordination during meditation to activate the guided flow of cosmic energy through nadis or channels. This depends on the state of vacillation of our mind and brain. Five different brain wave states are :

1. Delta waves ( Up to 3 Hz)
2. Theta waves ( From 3 to 8 Hz)
3. Alpha waves ( From 8 to 12 Hz)

4. Beta waves ( From 12 to 38 Hz)

5. Gamma waves ( From 38 to 42 Hz)

Human Psycho-biologists describe the characteristics of different brain waves in different meditative state of mind. Fast beta waves (14 Hz and above) are said to be associated with normal waking state of consciousness when attention is directed towards cognitive tasks and outside world. Alpha waves (7-13 Hz) are associated with dreaming and light meditation. Theta waves (4-7 Hz) are associated with sleep and the deepest state of mediation where senses are withdrawn from the external world. Slow delta waves (0-4 Hz) are associated with deepest meditation and dreamless sleep. It is observed, fast gamma wave activity (25-42 Hz) in the frontal lobes increase after meditation. Gamma waves are thought to reflect superior mental activity such as higher dimensional consciousness.

**SIGNIFICANCE:** Cosmic energy plays a vital role in psycho-spiritual as well as vital development of human being. This energy remain stored in the astral body at seven energy centres and flows through nadi or channels in specific way. The cosmic energy which is stored in ethereal body as Kundalini shakti has not been quantified so far. The flow dynamics of this energy in spiritual body of human being has no scientific model so far. This study was conducted to estimate different physical parameters of Kundalini chakras and to justify a scientific model to ascertain how Kundalini shakti streams in astral body.

**OBJECTIVES:** Major objectives of this study are as follow:

1. To develop an streaming-model of Kundalini shakti in human body.
2. To estimate energy contents of seven Kundalini chakras.
3. To estimate temperature of seven Kundalini chakras.
4. To draw a qualitative relation between mind wave and spiritual energy.

**HYPOTHESES:** The chakras are not materially real and are not positioned in the gross body but in the subtle enteric body. Kundalini shakti is metaphysical in nature and does not appear as other forms of physical energies: Heat energy, Sound energy, Nuclear energy etc. This ethereal energy is not related to logical perception of human senses about real physical world. In broader perspectives, this study assumes spiritual energy or Kundalini shakti as physical in character and follows scientific laws and principles related to the material world.

**RESEARCH METHODOLOGY:** This is a theoretical study based on available secondary data. According to Upanishad, optical and acoustic signals can stimulate Kundalini chakras. Seven rainbow colours are assigned to seven chakras. In this study, corresponding frequencies of seven colours e.g., Violet, Indigo, Blue, Green, Yellow, Orange and Red were assumed to incite seven chakras. On the acoustic side, *Solfeggio tones* and *Bija* mantras can arouse Kundalini chakras. So seven Solfeggio tones and seven *Biza* mantras are considered for seven chakras as excitation tools. In the frequency scale of respective colours and sonic signals, mean values are taken into consideration for calculation. Relevant scientific formulae and equations are used to find out specific energy levels, temperature and other physical parameters of chakras.

**RESULTS AND DISCUSSION:**

**ANALYTICAL MODEL:** Scientists think that vibration energy is the primordial form of energy that was emanated in sound forma as 'OM' during Big Bang. This vibration energy is

stored in the Universe as cosmic energy and manifests as light and sound energy along with other forms of energy. Kundalini shakti is a metaphorical form of universal energy which is downloaded in our body and remain stored in Kundalini chakras. It subsists in the form of bio-photons and remains stored in the DNA of our biological systems. Basically Photons and Phonons are quantised energy particles of colours and sound and exhibit wave-like and particles-like characters concurrently. These photons transit across seven energy states of chakras and produce coherent laser-like radiation. This radiation possesses electromagnetic energy which is allegorically predicted as '*Kundalini shakti*' in Upanishads.

Kundalini shakti subsists as bio-electromagnetic energy or acoustic energy in seven chakras and spin around these vortex fields as waves of definite wavelength and frequency. The author assumes that ethereal energy of astral body is quantised and remain localised in seven energy states which are known as Kundalini chakras. So the seven chakras are basically seven quantum energy states of our subtle body. Initially Kundalini shakti or spiritual energy is downloaded to root chakra and remain dormant there. When aroused by some external sources, it moves up to other chakras and recharge them. Quantum particles like Photons or Phonons carry this energy across different chakras. During every transition positive energy is liberated in the form of bio-magnetic energy that supply vital energy or life force to the physical body. During this process of transition of photons other chakras are recharged with optimal energy and got synchronised or balanced. In these transactions, positive or negative energies are emitted and streams through *Ida* and *Pingala* nadi. Once activated, Kundalini energy whirls around the chakras as waves and diffuse in our astral body through various channels or glands.

Researchers think that cosmic energy is converted to acoustic waves by piezoelectric vibrations through piezoelectric connective tissues within our living matrix. Cosmic energy enters the astral body in the form of electromagnetic or sound energy and moves down the Sushumna nadi adjacent to spinal cord. This downward streaming of energy causes vibration of spinal cord, bone matrix and endocrine glands in the brain. Piezoelectric vibration of crystals in the connective tissues, skeleton and brain generates electromagnetic energy that streams as Kundalini shakti in the astral body. Due to the flow of Kundalini shakti in spiritual body, pineal glands synchronise our heart rhythms, modulate our brain waves, control the respiration rate and all other physiological activities in the body. Piezoelectric vibrations generate phonons that amplifies the acoustic waves to organise all levels of our body activities through the living matrix. This state of transformation in the body is known as 'awakening of Kundalini'. Hence, Kundalini awakening process is a complex, multi-dimensional physiological process that is initiated at quantum mechanical level and propagates to psycho spiritual level.

#### ANALYSIS OF DATA:

**TABLE 1.** Seven centres of cosmic energy or the seven chakras in our subtle body along the spinal cord are assigned seven optical colours. These seven optical colours are VIOLET, INDIGO, BLUE, GREEN, ORANGE and RED in the visual range of our physical vision that ranges from nearly 400 nm to 800 nm wavelength. According to Hindu purana, ROOT chakra existing at the base of our body has been assigned RED colour having frequency range 430-480 THz. Mean value of this red colour as considered is 455 THz. Just above root chakra, SACRAL chakra is located in the genital region. The sacral chakra is assigned ORANGE colour having frequency range 480-510 THz, with mean value 495 THz. The third chakra SOLAR PLEXUS

possesses YELLOW colour having frequency range 510-540 THz with mean value at 525 THz. HEART chakra or Anahata chakra is located in the cardiac region. It is assumed to possess GREEN colour in the frequency region 540-580 THz, with mean value at 560 THz. THROAT chakra, the 5<sup>th</sup> in the row, is pale BLUE having frequency range 580-

610 THz with mean value at 595 THz. The sixth chakra THIRD EYE or Ajana chakra has INDIGO tint in the frequency range 610 – 670 THz with mean value at 640 THz.

**TABLE 1 : OPTICAL FREQUENCY RANGE OF CHAKRAS**

No	Chakras / Kundalinis	Colours	Optical Frequency Range $\nu$ THz	Mean Optical Frequency $\nu_m$ THz	Energy eV	$\Delta E$ eV	$\Delta \nu$ THz
1	ROOT Muladhar	Red	430-480	455	-1.879	-	-
2	SACRAL Svadhithan	Orange	480-510	495	-2.004	$\Delta E_{12}=0.125$	$\Delta \nu_{12}=40$
3	SOLAR PLEXUS Manipura	Yellow	510-540	525	-2.168	$\Delta E_{23}=0.164$	$\Delta \nu_{23}=30$
4	HEART Anahata	Green	540-580	560	-2.312	$\Delta E_{34}=0.144$	$\Delta \nu_{34}=35$
5	THROAT Vasuddha	Pale Blue	580-610	595	-2.457	$\Delta E_{45}=0.145$	$\Delta \nu_{45}=35$
6	THIRD EYE Ajna	Indigo	610-670	640	-2.643	$\Delta E_{56}=0.186$	$\Delta \nu_{56}=45$
7	CROWN Sahasrara	Violet	670-750	710	-2.932	$\Delta E_{67}=0.289$	$\Delta \nu_{67}=70$

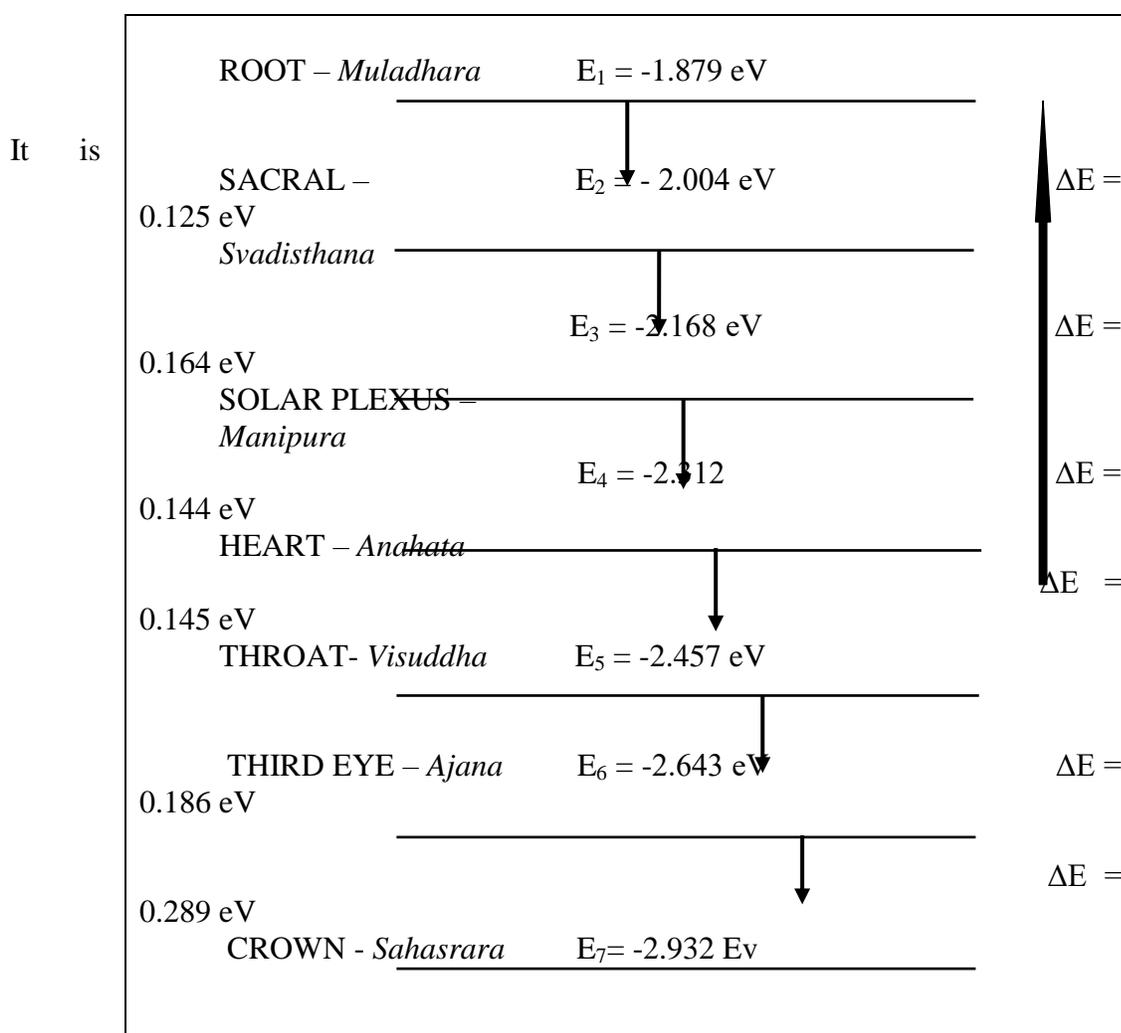
The seventh chakra in the series is CROWN which exists at the top of head skull. Colour of this chakra is VIOLET having frequency range 670-750 THz with mean value at 710 THz. Optical colours are considered here to sensitise Kundalini shakti which is assumed to be electromagnetic in character. Energy of this electromagnetic radiation is calculated on the basis of 'Quantum Theory'. Famous equation of Max Planck:  $E = h\nu_m$  is used as tool to estimate the energy of the photons that belongs to different optical radiation of seven chakras. Here,  $h$  = Planck's constant and  $\nu_m$  = Mean frequency of radiation. Mean frequencies of different colour spectrum, corresponding to different chakras are considered to find energy  $E_n$  emanating from the chakras. Calculation yields the following optimal energy values for seven chakras:  $E_1 = -1.879$  eV,  $E_2 = -2.004$  eV,  $E_3 = -2.168$  eV,  $E_4 = -2.312$  eV,  $E_5 = -2.457$  eV,  $E_6 = -2.643$  eV,  $E_7 = -2.932$  eV. Here negative energy implies bound state of Kundalini shakti which is confined in the chakras and spins or whirls around them. Energies of seven chakras ( $E_1, E_2, E_3, E_4, E_5, E_6, E_7$ ) as calculated above represent the minimum excitation or activation energies of corresponding Kundalini chakras. So additional energy is assumed to thrust in the body by some external source to activate the chakras that remain dormant in their respective locations.

**DIAGRAM 1:** Our body receives primordial cosmic energy from the Universe. Cosmic energy is assumed to enter our astral body through 'Brahma Randhra' at the top of our head. This energy is received by CROWN chakra and streams down the susumna nadi that regulates the flow of cosmic energy in various parts of our subtle body. Susumna nadi is connected with two other

channels viz. IDA nadi and PINGLA nadi. IDA nadi regulates the flow of *psychic* energy in astral body while PINGLA nadi, the *vital* energy in our gross body.

Seven chakras have specific excitation energy as noted in Table:1. In diagram:1 seven quantised energy states of seven chakras are shown. Cosmic energy as received by the body flows down to root chakra and station there. Root chakra is aroused by external incitation to move the Kundalini shakti upward. This energy is partially used to synchronise root chakra and remaining part rises to other six chakras through ida and pingla nadi to recharge them. During upward journey, some energy  $\Delta E$  is released due to transition of photons across the chakras. This released energy is assumed to be positive and surges through pingla nadi as vital energy for activating our mind and body.

**DIAGRAM 1. ENERGY LEVEL TRANSITION IN CHAKRAS**



observed in diagram:1, that CROWN chakra exists in most stable state with highest negative energy  $E_7 = -2.932$  eV. Cosmic energy transits from root chakra to sacral chakra and releases positive energy which is nearly  $\Delta E = +0.125$  eV. For transition from sacral to solar plexus  $\Delta E = +0.164$  eV, for transition from solar plexus to heart chakra  $\Delta E = +0.144$  eV, for transition from

heart to throat chakra  $\Delta E = +0.145$  eV, for transition from throat chakra to third eye chakra  $\Delta E = +0.186$  eV. So total positive energy that flows through pingla nadi and reaches third eye chakra is nearly  $\Delta E = +0.764$  eV. This positive energy supplies vital energy to our body in each cycle of Kundalini vitalisation. It is very interesting to note, positive energy released  $\Delta E = +0.186$  eV during throat to third eye chakra transition is highest of all other transitions. *From these findings it may be concluded that during chanting of mantras, singing, recitation and other throat or vocal cord related activities, vital energy flows in the body at the highest level.* So sonic stimulation of throat chakra may be regarded as most efficient method for inciting vital energy flow in our body. On the other side, least positive energy is released  $\Delta E = +0.125$  eV during root to sacral chakra transition. *So sexual activities or lower chakra transitions are not as efficient as other chakra transition to activate vital energy streaming in the body.*

**TABLE 2 :** Seven chakras are seven centres of divine cosmic energy, latent in the astral body of all human being. Kundalini sakti whirl around these centres in the form of acoustic or electromagnetic waves. Spiritual, Vital and Psychic energies emanate from these points and circulate in the ethereal body through nadi or channels. These energy centres may be treated as metaphysical equivalent of Black Body that liberates Kundalini sakti in the form of black body radiation. So it is rational to think that core of seven chakras have specific temperature and radiate definite amount of energy according to Plank's concept of black body radiation. In this Table:3, Temperature  $T_c$  and radiant energy  $E$  of seven chakras are recorded to bring out a comparative assessment. Standard theories of black body radiation as enunciated by Max Planck, Stephan- Boltzman, Wein and other scientists are applied for the estimation. **Temperature  $T_c$  of chakra nucleus:** According to Wein's displacement law:  $\lambda_m T_c = b$ . Here  $\lambda_m$  is the wavelength of maximum radiant energy and  $b$  is Wein's constant where,

**TABLE 2. THERMAL PROPERTIES OF CHAKRAS**

No	Chakras	Colours	Optical Frequency Range THz	Mean Optical Frequency THz	Temperature $T_c$ K	Energy Emission Watt/mm <sup>2</sup>	$T_c/T_h$
1	ROOT Muladhar	Red	430-480	455	4395	21.15	14.2
2	SACRAL Svadisthan	Orange	480-510	495	4781.7	29.54	15.4
3	SOLAR PLEXUS Manipura	Yellow	510-540	525	5071.5	37.48	16.4
4	HEART Anahata	Green	540-580	560	5409.6	48.70	17.5
5	THROAT Vasuddha	Pale Blue	580-610	595	5747.7	61.80	18.5
6	THIRD EYE Ajna	Indigo	610-670	640	6182.4	82.83	19.9
7	CROWN Sahasrara	Violet	670-750	710	6858.6	106.70	22.1

Normal body temperature is  $T_h = 310$  K. Rate of emission of thermal energy from human body

Wein's constant =  $2.898 \times 10^{-3}$  m-K. From this equation, temperatures  $T_c$  of chakra nucleus are calculated using mean value of corresponding chakra frequencies. It is observed that crown chakra possesses highest temperature of 6858.6 K while root chakra the least at 4395K which is nearly 1.5 times smaller than that of crown chakra. Normal body temperature of a person is nearly  $T_n = 310$  K. Ratio of Chakra temperature  $T_c$  and normal temperature  $T_n$  of human body ( $T_c : T_n$ ) are found to be 14.2, 15.4, 16.4, 17.5, 18.5, 19.9 and 22.1 for seven chakras in order of increasing magnitude. *Temperature of crown chakra is 22.1 times the normal body temperature while that for root chakra, it is 14.2 times.*

**Energy  $E_n$  of Chakra Nucleus:** Radiant Energies of chakras are calculated by Stephan-Boltzmann formula  $E = \sigma T^4$  which is generally applied to work out energy of black body radiation. Stefan's constant  $\sigma = 5.67 \times 10^{-8}$   $Wm^{-2}/K^{-4}$ . It is found that seven chakras emanate 21.15, 29.54, 37.48, 48.70, 61.80, 81.83 and 106.70 Watt  $mm^{-2}$  energy respectively at their ambient temperatures  $T_c$ . *It should be noted that crown chakra radiate cosmic energy on larger scale which is quantitatively Five times that of root chakra. So crown chakra is the most powerful source of psycho-spiritual energy.*

**TABLE 3.** Sound energy is an important tool that can recharge seven chakras. For this reason people resort to chanting mantras, singing devotional songs, sounding bells or giant gongs and blowing conch shells before holy rituals. Sound has amazing power to rejuvenate the body in different levels of physical, emotional, mental and spiritual activities. Sound waves produce vibration energy that adjust the frequencies of seven chakras and tune them to the universe. Seven chakras, located vertically along the centre of our body are vortices of vibration. Chakras are subjected to forced vibration as we focus sonic vibration of specific frequency on them. They are tuned to resonate with the spiritual and mental consciousness.

Our ancient spiritual masters and modern quantum physicists acknowledge that our universe is vibration. Dr. Michio Kaku one of the world's preeminent scientists said, 'Everything is music.' The Vedas state: 'In the beginning there was Brahman: *Nada Brahma* – the World is Sound'. From Genesis in the Old Testament, it is told that *sound is the first creative act of God preceding the manifestation of light*. Sound is the fundamental creative force in the universe.

TABLE 3. ACOUSTIC FREQUENCY SCALES OF CHAKRAS

No	Chakras	Vowel Sounds	Bija Mantras	Solfeggio frequency $n_s$ Hz	Chakra tones based on 432Hz Grid Frequency $n_g$ Hz	$\Delta n_s$
1	ROOT Muladhar	UH- huh	LAM/LUM	396	512,256,128 C	-
2	SACRAL Svadhithan	OOO-you	VAM/VUM	417	576,288,144 D	$\Delta n_{s12}$ 21
3	SOLAR PLEXUS Manipura	OH-o	RAM	528	648,324,162 E	$\Delta n_{s23}$ 111
4	HEART Anahata	AH-aah	YAM	639	729,364.5,182.25 F	$\Delta n_{s34}$ 111
5	THROAT Vasuddha	EYE-I	HAM	741	768,384,768 G	$\Delta n_{s45}$ 102
6	THIRD EYE Ajna	AYE-ay	SHAM	852	864,432,216 A	$\Delta n_{s56}$ 111
7	CROWN Sahasrara	EEE-ee	OM/AUM	936	972,486,243 B	$\Delta n_{s67}$ 84

- A,B,C,D,E,F,G represents the musical notes.
- When sound OM /AUM is chanted, vibration frequency of 432 Hz is generated. As such

The powers and sacredness of vowels have been known for thousands of years. Vowel sounds are considered as the vibration of Heaven. Resonance of sacred vowel sounds with the energy centres of the body is a well known practice in Kundalini arousal process. *AH* sound is a powerful tool for resonating the heart centre. *AH* is believed to be the sacred seed syllable – one of primordial sounds that led the other six chakras.

*Bija* mantras are the root sounds that are used to balance and align chakras. Letters of Sanskrit alphabet are the bijas. There are fifty letters in Sanskrit alphabet that sound with different wavelength and they are treated as *bija* mantras. Some of these letters are assigned to seven chakras. Bija mantras for seven chakras: *LAM*, *VAM*, *RAM*, *YAM*, *HAM*, *SHAM*, *OM*. They are considered as sonic tools and are chanted aloud to harmonise seven chakras.

Vowel sounds or Bija mantras have specific wavelengths and frequencies. In this study, Solfeggio frequencies and 432 Hz-Grid frequencies are considered as sonic tools for chakra tuning. Solfeggio frequencies make up ancient six-tone scale, used in sacred music. These tones were believed to impart spiritual blessings when sung in harmony. The main Solfeggio frequencies are: 396, 417, 528, 639, 741, 852, 936 Hz. and these frequencies are considered in this study for chakra balancing. On other scale, highest *Octaves of 432 Hz-grid frequency* are considered here as they are very close to Solfeggio frequencies. These octaves are 512, 576, 648, 729, 768, 864, 972 Hz respectively.

The study revealed the following:

1. According to Solfeggio scale, root chakra and sacral chakra frequency differs by 21 Hz. As sound energy rises to sacral chakra from root chakra, frequency of sound increases by 21 Hz with a corresponding decrease in wavelength of the wave. This variation is estimated to be least

with respect to all other chakra transitions in Solffeggio scale. In 432Hz grid frequency scale minimum variation of sonic frequency viz. 39 Hz is found for heart to throat chakra transition.

2. In Solffeggio scale, highest variation of sonic frequency is observed to be 111 Hz between throat chakra and third eye chakra which is very close to that 108 Hz of 432 Hz grid scale between third eye to crown chakra transition. In Solffeggio scale, shift of sonic frequencies across 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> chakras are more or less uniform around 100 Hz. But shift of frequencies across different levels of transition is very non uniform in 432 Hz grid scale.

**TABLE 4.** Brain is quantum mechanically entangled with mind that controls the flow of spiritual cosmic energy in our subtle body. As a matter of fact brain is a physical entity consisting of nearly 86 billion neurons and equal number of other cells. Brain activity is initiated by the interconnection of neurons and release of neurotransmitters in response to nerve impulses. On the other side, mind is a metaphysical notion that in turn dictates our brain activity. Relation between brain and mind is a debatable issue for a long time. Researchers found correlation between Kundalini arousal and mind dynamics. Kundalini automatically arises as one resort to meditation and advances spiritually. At the point of unconditional love, the Kundalini is very high in one's spiritual body. As Kundalini rises to higher chakras, the mind slows down. Meditators show slower *alpha* and *theta* brain wave activity, corresponding to lower brain wave frequency. Brain waves are correlated to different awareness levels and that lower the brain wave frequency, the higher would be the awareness level of mind. Fast beta waves correlate with material reality; alpha waves correlate with perception of subtle energy; theta waves correlate with the realization of one's true self ; delta waves correlate with out-of-body experience and a collective and universal feeling.

**TABLE 4 . BRAIN WAVES SPECTRUM**

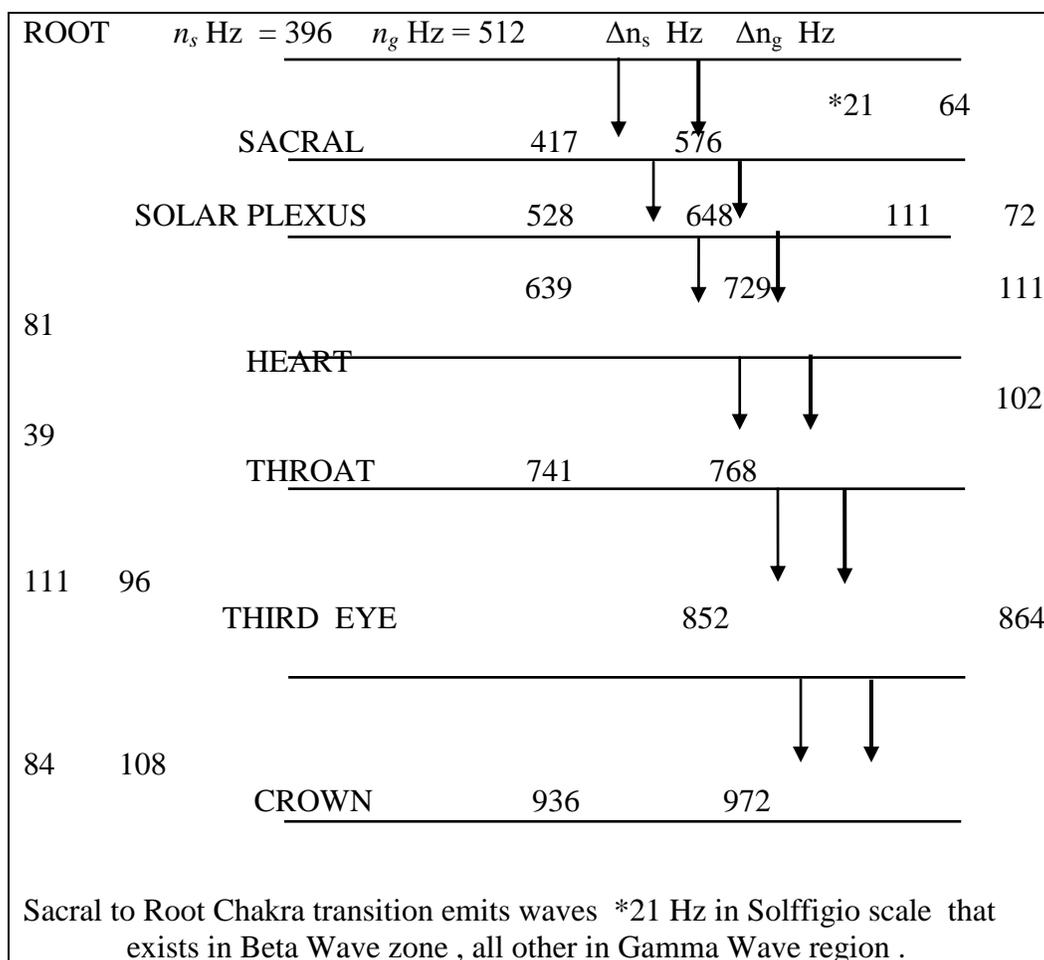
Wave	Frequency Hz	Maximum frequency Hz	Amplitude micro volt	Maximum energy f eV	Impulse
Delta - $\delta$	0.5 -4	4	100	7	Meditative state, Deep sleep, Healing, Regeneration, No body- awareness
Theta - $\Theta$	4-8	8	110	17	Creativity, Memory, Imagination, Intuition.
Alpha - $\alpha$	8-14	14	40	34	Relaxation, Resting of brain, Calmness Alertness, Mind -body coordination.
Beta - $\beta$	14-30	30	11	70	Concentration, Arousal Alertness, Judgemental Intellectual activity,
Gama - $\gamma$	> 30	100	4	140	Universal love, Higher virtues, Expanded consciousness , Spiritual emergence

**Frequency shift:** It is seen from Table:4, as the acoustic waves moves up the chakras from mooladhar to sahasrara, acoustic frequency increases and wavelength decreases. During chakra transitions, frequency level shifts by an amount  $\Delta v$ . In reference to Solffeggio tone, these shifts are : 21Hz, 111Hz, 111Hz, 102Hz, 111Hz and 84Hz respectively for seven chakras. During root to sacral chakra transition, frequency shift  $\Delta v$  lies in  $\beta$ -wave region while in all other transitions, shifted frequencies lie in high  $\gamma$ - wave region of brain waves. So it can be predicted that *due to dominant  $\beta$ -wave activity in brain, Kundalini arises from root chakra to sacral chakra with*

prevalence of concentration, alertness, judgemental qualities of meditator. In all other Kundalini transitions, due to high level  $\gamma$ -wave activity, expanded consciousness, higher virtues, spiritual orientation would develop in the mind. According to 432Hz grid frequency level, all chakra transitions correspond to high level  $\gamma$ -wave activity of brain, that reflects higher consciousness level of meditator. Gama brain waves are the fastest brain wave with higher frequency but with the smaller wavelength. Gamma wave activity of brain are associated with peak concentration and high level of cognitive functioning of mind.

**DIAGRAM 2:** According to the conventional model of Kundalini chakras, universal energy is poured down into our astral body through *Brahma Randhra*, that exist in the form of a small hole on top of head skull. This energy flows through the spiritual channels: *Sushumna*, *Ida* and *Pingala* nadi. Sushumna nadi come down vertically along spinal cord and directly connects to the root chakra at base of our physical body.

**DIAGRAM 2. FREQUENCY SPECTRUM IN CHAKRA**



**TABLE 5.** To activate the latent energy of Kundalini chakras, a laser source of +20 eV is considered as source of electromagnetic energy. This is assumed to focus on the skull of a subject pointing towards the crown chakra. This electromagnetic energy enters the astral body of the subject through brahma randhra and transmitted down to root chakra through sushumna to

activate it. Root chakra consumes -1.879 eV energy to recharge itself. Remaining +18.121 eV energy moves up to sacral chakra through pingla and resynchronise it with - 2.004 eV energy. Residual +16.117 eV energy moves up to solar plexus and retunes it with -2.168 eV. As a result, remaining +13.949 eV flows up to heart chakra which is recharged with -2.312 eV. Remaining +11.637 eV energy spirals up to throat chakra and recharges it with - 2.457 eV. Rest amount of energy +9.18 eV reaches third eye chakra and balances it with -2.643 eV. Remaining +6.537 eV energy reaches the crown chakras and recharges it with -2.932 eV. Finally excess amount of energy +3.605 eV leaves our astral body through third eye after balancing the whole chakra system. These data are recorded in Table:5.

**TABLE 5. FLOW OF ENERGY IN KUNDALINI CHAKRAS:**

No	Chakras	Colours of Chakras	Optical Frequency Range THz	Mean Optical Frequency THz	Recharge Energy eV	Absorbed Energy - $\Delta E$ eV	Surplus Energy +eV
1	ROOT	Red	430-480	455	-1.879	-	+18.121
2	SACRAL	Orange	480-510	495	-2.004	$\Delta E_{12}=0.125$	+16.117
3	SOLAR PLEXUS	Yellow	510-540	525	-2.168	$\Delta E_{23}=0.164$	+13.949
4	HEART	Green	540-580	560	-2.312	$\Delta E_{34}=0.144$	+11.637
5	THROAT	Pale Blue	580-610	595	-2.457	$\Delta E_{45}=0.145$	+9.18
6	THIRD EYE	Indigo	610-670	640	-2.643	$\Delta E_{56}=0.186$	+6.537
7	CROWN	Violet	670-750	710	-2.932	$\Delta E_{67}=0.289$	<b>+3.605</b>

\*Induced energy of excitation is taken to be 20 eV

Chakra	Recharge Energy	Position
7. Crown chakra	-2.932 eV	
6. Third Eye Chakra	-2.643 eV	
5. Throat chakra	-2.457 eV	
4. Heart chakra	-2.312 eV	
3. Solar plexus chakra	-2.168 eV	
2. Sacral chakra	-2.004 eV	
1. Root chakra	-1.879 eV	

**Diagram3 : Energy flow in chakras with recharge energy = 20 eV**

According to the conventional model of Kundalini chakras, universal energy is poured down into our astral body through *Brahma Randhra*, that exist in the form of a small hole on top of head skull. This energy flows through the spiritual channels: *Sushumna*, *Ida* and *Pingala* nadi. *Sushumna* nadi come down vertically along spinal cord and directly connects to the root chakra at the base of our physical body. So energy received by our body through *Brahma Randhra* passes directly to mooladhar or root chakra. *Ida* nadi and *Pingala*

nadi that spiral up around the *sushumna* channel from root chakra, interact with each other at other five chakra centres, except crown chakra. *Ida* and *Pingala* carry spiritual cosmic energy or kundalini shakti in the upward direction. Dynamics of flow mechanism of spiritual energy in three channels is demonstrated schematically in this diagram 3.

**CONCLUSION:** Chakras are sensed as discs or wheels of cosmic energy which is basically metaphoric form quantised energy states of spiritual body. This energy spins round the nucleus of chakras which act as vortices of energy field. In this whirlpool, cosmic energy from the spiritual body becomes denser and denser and converted to vital energy of gross body. Although, nadis and chakras have metaphysical manifestation and operation in the spiritual body, physical centres of gross body have close relationship with these astral centres. The piezo-electric vibrations that are produced in physical centres by external excitation, have desired effect in the subtle centres to convert cosmic energy to spiritual energy. As a matter of fact, *chakras act as*

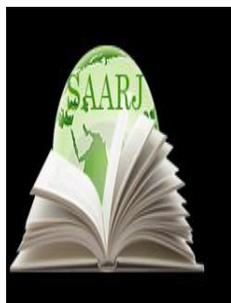
*bridges between subtle body and physical body for the passage of cosmic energy to be converted to physical energy.* Chakras behave like modulation centres for converting astral energy to physical energy and creates link between ethereal body to physical body. Cosmic energy of our astral body is quantised in seven energy states that emerge as seven chakras. Quantised energy transits across the chakras through photons or phonons and liberates vital energy that supplies psycho-physical energy to our gross body. This transition of energy particles can be sensitised by meditation and by inputting additional energy to the chakras through acoustic or optical excitation. This study revealed the following results:

1. Maximum psycho-physical energy is generated during Kundalini arousal from throat to crown chakra transition. So sonic stimulation of throat chakra may be regarded as most efficient method for inciting vital energy flow in our body.
2. Ethereal energy of astral body exists in quantised form and remains localised in seven energy states which are known as Kundalini chakras.
3. Temperature of crown chakra is highest out of seven chakras which is 22.1 times the normal body temperature of man while that for root chakra, it is 14.2 times only.
4. Crown chakra possesses maximum cosmic energy  $-2.932\text{eV}$  which is quantitatively Five times that of root chakra. So crown chakra is the most powerful source of psycho- spiritual energy.
5. When Kundalini rises from root chakra to sacral chakra, dominant  $\beta$ -wave activity is observed in brain with prevalence of concentration, alertness, judgemental qualities of meditator. In all other Kundalini transitions, due to high level  $\gamma$ -wave activity, expanded consciousness, higher virtues, spiritual orientation would develop in the mind.
6. In every cycle of Kundalini balancing ,18 percent of excitation energy as excess amount leaves our astral body through third eye .

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## FERGANA VALLEY: GEO-ECOLOGICAL PROBLEMS AND CONCEPTS FOR THEIR SOLUTION

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### ABSTRACT

*The article covers complex natural geographical studies conducted in the Fergana Valley in the first half of the last century; that is, the study of geology and geomorphology, the study of climate and water, the study of soil cover, the study of flora and fauna, the study of landscapes, the study of complex natural geography, and the concepts of geo-ecological problems formed after the third quarter of last century opinions about.*

**KEYWORDS:** *Landscape Structure, Ecological Situation, Groundwater, Anthropogenic Impact, Meteorological Conditions, Pesticide, Concentration, Idea, And Concept.*

### INTRODUCTION

The Fergana Valley has a complex landscape structure, which is a huge and unique depression among the mountains. It consists of various natural and natural-anthropogenic landscapes in the highlands, such as deserts, hills, mountains and pastures. The ancient use of available natural resources, the extremely high population density (160, sometimes 500 people per km<sup>2</sup>), the large number of manufacturing enterprises have led to extremely drastic changes in the natural environment. Production has contributed not only to changes in the environment, but also to pollution, the impoverishment of wealth. As a result, the local ecological balance has become relatively unstable, becoming thinner and more volatile.

### THE MAIN FINDINGS AND RESULTS

The change of the natural environment in the Fergana Valley and the aggravation of the ecological situation, its geographical location, specific natural conditions and factors, existing territorial and local natural laws and regulations; stability and variability of natural complexes,

nature of economic activity of the population, associated with several other characters, such as the development characteristics of production. The main focus is on the analysis of the land fund by the administrative-territorial structure of the country. As a result, within the administrative units we will be able to identify the state of the land fund, their quantitative and qualitative changes, the state of the environment in the region and possible environmental problems and develop rapid measures to prevent them [7, pp. 14-19].

The fact that the Fergana Valley is surrounded by high mountain ranges and is connected to the Tashkent-Mirzachul foothills by a narrow corridor (Khojand Gate) only in the west, and only the Syrdarya River flows from it, defines its many individual, local features. In this regard, the outflow of many streams, especially from mountain slopes, leads to the accumulation of natural and man-made substances in their conical distributions. The flow of groundwater is saturated with salts, heavy metal ions, petroleum products, pesticides, mineral fertilizers, detergents, industrial waste, etc., dissolving various substances due to the flow of sediments from the layers close to the surface. Consequently, cone spreads are observed not only in the accumulation of salts, but also in the accumulation of man-made wastes, part of which is observed in the transition of the alluvial-proluvial plain to Central Fergana with groundwater flow. That is why Syrdarya water is absolutely unfit for drinking from Uchkurgan.

The presence of mountain winds is typical for the Fergana Valley. The winds are northerly in the north, south in the south, and east in the west. Kokand and Bekabad winds are seasonal, sometimes reaching 15-20 m / s. The abundance of mineral resources in the region serves as a basis for the development of industrial production, but man-made wastes, due to the specific characteristics of the sinkhole, lead to the accumulation of the bulk of them here. The development of various industries and the development of transport will lead to the saturation of the environment with man-made waste.

Existing industrial hubs in Khojand, Kokand, Margilan, Fergana, Altiyarik, Kuva, Haydarkon, Sulukta, Kyzylkiya, Kadamjay, Chauvay, Osh, Jalal-Abad, Asaka, Andijan, Namangan and other places surround the valley and pollute it with various wastes. Due to the complexity of their disposal, waste accumulates in the area, exacerbating the environmental situation. Atmospheric air pollution is caused only by natural factors, such as dust, in this regard; it is worth noting that the weight of anthropogenic impact is extremely large. In the air industrial zone, the REM in the air is 2.2 times more phenol, 14 times more hydrogen sulfide, and 14 times more hydrocarbon [1, pp. 71-76. 87, 90-91].

The aggravation of the ecological situation in and around the city of Quvasoy in 1980-90 is associated with the activities of a cement plant located in the region. Thus, each km<sup>2</sup> area averaged 743 tons of cement dust, 33 tons of lime dust, 542 tons of eol and inorganic dust per year. If, in addition to the cement plant in the city, the phosphorus, paint plants, quartz and reinforced concrete plants, GRES and other manufacturing enterprises, as well as dust, toxic gases and emissions from vehicles are taken into account, the environmental situation will worsen.

Due to the peculiarities of meteorological conditions in the Fergana Valley, ie the stagnation of the weather, especially in summer, the distribution of waste in it slows down, which can be felt in the settlements. In the Kirguli industrial zone of Fergana, bitter smoke (smog) occurs in autumn and winter, which indicates that the atmospheric air is sometimes stagnant, confirming

its pollution. Air pollution has been found to increase from west to east and from north to south. According to the State Committee for Nature Protection (1990, 1994, 1995, 1998, and 2000), the analysis of the dynamics of air pollution in the cities of the Fergana Valley allowed to determine the following results [1, pp. 71-76, 87, 90-91].

First of all, we can see that by 2000, the amount of emissions into the atmosphere has decreased by almost 2 times compared to 1990. However, high levels of air pollution remain in Fergana, Kokand, Andijan, and neighboring cities.

It can be seen that in 1990, the amount of waste in the cities of the Uzbek part alone was 151.3 thousand tons, while in 2000 the total amount of waste in the same cities was 64.0 thousand tons. This is a satisfactory level in any case. According to the study of water use data, the Syrdarya and groundwater in the valley currently generate an average of 25.7 km<sup>3</sup> of life per year (of which 1.1 km<sup>3</sup> is groundwater and the rest is surface water). Experts estimate that more than 18 km<sup>3</sup> of that water is used in agriculture and more than 1.5 km<sup>2</sup> in industry and utilities. Of this, the amount of non-returnable water is more than 8 km<sup>3</sup> per year.

In order to develop the protected lands of Central Fergana in 1950-60, to improve the reclamation of existing irrigated lands in Fergana and Andijan regions, the construction of several main collectors and dense drainage networks was started. Currently, the irrigated area of the valley is occupied by very dense collector-drainage networks, as a result of which the previous positive salt balance was replaced by negative expenditure in the second half of the 1980s, the amount of salt leaving the drainage network is quantitatively higher than income. According to EI Chembarisov (2001), in the second half of the 1990s, the average in Andijan region was 3.6 km<sup>3</sup>, the level of mineralization was 1.3 g / l, in Namangan region it was 1.2 km<sup>3</sup> and 1.6 g / l, respectively, 2.7 km<sup>3</sup> and 2.6 g / l of collector water were generated in Fergana region, the total water volume was 7.5 km<sup>3</sup>. All collector-drainage water is discharged into the Syrdarya. As a result, the river water became polluted and its salinity increased several times. According to experts, the salinity of the Syrdarya water increases from an average of 0.60-0.63 g per liter in Namangan to 1.6-1.8 g at the confluence of the Keles River [2, pp. 135-137].

It was found that up to 13% of mineral fertilizers are washed away during irrigation, with an average of 30% of nitrogen and potassium in the drainage water, and about 1 kg of phosphorus per hectare. In addition, pesticides, heavy metals, petroleum products, and other substances that fall into the soil are found to leach out when dissolved in runoff. Consequently, the Syrdarya water is not only increasing in level of mineralization, but also becoming polluted. Due to this phenomenon, the accumulation of salt in the soil during the irrigation of crops in Mirzachul and Lower Syrdarya is developing.

As a result of the spill of more than 1 million tons of oil at the Fergana oil refinery, a large area of groundwater was polluted. In this case, the concentration of methane (up to 10%), the volume of gaseous hydrocarbons, carbon dioxide exceeded 5% [5, pp. 219-223]. The New Kokand Chemical Plant was launched on the Sokh River cone, which was designed to produce sulfuric acid and ammophos. Due to the fact that the cone distribution is composed of coarse rocks, the water permeability is extremely fast, and there is a clean and fresh artesian water basin with large reserves in the area. After the launch of the plant, the water basin began to become polluted and the flow of polluted water reached the Syrdarya. Due to this, the enterprise was suspended and

adapted for the production of other products. It is unfortunate that when a chemical plant is designed, its environmental impact is not summarized.

Chemical pollution is predominant in groundwater pollution. The main reason for this is due to several factors such as mining, chemical, oil refining industries, application of mineral fertilizers and pesticides to the soil. According to experts, the presence of hydrogen sulfide in the well water around the Fergana furan compounds in the amount of 0.58-2.40 mg / l. The small amount of hydrogen sulfide added to the water also prohibits the use of such water for any purpose [3, pp. 29-87].

The Novkat-Kadamjay-Haydarkon non-ferrous metals and radioactive substances region on the southern slopes remains an active factor in the pollution of mountain groundwater. Heavy metals are found in the groundwater in the Kuvasoy-Fergana-Margilan-Kokand region. This phenomenon is also explained by the presence of an ore zone on the slopes of the Alay Mountains and the migration from it towards the foothills as it melts in the groundwater flow. The fact that the weight of heavy metals is several times higher than REM makes it possible for groundwater to develop various serious diseases when it is consumed by living organisms. For example, the wastes of lead and mercury deposits in Southern Fergana are transmitted to humans and livestock through soil-water-vegetation, causing various endemic diseases in their organs. The impact zone of the mines is facilitating the proliferation of endemic goiter in humans and livestock. Livestock affected by this disease produce 30-40% less product.

In a densely populated and irrigated valley, where water is scarce, the most urgent and priority task should be to use water efficiently and prevent its pollution. According to the data obtained, 3.8 million hectares of the plain part of the Fergana Valley are arable lands. Of this, 1.3 million hectares are arable land, 2.9 million hectares are natural pastures, 1,278,000 hectares are arable land, 137.6 thousand hectares are vineyards and orchards, and the rest is state reserve land. The current use of this land fund is seriously problematic and requires many factors to be taken into account [6, pp. 39-42].

The most pressing problem is the efficient use of available irrigated lands at a time when the population is growing every year, the continuous increase of soil fertility, the introduction of irrigable lands into scientific management, etc. The development of irrigated agriculture in the region, where land and water resources are extremely limited, requires a highly rational use of land. But analysis of available data often shows the opposite. In order to develop new lands, in the early 70's, the hills were introduced into irrigated agriculture. Due to the fact that irrigation was not carried out on the basis of an engineering project with the participation of mature specialists, land development was started by collective farms or small construction organizations without making sure that the hills could be developed for irrigation and without understanding how efficient land use would be.

The hills are mainly composed of layers of conglomerate, sandstone, sand, gravel, limestone, gypsum; the surface of the coarse rocks is covered with thin loess deposits, in some places the layers of sand and sand are completely washed away. The terrain is steep and wavy, weak, moderately indented in places. The water issue in the hills is complicated. As a result of land development without taking into account the specific features of the hills, large areas are covered by soil washing, jar erosion, suffocation, karst events, salinization, erosion and other processes. Therefore, many "damaged" landscapes are emerging in the hill region. Therefore, the

"experience" of development and use of hilly lands is quite dramatic, in this regard, it is necessary to rely on scientific achievements in the use of water and land, as well as the experience of farmers [4, p. 111].

Due to the natural geographical features and reclamation status of the Fergana Valley, the plains and the foothills of the cones are prone to soil salinization. In the 60s and 70s, soil salinity was strongly developed in these areas. The main reason for salinization was due to the extremely low water permeability of lysosim deposits, the abundance of residual salt reserves in them, the unevenness of the soil, and so on. Construction of main collectors (Northern Sokh-Isfara, Achchikkul, Pishkaron, Karakalpak, Fayziabad, Sari Joga, etc.), dense (25-30 m per hectare and more) ditch networks in the 70-80s, and most importantly, the widening of vertical ditch wells scale construction led to a curbing of the soil salinization process in the Fergana Valley, as a result of which the regional negative salt balance began to dominate. Salt accumulation is still occurring in some areas, but can be managed.

Conclusions and Discussions: The Fergana Valley is a typical area where deflation and erosion occur on a large scale. Low mountains and hills are dominated by floods, hail and torrential rains. Experts' opinions on these issues have been published. Erosion is particularly developed in Namangan, Osh and Fergana regions. Only 60-65% of the hilly lands of Namangan region are eroded. In the process of washing the fertile humus layers of soils, their content is reduced to 30-45%, the mechanical composition is roughened. Consequently, washing of the humus layer has a negative effect on the normal vegetation of the plant.

According to A. Kazakov and others (2003), in Namangan region, the slope is 0-10 in 36.7% of the area, the soil is not eroded in this area, and the slope is 1-30 in almost 11% of the area, in dry lands erosion almost does not occur. Lands with a slope of 3-5 and 5-70 account for 19% of the area. In such areas, especially on irrigated lands, erosion has developed to varying degrees. The slope of the remaining lands is more than 70 and they occupy 67% of the area. Erosion on these slopes has the potential for formal development [5, pp. 219-223].

In the western part of Fergana, the wind blows from the Khojand corridor to the valley at a high speed (15-20 m per second) every year to the Altiyarik meridian. In the process, the entire Kokand oasis, especially Dangara and Besharik districts, will suffer serious losses. This means that its environmental and socio-economic consequences must be comprehensive, complex and wide-ranging.

The flora of the Fergana Valley is diverse, a feature that is especially well observed in the zoning of landscapes along its height. In the plains, the area of natural flora has been significantly reduced due to the long-term development of irrigated agriculture and animal husbandry on the hills, the growth of dry farming on the lower slopes, as well as the provision of housing and land.

Rare brush wood forests are rare on small plots along the Syrdarya. In the Kokand forestry, about 10,000 hectares of natural brush wood ecosystems have been preserved. In order to protect crops from the wind, special shelters of several rows of fruitless and fruit trees were built on the banks of canals and ditches, along roadsides, on the borders of farms, starting from the 50s. At first, the reserves were under the control of the state authorities and no one dared to cut them. Later, the reserves were handed over to the collective and state farms of that time.

In mountainous, hilly and low mountainous areas, due to the almost complete absence of vegetation, especially trees and shrubs, they are generally considered to be a place of bare, erosion, flood and torrential rains. That is why landslides, landslides, jar erosion are widely developed. Indeed, there are changes in the direction of increasing the depth of the land fund, pastures, soil cover, and the roughness of the mechanical composition. At their footsteps, everything from mudslides to rockslides is accumulating.

### CONCLUSION:

Based on the above ideas and considerations, the periodicity of geo-ecological problems formed in the Fergana Valley has been developed by us. By studying this periodicity, it is possible to analyze the dynamics of geo-ecological problems formed in the region.

It is possible to develop a system of measures to improve the state of the environment in the region by analyzing the geo-ecological problems that have arisen in the Fergana Valley and the concepts (views, ideas) related to their solution [5, 7].

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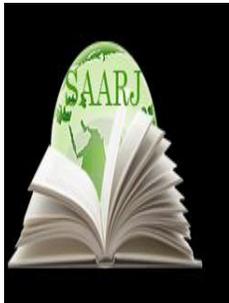
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## THE ROLE OF QUESTIONS AND ASSIGNMENTS IN WORKING ON A LITERARY TEXT

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### ABSTRACT

*The article discusses the issues of teaching students to work with literary texts, interest in reading aesthetic perception of a work of art in general, the use of questions and tasks in mastering the content of the work in the Uzbek language lessons for Russian groups. The reader begins to observe the intention of the author of the work, his attitude to the protagonist, the causes and consequences of events and happenings. This process takes place in connection with the study of the realities of life. Readers who see fictional text are always intimidated by the thought that they need to study literature. On the other hand, a literary work is of great interest to students with its content and life experience.*

**KEYWORDS:** *Work Of Art, Artistic Perception, Visual Medium, Tradition, Custom, Independent, Creative, Problematic, Questions And Assignments, Methods And Techniques.*

### INTRODUCTION

Young people are at the center of all reforms in Uzbekistan. Therefore, the upbringing of a harmoniously developed generation is one of the main tasks of our state. "First of all, we are talking about promoting the rich history of our country, its unique culture, creating the necessary environment and conditions for broadcasting the achievements of world science and literature among young people and the population" [1].

The problem of teaching students to read a work of art is not only the basis for the formation of readers, but also creates wide opportunities for enriching their spiritual world. Based on this, students will be able to perceive the work of art as a whole. The study of the literary text in the Uzbek language classes in Russian groups serves not only to educate the reader who can enjoy

the aesthetics of the work of art, but also to absorb the oriental spiritual wealth that makes up the content of fiction. Working in the Uzbek language helps to understand the psyche, lifestyle, customs and traditions of the Uzbek people. Accordingly, pedagogically and methodologically correct organization of work on a literary text is important in all respects.

In adolescence, there is a need for self-awareness, knowledge and assessment of the moral and spiritual qualities of others, an understanding of one's own feelings and experiences, which leads to the desire to read and study literary texts that can satisfy this need. The reader begins to observe the intention of the author of the work, his attitude to the protagonist, the causes and consequences of events and happenings. This process takes place in connection with the study of the realities of life. Only when his independent research goes in the right direction and leads to the right solution will he be satisfied with his work, inspired to continue this work. All that is needed in these studies is the motivation that gives the reader the right direction, that sometimes leads to the choice of one of two paths, that encourages deep observation. Questions and assignments about the text should serve such a motivating function.

#### The Main Findings and Results

Some teachers of the Uzbek language take an excerpt from a literary work or even a poem as a simple educational text and use methods of working with the text according to the method of the second language: teach the text, learn words and some grammatical materials to explain the content, translate the text into Russian in order to master the content, get answers to questions, retell the content of the text and other similar activities. It is true that it is difficult for a Russian-speaking reader to read and understand a text in Uzbek, and sometimes it becomes the most difficult task for him. But the main goal of reading and studying a literary work is not to assimilate its content, but to understand it artistically. In the process of working on the artistic perception of the work, a deep penetration into the content spontaneously occurs. This is the only way to correctly select and implement the system of methods and techniques. Carefully designed questions and tasks should point to this system of methods and techniques.

Readers who see fictional text are always intimidated by the thought that they need to study literature. On the other hand, a literary work is of great interest to students with its content and life experience. Observations show that there are students in the class who have not read the lesson, and who want to read the rest of the passage to the end, even after the call. This is also the advantage of such texts over insensitive reading texts of the scientific article type.

After reviewing the terms of the assignment, a Russian-speaking student should feel that his hadith is unfounded. Indeed, it is desirable that the questions and tasks do not contain clear signs of studying the theory of literature. Works on the literary text in the Uzbek language represent the work in the context of transferring the knowledge, skills and abilities acquired by the student in the lessons of Russian literature, their use, application to the work in the Uzbek language. It is true that sometimes it is necessary to remember the theoretical information given in the lessons of Russian literature, but still, it should not take the form of a theoretical lesson - a form.

The above is the basis for creating a system of questions and tasks on the literary text, which serves to educate national spirituality in the lessons of the Uzbek language. This can be expressed in terms of the following principles:

- 1) not to focus on mastering the content of the work on the work of art, to focus it only on artistic perception;
- 2) to rely on the knowledge, skills and abilities acquired by students in the lessons of Russian literature;
- 3) to formulate questions and assignments in a way that does not arouse the imagination of studying the theory of literature;
- 4) directing questions and tasks to the understanding of the behavior of the characters, the visual means used in the text, the aesthetic value, the charm of the genre of the work.

An excerpt from a work of fiction can cause aesthetic pleasure in a Russian-speaking reader with a certain literary background (which is formed in the lessons of Russian literature). But for this, first of all, it is necessary to read the text and then understand the content. So, to prepare the student for this, it is necessary to start lexical and grammatical exercises a few lessons before.

Work on a work is aimed at determining whether the emblems that provide an aesthetic perception of the work of art are perceived correctly and to deepen the perception. In organizing this work, the teacher of the Uzbek language will be helped by the first expressive reading of the text, as well as questions and tasks related to the first analytical work. H. Suyunov's research work "Methods of teaching students to work on questions in literature classes" [2] describes in detail what should be the questions and assignments on the work of art in Uzbek schools.

Of course, it is not possible to use these recommendations in the Uzbek language classes of academic lyceums and professional colleges where education is conducted in Russian.

For both the teacher and the student, who becomes the subject of instruction, a task, a creative question that allows solving problems, serves as the key to defining independent, purposeful activity in work. Pedagogical management of the educational process is manifested in the indication of the correct path to the goal, which involves the organization of students' activities in an orderly manner, consistently at the level of new pedagogical technologies. The results of reading and studying each literary material are also taken into account.

Questions and assignments are divided into two types according to their placement in relation to the text:

1. Assignments before reading a literary text.
2. Questions and assignments after the literary text.

In most cases in the textbooks "Uzbek language" before the text "Read the text", "Read the text". Answer the questions ", "Read the story, retell its content in your own words ", "Read and memorize the poem expressively ", "Read the poem expressively and tell us what impressions you made ", "Read the passage".

Researcher K. Jalilov notes that "one of the strategies developed to work with literary texts and help to understand the text in literature lessons is to activate the existing scheme in the reader before reading the text. There are several ways to activate the scheme: to set specific goals for the reader, to ask questions about the essence of the work being read, to memorize knowledge that helps to understand the text, to pre-teach words that are difficult to understand in the text "[3].

Reading a literary text begins with an assignment immediately after the teacher's brief introduction. The assignment refers to the scope of the work to be done in the lesson. For example, "Read the text" means that the work on the text should be limited to the level of reading comprehension.

The methodology uses different approaches to whether students should be asked questions and assignments before reading work on their own: assignments focus students' attention on some important aspects of the work that they may not notice independently, but, on the other hand, on questions and assignments, especially if there are several of them. In this case, it interferes with the direct perception of the work, reducing their interest. This is confirmed by observations.

According to S. Kambarova, a methodologist, "reading any text in its entirety in many cases can lead to a superficial understanding of its content. Naturally, the questions and tasks asked while reading the text enrich the reader's feelings with aspects that were not understood in the previous acquaintance." [4].

Post-text questions and assignments should focus on the mental and emotional development of students, as well as create an appropriate speaking environment for comfortable communication in the Uzbek language in the process of studying the literary text.

In some Uzbek language textbooks [5], the questions and assignments given after the literary text are aimed only at mastering its content. For example, the following assignments are suggested for a passage from the novel "Riding the Yellow Giant": *Read the text carefully. Tell us about how the magic cap helped Hashimjan. Read the text in roles. Explain that a child who is not well educated in school cannot have a profession.* Questions and assignments on some texts also reflected the idea of the work, its connection with life. But these are by no means sufficient for a deep and complete understanding of the literary text.

We consider it expedient to formulate questions and tasks in the context of the sequence in which the activities of the teacher and students are carried out in the study of a literary work. For instance:

- 1) questions and assignments related to lexical and grammatical exercises performed before reading an excerpt from a work of art;
- 2) questions and assignments asked before reading the literary text;
- 3) questions and assignments in the process of expressive reading and during the initial analysis;
- 4) questions and assignments after reading the passage;
- 5) questions and assignments as homework;
- 6) Questions and assignments related to the repetition of what was taught in the next lesson.

In the methodical literature the classification and typology of questions and tasks according to a method of performance, methodical descriptions are various. The manual "Methods of teaching literature in SPTU" offers the following types of questions and assignments: individual, group (for several people), general, ie general questions; questions and assignments for homework and classroom activities; questions and assignments that organize and summarize observations on the text during reading; a wide range of questions and, if necessary, additional questions and assignments indicating where to look; questions on the selection and collection of material, as

well as questions that organize the comprehension of the text; a system of questions for the teacher to talk to students and for independent work; a system of questions aimed at analyzing a single event or a set of events, as well as comparing works, emblems [6].

The above classification includes questions and assignments based on the text read.

Today's demand is based on a compensatory approach, taking into account the talent of the student in education. Such education requires gifted students to be given individual or group tasks. Accordingly, there are three types of question and assignment preparation:

1. Questions and assignments for students.
2. Group questions and assignments.
3. Questions and assignments for individual students.

Naturally, the tasks set for the student differ from the tasks set for the group. Because there are several people working in a group, most of them have to solve problems. Student options will be limited. But in general, it is natural that the task that the gifted student will take on will be more difficult and complex than the questions and tasks that are given to the whole class.

Questions and assignments for the whole class on the study of the work are usually given to students who are well versed. But based on questions and assignments, everyone prepares to the best of their ability. Not giving additional or complicated questions and assignments to gifted students has a negative impact on the activity of the students in the class. When 3-4 students are always asked, they feel that other students do not have enough opportunities and do not take interest in the lesson. It is preferable to have written assignments in mind when assigning homework. The student has to find written answers to several questions and so on. But the fact that these tasks should not take much time from the student stems from the general didactic requirements. Questions and tasks that organize and summarize the work of observing the text while reading are one of the most important types of work done in the classroom. For example, identifying details that help reveal the character of the character, etc.

In Uzbek lessons, detailed questions are rarely used, as well as additional questions and assignments indicating where to look if necessary. This is due to the fact that it takes a certain effort for the Russian-speaking reader to find the word to answer in the text instead of the question word in the creative question and answer creatively (and not the sentence used in the text), but this is not an easy task. A student who does not have practical speaking skills in Uzbek will not be able to give a satisfactory answer to a wide-ranging question in which he will be able to express his thoughts in a few sentences (he can only read a passage from the text).

Questions that focus on the selection and collection of material, as well as questions that organize its understanding, can search for, highlight or articulate visual aids, symbols, words that express the position of the author, and other similar aspects of the text. These materials serve as a basis for describing the protagonist of the work. The system of questions for the teacher to talk to students and for independent work, as mentioned above, should consist of creative questions.

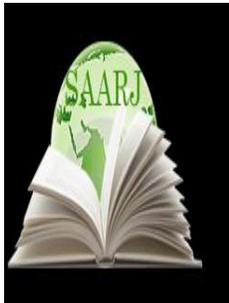
A system of questions aimed at analyzing an individual event or a set of events, as well as comparing works, symbols, is useful when working with gifted students who know the Uzbek language in practice.

**CONCLUSION:**

In short, the study of literary texts that serve to perceive the spiritual wealth of the East in the lessons of the Uzbek language in Russian groups, the correct use of the system of questions and tasks is of great pedagogical and methodological importance in instilling in the reader aesthetic enjoyment of a work of art.

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## MANIFESTATION OF NATIONAL SPIRITUAL FEATURES IN THE SUBJECTS OF SOCIAL POLICY

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### ABSTRACT

*In social policy, the structure of society, the objective potential of the country and subjective factors of management interact with each other, and the identification of these objects and subjects, their compatibility and national-spiritual characteristics is one of the main problems of modern theory and practice of social policy. The article discusses issues such as the impact of the existing social policy on the activities of objects and subjects, the impact of manifestation of national characteristics on the development of society.*

**KEYWORDS:** *Society, social policy, subject, object, economy, politics, spirituality, social sphere, nation, national upbringing, national characteristics, national values, social relations, social relations, citizen, state.*

### INTRODUCTION

It is well known that in subject-object relationships, the subject always has an initiating property representing the side that purposefully acts on the object. The object is the affected side. Many believe that the subject of social policy is the state, and the object is society, but in the process of making decisions in the system of social relations, the subject can also be society, and the object - the state. In any society, social groups, people, or parts of society grouped in a particular direction follow, and they become real subjects of social policy. Groups that do not act on an organizational basis in social processes are inactive formal subjects. Thus, the subject of social policy is an active participant in the processes and relations associated with social policy, having its own competence and responsibility in the development and implementation of social policy in accordance with the procedures established by state legislation. Each subject will have boundaries of impact on society and an object that covers this area. Today's social policy is characterized by its multi-subjectivity and diversity, and its subjects - organizations, institutions,

various socio-legal institutions, government agencies and departments, social and political associations, associations, associations and movements, as independent and real social groups in society. committees, economic entities, local self-government bodies and even commercial structures. In a democratic state, the people are the only source of state power and therefore can logically be the first subject of social policy. But the people act as the main object of social policy, since they exercise their power directly through the bodies of state power. The object can also include society, people, labor resources, social strata and groups, processes related to social policy, relations, mechanisms for implementing social policy. In addition to social groups, the subjects of social policy include secondary organizational structures that serve the interests of this group. For example, in order to further revitalize the higher education system, such structures as the “Council of Scientists”, the “Association of Women Scientists”, and the “Academy of Sciences” can be established. But they are inseparable from the higher education system and are a secondary subject.

### **The Main Findings and Results**

Although the activities of subjects in civil society are independent, the general rules specific to society and the nation, the national characteristics, give rise to their interrelationships. The criteria that govern national norms are national values. Although the rules of society change depending on the type and period of social policy, the basis of national values in the space in which society operates remains. This basis is reflected in the national-spiritual characteristics of independent subjects and remains a criterion that ensures commonality even among conflicting subjects. For example, the introduction of a national education system based on national education in Uzbekistan reflects a specific form of educational effectiveness and determines the development of national society. Based on the concentration, formation and application of national values as a core, the mahalla institute is also essentially national. It is important to take into account national and spiritual characteristics in ensuring the viability of society and the stability of social policy. Citizens are also subjects of social policy. Because their interactions, interactions, will have their place in society, and as a representative of a particular nation, their activities will certainly reflect the characteristics of the nation.

The activity of the subjects, their place in society, the degree of expression of national characteristics depend on the social policy system. For example, the absence of the role of some subjects in the system of administrative command, the fact that they should be the same institution in the existing social system, may be organized in form, not content. They do not fully comply with the functions enshrined in the charter, or even if they do, this activity is adapted to the single ideology of the totalitarian system. In order for a social policy entity to function as a subject and to reflect its national characteristics, it must move from a system of administrative governance to a system of democratic governance. Only then will the basis for the transition to civil society be created. Thus, an important condition for civil society is multiplicity, which actually acts in the social, economic, cultural, educational, legal and political implementation of social policy. Social policy forms an integral system with subjects and objects of all spheres of society, and a broad analysis of all its branches requires the study of society in the economic, social, political and spiritual spheres. We look at the manifestation of national characteristics in the subjects of the industry.

Economic freedom, which is the core of the economic sector, means that everyone has private property. Or, the economy is a set of activities aimed at meeting the socio-economic needs of people [1]. According to another definition, the economy is a socio-organizational economic system that provides the processes of production, distribution, exchange and consumption of socially necessary material goods and services [3]. The level of economic development is a key indicator of the well-being of society. Economy - creates material conditions for the activities of other sectors. However, in a social policy system, the economy cannot be separated from other sectors. Efficiency in the social sphere depends on the economy, budgetary provision, and financial resources of the state. This does not mean that the social, political or spiritual realms are inherently passive. They, in turn, actively influence the economy, its growth, and the progress of society. The political sphere interacts through effective organization and management of the economy, the social sphere through the active participation of labor resources in economic development, which is a key factor in increasing labor productivity, and the spiritual sphere through the formation of labor relations with public labor. While the political basis of the transition to a market economy is the state economic policy, the spiritual and ideological sphere creates a spiritual basis for the formation of a new attitude to production, the harmonization of personal and social interests, taking the population out of dependence. It is on this spiritual basis that the national characteristics of economic entities are manifested.

Sociality is a connection with society. However, in the system of social policy, the social sphere considered by us separately does not mean the totality of all social relations in society. This territory covers a socio-cultural complex, which includes such industries as education, health care, culture. The development of the social sphere depends on the improvement of economic indicators. In turn, the social sphere provides the economic sphere with personnel, socially protects and stimulates them, lays the foundation for the provision of fixed assets - the perfect product of the achievements of science and technology, which is a key factor in economic development. The role of the social sphere in the development of society is also enormous. For example, the education system is a criterion that forms and develops the intellectual potential of a nation. Based on national values, it is important to improve the education system. Because the principle of upbringing based on upbringing has long been the method of our ancestors, in which the national mentality is formed, and this contributes to the development of the state and society and a positive attitude.

The role of the health care system is also great. It is known that indicators of morbidity, disability and physical development are indicators that characterize the health of the population in society. The health care system serves as the main criterion for the formation of a healthy generation of the nation, and health, which is a personal value, is socialized here. In other words, the public health system is a system that serves not only to protect the health of citizens, but also to preserve social values in accordance with national interests. The effective functioning of this system is inextricably linked with all spheres of society. The interdependence of education and health care systems is manifested in the fact that a citizen must be physically healthy in order to think logically. The transformation of medical literacy into a value and an expression of national interests in it takes place at different levels in different regions, including urban and rural areas. At the same time, along with the improvement of modern medical, cultural and other services in remote areas, the priority should be to transform medical literacy into a national and social value by expressing its national significance.

The network of culture and sports, in addition to the global cultural significance, also has a national character, reflecting the national development and national values in the cultural sphere. The spheres of culture, arts, and sports play an important role in uniting nations, promoting the nation, and enhancing its position in the world community, without the need for an interpreter. It is also an important factor in the formation of a person's psycho-aesthetic and spiritual image. Sport has always been an important part of culture. Our ancestors considered this a criterion for physical and spiritual perfection. On this basis, wrestling, kupkari, archery and other national games were held. During the reign of Amir Temur, sports and martial arts were well developed. During the colonial period, our people suffered a lot in this area as well. After all, the center needed a simple, rolling workforce from Central Asia, not alpinists and barchinoys. After independence, special attention was paid to the restoration of national spirituality in the field of physical culture and sports. It has become a tradition to hold special competitions in national games and sports. Back in 1992, the International National Wrestling Tournament was held in Termez and Shakhrisabz. Forgotten theoretical aspects of the national struggle have been revived and recognized by international experts. This is based on an orientation not only towards culture and sports, but also towards the development of society, which is one of the issues considered as an important factor in social policy.

In the social sphere, special attention should be paid to the direction of social protection, especially "strong social policy", which is the main direction in the transition period. Here, the concept of social policy implies the coverage of that part of the population that needs social protection, which is reflected in the social sphere, and not from the point of view of the whole society. This policy has not only social but also political significance, which also requires a targeted approach. Because, firstly, the intensification of economic stratification in society; secondly, that this segment of the population is always infiltrating and perpetuating destructive ideas using the propensity to protest from the existing system; thirdly, as long as this layer is in need of social protection, it will always remain a passive subject of society and its negative impact on the development of society will be prevented. In addition, this policy, as a national value, reflects the age-old traditions of our people and serves national unity. Consequently, each direction of the social sphere has its own function, place and tasks in social policy and is reflected in specific national characteristics.

The political sphere takes into account the interests of the nation and the national characteristics of the subjects leading society to development through political reforms, ensuring the balanced functioning of internal structures, maintaining law and order, harmonizing the interests of society and the individual. Otherwise, society can face decline.

The field of spirituality has become one of the main areas, especially at the height of today's ideological attacks. At the heart of society lies man, and he has a spiritual essence. Spiritual perfection is a measure of a person's humanity and determines his or her way of life. In the development of the spiritual sphere, it is important for people to have a sense of national character and dignity, to be able to see in harmony the interests of the individual and society. Questions of national language, identity, national feelings, national values, patriotism, faith are an integral part of spirituality. The spiritual sphere is an important factor in the development of other spheres, and it ensures integration in the spheres of society.

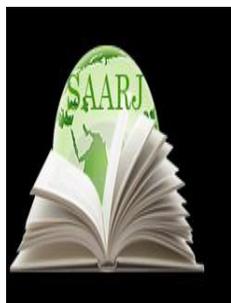
**CONCLUSION:**

In a word, the spheres of society cannot be improved individually. For the development of society, it is necessary to conduct governance and policies that take into account and ensure both their membership and their specific aspects, as well as their national characteristics. Regarding the connection with the national entity, it must be acknowledged that, first, society, due to the nature of its existence, “survives political, social, economic and ideological coming and going.” [5] Any state is a transitory phenomenon of a certain civilization, the development of any society depends on national and cultural values passed down from generation to generation; secondly, social policy is inextricably linked with the foundations of national identity. New relationships, acceptance of values, language, novelty in writing will also lead to a change in the culture and psyche of people.

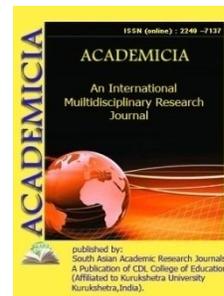
The philosophical aspects of the relationship between national values and national identity in social policy are the same as in public policy: taking into account national and cultural characteristics is a condition leading to the path of independent development; the language, cultural characteristics, values, interests and goals of each nation must be recognized, and conditions must be created for free development; Along with the development of the nation state and society, it is necessary to pay attention to ensuring their harmony.

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## CHARACTERISTICS OF VERTICAL REGIONAL DISTRIBUTION OF SAP IN NATURE

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### ABSTRACT

*The article describes the distribution of sap in vertical zones. As the low plains alternate with the foothills, the middle mountains, and the highlands, the larvae of the aphids are delayed in hatching, their development takes longer, the larvae mature late, and the larvae borne by the founders develop more slowly. In higher regions, more time is spent on the maturation of female females without wings and with live wings.*

**KEYWORDS:** *Low Plains, Foothills, Midlands, Highlands, Natural Landscapes, Founders, Winged And Wingless Live Births.*

### INTRODUCTION

Saps play an important role in nature and human life. These insects, which are a major component of natural landscape *entomocenoses*, have become pests of crops grown in cultivated *cenoses*.

Any extensive and extensive research on sap requires knowledge of their faunal composition, biology, ecology, and other aspects of lifestyle, as well as their vertical distribution. It is the vertical regionalism that determines the vital properties of animals, including aphids. Features ranging from the diversity of biodiversity to the specificity of insect development cycles are related to the distribution of species at absolute altitudes.

### THE MAIN FINDINGS AND RESULTS

The solution of the problems raised by studying the characteristics of the distribution of animals in vertical regions can be found in the example of saplings [1].

In different vertical regions, the species composition of these insects varies dramatically in quantity and quality.

In the conditions of southern Fergana, 143 species of lizards belonging to 5 families (*Pemphigidae*, *Lachnidae*, *Drepanosiphidae*, *Chaitophoridae*, *Aphididae*), 58 genera were recorded. Most of the Shira species are members of the *Aphididae* family, while the fewer species are *Lachnidae*, *Drepanosiphidae*, and *Chaitophoridae*.

TABLE

Families	The number of small families	The number of generations	Number of species
<i>Pemphigidae</i>	3	6(10.34%)	12(8.39%)
<i>Lachnidae</i>	1	4(6.89%) 4(6.89%)	4(2.80%)
<i>Drepanosiphidae</i>	1	2(3.44%)	4(2.80%)
<i>Chaitophoridae</i>	1	42(72.44%)	4(2.80%)
<i>Aphididae</i>	2		119(83.21%)
Total:5	8	58(100%)	143(100%)

In the southern Fergana region, 12 species of the *Pemphigidae* family belonging to 6 genera (8.39% of the *aphidofauna*) have been identified. Of these, the genus *P.umaroviof* of the genus *ProciphilusKoch* feeds on snails. This species has a wide range, ranging from lowland to high mountain range. 2 species (1.4%) of *Thecabius Koch's* genus - *Taffinis* feeds on rabbit (*Ranunculus sceleratus*) and occurs only in the middle mountain region; *T.lupovae* live in poplars and are distributed in the foothills and middle mountainous areas [4].

4 species (2.8%) of the family *Pemphigidae* are *PemphigusHart.* belonging to the genus (*P.immunis*, *P.bursarius*, *P.populi*, *P.vesicarius*) are associated with poplars. These 4 species are common in 3 regions (lowland, foothill and middle mountain regions).

*The Eriosoma Leach.* genus consists of 3 species (2.09%) in Southern Fergana. Of these, *Eriosomalanagerum* (red blood sap) is a serious pest of cultivated apples, distributed in lowland, foothill and middle mountain regions. In the study area, it forms large colonies in apples.

Only one species from the genus *ParaclsetusHeyd.* (0.70%) - *P.cimiciformis* is associated with herbaceous plants (*Equisetum arvense*, *Andropogonhalepensis*, *Poa sp.*) In the study area, and is mountainous and mid-mountainous regions.

In southern Fergana, one species (0.70%) of the *SlavumMordovian.* genus - *S.lentiscoides*, which lives in pistachios, is found in the foothills and in the middle mountain regions. In this region, 4 genera and 4 species of lizards belong to the family *Lachnidae*. Of these, *Cinaratujafilina* is distributed in the lowlands, foothills, middle and highlands, and feeds on spruce. *Tuberolachnus* belongs to the *Mordovian* genus *T.salignus* (0.70% of the *afidofauna*) and is widespread in lowland, foothill and middle mountain regions. It forms large colonies in the willows and severely damages them. *Pterochloroides* 1 species (0.70%) of the *Mordovian* genus *P.persicae* forms large colonies on peaches, almonds, apricots and cherries. It is found in the lowlands, foothills and middle mountains. The only species of the genus *MaculolachnusGaum* (0.70%) *M.subrnacula* is rare in southern Fergana. It was first discovered in Central Asia in 1958 by M.N.Narzikulov in the Muminabad district of Tajikistan, between the *Khazratisho* and

*Kokhitong* mountains, at an altitude of 1000-1200 m above sea level. This researcher described the morphological features of the species by collecting *M. submacula*'s wingless live female females and their larvae from the young triple twigs of the wild rose (*Rosa lutea*).

In the Alay mountain range (Shohimardon, Lake Qubbon, Jordan, Mashalang, Dugoba, Khurjun) at altitudes of 1200 m-2500 m above sea level, *M. submacula* is found near the roots of wild roses (*Rosa kokanica*, *R. fedtschenkoana*) and in the middle and upper in large and small groups. The area has been home to wingless live female, winged live female, egg-laying female and male juveniles.

As the plateau rises from the lowlands to the middle mountains, the diversity of the fauna's fauna increases. In the highlands it is extremely impoverished; the lack of afidofauna is due to the harsh climatic conditions of the area. The lowlands are characterized by xeromorphic and mesophilic species of more algae.

The biology and ecology of aphids change from bottom to top.

The ecology of saplings is closely related to their biology, soil and climatic conditions of the habitat, species of food plants, the presence of *phyto-* and *entomophagous*, and other factors. The *Mediterranean region* is a region where some species of algae live in the same food plant, forming separate ecological shelves with other algae species. For example, the sap of *Macrosiphum rosae* feeds on *Acyrtosiphon catharinae* in a single namat plant. *A catharinae* occupies three parts of the plant's twigs, and *Macrosiphum rosae* has three lower parts. There are many such examples.

Many species of algae found in the middle and especially high mountain regions are characterized by low density.

In mountainous areas, the low density of sap can be explained by high humidity and heavy rainfall. When there is a lot of rain, a certain amount of sap is washed away, and sap cannot withstand the cold caused by it, so the damage of sap is less felt in the highlands than in the lowlands. In the mid-mountainous and higher regions, the low density of sap leads to a decrease in beneficial insects at these altitudes. Some species of tree shrubs (*Maclulolachnussubmacula*, *Tuberolachnussalignus*, *Pterochloroides persicae*) found in the mid-mountain region coexist with large red ants of the genus *Formica sanguine*.

The distribution of sap across vertical zones is inextricably linked to soil-climate, vegetation cover, developmental modifications, and other biological characteristics. When comparing soil climatic conditions in the upper foothills of the western Tien Shan and in the plains of the northern latitudes and the development characteristics of saplings along vertical zones according to vegetation cover, the main difference (relative to sea level) was found in altitudes. It is observed that some shea tribes are not evenly distributed in different vertical regions. As the sap rises along the vertical zones, their ecological shelves in forage plants separate. Due to the decrease in the amount of sap in the upper regions, their degree of damage and changes in the plant (leaf wrinkling, etc.) are less than in the lower regions. Some changes are observed in the color of the sap [2].

The anthropic and middle mountain vertical regions are the richest in aphidology, with a unique aphid fauna. In the upper regions, aphids are declining. The foothills of the central Tien Shan are poorer in terms of species composition than other regions bordering it. Elements of the Euro-

Siberian and Far Eastern forests in the central mountainous region of the Central Tien Shan lag behind in development due to orographic, soil-climatic conditions and absolute altitude, and their development varies by 20-25 days. The middle mountain region has been found to be more suitable for the feeding and development of algae than other regions. In the rocky and grassy mountain deserts of the upper mountainous region of the Central Tien Shan, the development of aphids has been observed in connection with the formation of vegetation. In general, the vertical regions of the Tien Shan have a specific effect on changes in the morphological features, density and other characteristics of the sap [3].

As you move from the lowlands to the middle mountains, the diversity of the fauna's fauna increases. In the highlands, it is very poor - the lack of afidofauna is determined by the severity of climatic conditions.

The sap *Cinaratujafilina*, *Aphis rumicis*, *A. craccivora*, *Macrosiphumrosae*, which are widely distributed in the horizontal and at all absolute heights in the Southern Fergana region, are proof of N.A. Severtsov's law that the horizontal distribution of animals is directly proportional to the distribution of vertical heights.

As it progresses from bottom to top, changes in the biology of intra-species sap are associated with shifts in developmental time periods.

As the low plains alternate with the foothills, the midlands, and the highlands, the larvae of the aphids are delayed from hatching, their development is prolonged, the larvae mature late, and the larvae borne by the founders develop more slowly. In higher regions, more time is spent on the maturation of female females without wings and with live wings. Their generation is declining. The above amphibian generation emerges early. Females and males that lay eggs complete their life cycle until the onset of cold autumn days. Under the influence of mesophilic conditions of the cultural landscape, the xeromorphic features of the saplings are weakened (cellular structures are reduced; the width and height of the tail, head are reduced; the mustache, body, legs and thighs are lengthened).

Under the influence of mesophilic conditions, the proliferation of sap increases, which depends on the nutrient content, optimal humidity and other favorable factors. The ecology of the saplings distributed in different vertical regions (within the species), their biology is closely related to the soil and climatic conditions of the habitat, the species of food plants, the presence of phyto-entomophagous and other factors.

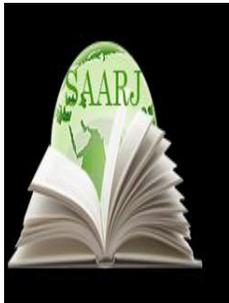
#### **CONCLUSION:**

Many species of algae found in the mid-mountain and high-mountainous regions are characterized by low densities. For this reason, pest infestation is less noticeable in the highlands than in the lowlands. In the higher regions, the low density of the sap leads to a decrease in beneficial insects.

Some indicator species (*Aphis craccivora*, *Myzaphisrosarum*, *Macrosiphumrosae*) describe the vertical-regional distribution of Southern Fergana sap.

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## STUDY OF THE PROBLEMS OF SUICIDAL PERSONALITY BEHAVIOR IN FOREIGN PSYCHOLOGY

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### ABSTRACT

*The article deals with the issues of spiritual ill health of society, the spread of moods of disappointment, nihilism, disbelief in their future, which contribute to the loss of the meaning of life, the choice of a suicidal model of behavior. The author emphasizes that suicide is one of the most acute problems of modern society. At present, they occupy a leading place among the causes of mortality among the working-age population and continue to grow in a number of countries around the world, including in the Republic of Karakalpakstan. The study of various aspects of the causes of suicide is an extremely urgent psychological problem, since in recent years' suicide has been put forward among the root causes of the growing mortality of the population of the whole world and our republic, especially.*

**KEYWORDS:** *Modernization, Globalization, Internetization, Virtualization, Acceleration Of Development, Suicidal Behavior, Moral Crisis, Suicide Research.*

### INTRODUCTION

The Uzbek society quite recently, literally 29 years ago, passed from a state-planned economy to a market economy, from socialist democracy to liberal, from mono-ideology to pluralism. And therefore, all socio-cultural, economic and political transformations are reduced to one thing - the formation of a civil society. Some statesmen and scholars argue that we have already formed the institutions of civil society, while others believe that, although these institutions have been formed, however, their "effectiveness" is invisible.

However, it should be borne in mind that in parallel with the construction of civil society, other processes also occur autonomously, for example, the "waste" and devaluation of moral values, traditional foundations of culture in our modern society. This situation can be defined as a risk

situation. Its sources are: the contradictions of modernization in the modern world, globalization and internetization, virtualization of the economy, accelerated development of all spheres of life. Of course, such a moral crisis against the background of profound changes taking place in society leads to maladjustment of a person, to the growth of destructive tendencies in his development. A modern person often cannot find a positive meaning in his own life due to the destruction of old values and traditions, discrediting new ones, the absence of a culture of ideological reflection that allows him to come to a unique meaning in his own unique way. The "existential vacuum" largely explains social pathologies that are the pain of society: crime, drug addiction, suicide.

The suicide rate as a consequence of social distress is one of the most important indicators of the social, economic, and political state of society. The spiritual ill health of society, the spread of moods of disappointment, nihilism, and disbelief in their future contribute to the loss of the meaning of life, the choice of a suicidal model of behavior.

Suicide is one of the most pressing problems of modern society. They occupy a leading place among the causes of mortality of the working-age population and continue to grow in a number of countries of the world, including in the Republic of Karakalpakstan. The study of various aspects of the causes of suicide is an extremely urgent psychological problem, since in recent years' suicide has been put forward among the root causes of the growing mortality of the population of the whole world and our republic, especially.

The spread of suicidal moods among various categories of the population in the Republic of Karakalpakstan is associated, first of all, with the large-scale destabilization of the relationship of the individual himself with the social environment. Against the background of significant degradation of social institutions in the post-Soviet period, the resulting normative-value vacuum began to be filled with transitional worldviews.

The prevailing socio-economic conditions of modern Uzbekistan gave rise to a feeling of fear and anxiety in most people, which, in turn, created a complex of reasons and conditions for the development of suicidal moods in young people. First of all, suicide is directly related to a person's social integration - that is, the degree according to which an individual feel like part of a large group. Suicidal behavior has both a causative agent, a motive, and a reason, however, in general, suicide is a consequence of the socio-psychological maladjustment of the personality in a transforming society.

## **II. MAIN PART**

It is well known that the problem of suicide is not new, since it has long worried scientists in various fields of science and was the subject of discussion, study and interpretation of scientists of the ancient world (Aristotle, Pythagoras, Plato). Therefore, we began our research by studying the works of foreign scientists-psychologists who, in their works, touched upon various aspects of this problem. A significant contribution to the study of suicide was made by E. Durkheim, K. Mannheim, A. Adler, D. Hume, N.A. Berdyaev, A.F. Koni, M.N. Gernet, V. Frankl, V.M. Bekhterev, I.A. Sikorsky and many others.

Analyzing the literature on this topic, we drew attention to the fact that it is widely covered from the point of view of psychology and jurisprudence. But, unfortunately, in sociology, the problem under consideration has an autonomous approach, despite the fact that in recent years a number

of dissertation studies have been carried out. Thus, various aspects of deviant behavior are devoted to the dissertations of Yu.V. Dulin's, H.A. Djarimova, V.N. Kochiyan, N.M. Belgarokova, N.V. Derevianchenko, I.A. Novikova and others. However, these works did not raise the problem of suicide as an independent one, much less analyze it in the context of sociological theories.

It should also be emphasized that suicide, as an act of human behavior, is reflected in all religions and in the overwhelming majority of cases is condemned, with the exception of some religions, where the act of self-immolation of a woman along with the corpse of her husband is approved as a manifestation of the wife's loyalty to her husband (among the peoples of India).

The term "suicide" comes from the Latin "sui" - oneself, "caedere" - to kill that is, and means the human act of self-removal from life.

According to the classical definition of E. Durkheim, the author of the first fundamental work on suicide, "Suicide is called every death that is directly or indirectly the result of a positive or negative act committed by the victim himself, if he knew about the expected results". [10]

We believe that the most concise definition is the definition of Russian suicidologists Y. Gilinsky and P. Yunatskevich. In their opinion, "Suicide is the deliberate (intentional) deprivation of life". [7]

According to the definition of S. Avanesov, suicide is a conscious, voluntary and purposeful achievement of death by a person, carried out on his own. [1]

The basis for the scientific development of suicidology was the classic philosophical treatises on suicidology by Plato (Phaedo), Lucretius (About the Nature of Things), Seneca (Moral Letters to Lucilius), D. Hume (About Suicide), I. Kant ("The Metaphysics of Morals"), A. Schopenhauer ("The World as Will and Representation"), E. Durkheim ("Suicide: A Sociological Study"), W. James ("Is It Worth Living?"), N. Berdyaev ("About suicide"), A. Camus ("The Myth of Sisyphus"), J. Batay (Tears of Eros), M. Blanco (Death as a Possibility), J. Derrida (Gift of Death), A. Kojev (The Idea of Death in Hegel's Philosophy) and etc.

The multidimensionality, multifactorial, polymodality of the problem of suicide forces researchers to study its various directions. So, for example, the social aspects of suicide were the subject of research by P.F. Bulatsel, M.A. Gubsky, A.V. Mikhachev, N. Mukhin, P. Olkhin and T.K. Sheinis.

The cultural, anthropological and ethnographic aspects of suicide were reflected in the works of V.G. Bogoraz, D.K. Zelenina, A.N. Makhovikov. In their writings, the authors point to the role of cultural and ethnographic factors both in the origin and in the forms of resolving suicide.

The psychological aspects were studied by A.G. Ambrumova, T.A. Donskikh, Ts.P. Korolenko, S.G. Smidovich, V.A. Tikhonenko, Ya.I. Gilinsky, P.I. Yunatskevich, who note the multifactorial nature of the origin of suicide, certain personality traits of suicides and their social nature of origin, the great dependence of suicide on external socio-economic factors.

In the works of V.M. Bekhterev, John Locke, G.M. Dzedushitsky, A. Nevzorov, G. Spencer, the importance of education, the micro-society of the individual in the prevention of suicide is noted.

In recent years, such a form of suicide as euthanasia has been increasingly reflected in the

literature on suicidology, where information on the results of research by D. Humphrey, F. Foote, B.G. Yudin.

Historical analysis of the positions of world famous philosophers shows that Socrates was an unwavering supporter of the prohibition of suicide. Plato supports Socrates and at the same time finds situations to justify suicide.

Aristotle in his comments supports and argues for Plato's position.

The ancient Armenian philosopher David Anakht admits the following six reasons for which suicide can be justified:

- With a lack of funds for subsistence;
- Illness accompanied by severe pain;
- A hopeless situation (captivity, threat, torture);
- Deep old age;
- Coercion into an unholy or degrading action;
- A common misfortune (the prospect of taking the city by enemies).

Scientific analysis of the above positions and arguments shows that suicide is the result of a special psychological state of the individual based on the strong influence of society on her. And this is clearly expressed in the definition of N. Berdyaev: "Suicide is a psychological phenomenon, and in order to understand it, you need to understand the state of mind of a person who decided to commit suicide ... The psychology of suicide is, first of all, the psychology of hopelessness ...". [3, pp. 89-112]

We emphasize that M. Dutkin in his dissertation research gives interesting facts, approaches, definitions, positions of famous philosophers, scientists, founders of suicidology. Thus, the author tries to systematize the interpretations of suicidal behavior and, on the basis of this, makes an attempt to generalize them in three main suicidal behaviors.

In his research, M.P. Dutkin makes a number of mistakes, but this in no way underestimates the value of the results of his dissertation research. Most likely, the author, not realizing the essence of the issue and being not a specialist in either psychiatry or psychology, replicates the mistakes of others.

First, the author, referring to the WHO, claims that "90% of suicides in the world are committed by people with mental disabilities, citing a source". [9] At the same time, the same error is trying (distortedly) to substantiate the judgments of famous scientists (A. Shopangauer, E. Durkheim, N. Berdyaev, K. Jaspers, D. Shepilov), making a reference to them, that they indicated the connection between suicide and anomalous personality traits, as well as the harmful effects of alcoholism and drug addiction.

Quotations from the works of the above authors (A. Schopenhauer, E. Durkheim) from the point of view of psychological science, we can assume that we are talking about accentuated personalities. [17]

According to the quote taken from the work of N. Berdyaev, one can clearly see that a person during suicide is in a state of passion, and not during a stage of exacerbation of mental illness.

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In addition, we do not entirely agree with the interpretation of the causes of suicide among Yakut women, set forth in the work of D. Shepilov, to which M.P. Dutkin. Not excluding the disease in some cases, WHO has proved that the prevalence of the number of completed suicide of women over those of men in the overwhelming majority of cases is caused not by specific diseases of the individual, but by the "disease" of society, region, country, their socio-economic level of development. The lower the quality of life, the closer, if not prevailing, the number of completed suicide in women in comparison with men.

M.P. Dutkin, setting out the presence of modern views (75% - mentally healthy, 25% - with mental illness), nevertheless clearly shows the invariability of his views ("the bulk of suicides are mentally ill"), completely incorrectly referring to the experience of foreign experts from China, who also focus on unemployment, sharp social and economic changes, noting mental illness, drug addiction, alcoholism, family conflicts and life problems in general as the main reasons for the increase in suicide.

A very controversial and insufficiently effective, in our opinion, is the practical proposal of M.P. Dutkin that "all potential suicides should receive qualified help from a psychotherapist and psychiatrist, since they suffer from so-called "masked "(undiagnosed) mental disorders of varying degrees in the form of neuroses and characterological personality traits (mainly, this is a depressive syndrome of varying degrees ), that is, society should not have a condescending attitude towards suicides. [9]

First, today, society is not capable of universally and skillfully identifying all potential suicides. Secondly, not so much psychiatrists as psychologists should work with potential suicides, since the registration of a psychiatrist to a certain extent narrows the scope of the personality's perspective.

The results of the dissertation research by T.G. Kosheleva, who studied "Medical-psychological and social aspects of suicide prevention in children and adolescents". [11] According to the results of the study, the maximum number of suicides was committed in the autumn-winter period and early spring with a peak in January, while their number is minimized in the summer period.

According to the test results, anxiety and depressive manifestations were noted in 68% of patients aged 13-15 years. In the structure of depressive symptoms, the most pronounced were such indicators as: suicidal intentions, depressive mood and guilt. Of the surveyed respondents, 68% of suicides showed symptoms of anxiety and depression. At the same time, children of relatively young parents were more prone to attempted suicide.

A link has been found between suicidal behavior and family structure. More suicidal attempts were observed in single-parent families, relatively complete families, moreover, with alcoholization of the father and mother.

An interdependence was also found between suicidal activity in the group and the severity of somatic pathology in adolescents. Variables such as impaired REG ( $z = 0.92$ ), ECHO ( $z = 0.88$ ), EET ( $z = 0.79$ ), and the presence of perinatal pathology ( $z = 0.74$ ) directly correlated with the frequency of suicides among the subjects. The results of her research show that more than half of the suicides have a poor somatic status.

When preventing suicide, one should pay attention to and take into account the fact that none of

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the suicides discussed their feelings with their parents or peers, despite the fact that 79% have a loved one with whom they would share their problems.

Conflicts in the family, more precisely parent-child conflicts and conflicts between parents, were more often indicated as the reason for the emergence of suicidal thoughts and intentions.

Difficulties in communicating with peers and isolation in the class were noted by 23% of suicides. In addition, 19% of adolescents have tensions in the family, frequent quarrels and a lack of understanding with relatives.

According to the research results of T.G. Kosheleva, the vast majority of suicides have parental families with a low social status, they are brought up in unfavorable conditions.

Of the suicides, 40% are from single-parent families, 44% of the respondents have unemployed parents, and 20% of families have alcohol abuse by one or both parents.

According to the analysis of the results obtained in the study of adolescents of the general population, adolescents of high suicidal risk identified among them, according to the author, are characterized by a high level of anxiety, a depressive mood background, a low level of self-esteem, difficulties in social adaptation, a tendency to antisocial behavior, alcohol and drug abuse. ... 58% of adolescents have an increased degree of sensitivity, 32% have suicidal thoughts.

The sociological aspects of suicide among minors as a form of deviant behavior were the subject of research by G.S. Galstyan. "According to the Serbsky State Scientific Center for Social and Forensic Psychiatry, for more than 15 years in Russia, about 2 thousand child and adolescent suicides have been committed annually. If in the world adolescents aged 15-19 commit 10 suicides per 100 thousand of the population, then in the Russian Federation there are 38 suicides". [5]

From the point of view of sociology, suicide is regarded as deviant behavior. According to E. Shir, 20% of incomplete suicide is committed by children and adolescents, 18.5% of suicides occur in children aged 10-14 years, 36% of suicidal attempts are observed in girls 15-17 years old. [6]

In the Russian Federation, 17 children commit suicide with a fatal outcome every day. 70% of suicides are committed by mentally healthy children.

At the age of 9-10, more suicides are committed by boys, from 16 to 18 years - by girls. The age of 13-14 is equally dangerous for both boys and girls. The vast majority of suicides under the age of 10 are committed by children because of the abuse of the child in the family, ignoring him as a person. Moreover, 70% of suicides are committed by children from outwardly prosperous families. Children make 9 out of 10 suicide attempts at home. [5]

A.G. Ambrumova considers social and psychological maladjustment of the personality to be the main reason for suicidal actions. [2, pp.7-25]

A.E. Lichko among the most common causes of suicide among adolescents includes:

- loss of a loved one;
- a state of overwork;

- wounded self-esteem;
- Destruction of the defense mechanisms of the personality, as a result of the use of alcohol, hypnogenic psychotropic drugs and drugs;
- Identification with a person who committed suicide;
- Various forms of fear, anger and sadness for different reasons. [12]

Currently, another reason for suicide has appeared - the Unified State Exam (USE). In addition, according to A. Grebinkina, M. Gorshkov, F. Sheregi, the family is one of the leading factors in suicidogenesis. The following statistics can serve as a basis for this judgment:

- Close relatives, mainly adult family members, introduce adolescents to the first sample of alcohol (on average 13-9 years old);
- the number of adolescents who abuse alcohol per 100 thousand peers was 827.1 hours, which is three times more than the coefficient of alcoholism for the total population of Russia;
- among young people aged 11-24 years, 46.5% (13.3 million people) live in families burdened by various serious problems, including 20.9% (6 million people in families where one or both parents abuse alcohol; 1.8 million live in families where systematic marital and parent-child scandals; 1.1 million are constantly abused in the family; 229 thousand have constant physical abuse; 57.2 thousand have drug addicts, etc.). [8, pp. 22-37]

### III. RESULTS AND DISCUSSIONS

We believe that all of the above can stimulate suicide among young people.

The results of the dissertation research by M.V. Chernobavsky, who studied the medico-social aspects of suicide among adolescents. [15] In this study, the statistics of suicide among peoples of different countries was subjected to a comparative scientific analysis, differences in the frequency of suicides in boys and girls, the relationship of suicide with the seasons, days of the week and holidays were revealed. When comparing data on suicide in the Ryazan region and the Russian Federation, the author identified regional and gender and age characteristics.

Of great scientific interest are materials on the causes and factors of suicide that stimulate suicide, as well as age characteristics in relation to other factors.

Of particular value are the recommendations and developments introduced into the practice of suicide prevention. The general pattern is an increase in suicides at the age of crisis, which begins in the middle of life: in men - after 45 years, in women - after 55 years.

In Russia, 20% of completed suicides among men are at retirement age, while among women retired suicides make up almost half.

Sufficient commonality of the above trend is noted in comparison with statistical data, the availability of research, and at the same time there are significant differences, which, in our opinion, are due to the way of life, ethno psychological, ethnographic (traditions, customs, rituals), ethno-regional, ecological, socio-economic and other factors of the peoples living in Russia (Ryazan region) and the Republic of Karakalpakstan.

According to the results of the study, several features of suicide in Russia have been identified. First, the prevalence of suicide men over women. According to M.V. Chernobavsky, "over 80%

of suicides in our country are among men". [15] According to the interpretation of this phenomenon, a large quantitative superiority of completed suicide, as can be seen from the results of the study, is in the male population. The author explains this by the pronounced alcoholization of men relative to women.

When analyzing suicide in minors, it was found that the "peak" of suicide in boys is at the age of 9-14 years, in girls at 15-18 years.

The suicide of children is more often carried out at night. This is apparently due to the seriousness of intentions. Significantly more completed suicides occur on Sundays and holidays. In our opinion, this is due to the significantly higher consumption of alcohol on Sundays and holidays, as well as more intensive communication between family members on rest days, when, under alcoholic intoxication, family conflicts can be more acutely emotionally sensitive. In addition, on Sundays and holidays for a certain category of suicides, when people close to them are busy with the worries of Sundays and holidays, it is very convenient to realize their intentions to end the suicide.

British scientists found that suicides among nurses were 4 times more, and among doctors - twice more than in other professional groups.

In the United States, suicidal thoughts arose in one in 16 surgeons. [15]

Swedes with a low level of intelligence, growing up, more often resort to suicide, while in Russia, completed suicide is more often observed among smart people.

According to Durkheim, the greatest propensity for suicide is observed among Protestants, and the least among practicing Judaism.

British researchers have shown that white Americans are more likely to commit suicide than African Americans or those who migrated from Latin America.

In India, suicide was and remains one of the characteristic features of ritual life. They consider the best sacrifice that a person can make to the gods - this is himself, a suicidal widow, etc.

In Italy, the attitude towards suicide is the harshest and critical.

In England, suicide was considered illegal until 1961.

The processes of separation of individual individuals in relation to social groups can be characterized by the definition - anomie, i.e. the general state of disorganization of society.

According to A.G. Ambrumova "... suicide is a consequence of the socio-psychological maladjustment of the personality in the conditions of the experienced and unresolved micro-social conflict". [2, p.7-25.]

Modern suicidologist M. Farber: "Suicide is a deliberate, deliberate and rapid deprivation of life". [18]

In social and legal psychology, the dissertation research of M.Yu. Puchnina on the problem of criminal suicide of minors. [13]The author revealed the real scale of the phenomenon of criminal suicide of minors and the degree of their involvement in information flows associated with criminal suicide.

M.Yu. Puchnina developed her own methods for monitoring the information space to identify

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minors involved in organized forms of suicidal behavior with the aim of early prevention of criminal suicide.

The author also identifies three main subspecies of criminal suicide:

- Individual impact on a specific person in the form of driving to suicide, inducement to suicide or assisting suicide;
- Group informational impact of a destructive nature on members of the informal community ("suicide clubs", "death groups", "criminal cyber suicide");
- Training of perpetrators of terrorist acts, suicide bombers ("suicidal terrorism").

It should be emphasized here that on the basis of the results obtained, a substantial revision was made to a number of articles of the Criminal Code of the Russian Federation.

The practice of suicide has been known since ancient times. During lean years, in order to preserve and continue the family line, the oldest members of the communities committed suicide (altruistic suicide).

The peoples of India self-immolate the corpse of their husbands at the stake with the conviction that they will be together in the other world.

Philosophers Diogenes, Socrates, Seneca passed away as a result of suicide.

The Japanese have "hara-kiri", "kamikadze". And also until recently, mass suicides.

According to the dissertation research by G.M. Valitova, who studied the medico-social aspects of suicide among children (0-14 years old), 69.8% of children attempted suicide at home. In the first place are students of general education schools (52.45%), in second place are from auxiliary schools (29.4%), in third place are students in higher educational institutions (9.5%). [4]

The author's study clearly shows the correlation between suicide in children and suicide among close family members. When studying the materials of refusal cases among children, the motives for suicide were established: family conflicts - 22.1%, conflicts with peers - 10.7%, school conflicts - 7.6%, love conflicts - 5.3%, rape - 5.3% %, loss of a significant friend - 3.8%, guilt - 3.1%, and somatic illness 0.8%.

The leading place among the reasons in cases of attempted suicide in children was occupied by family conflicts (27.8%). Among the forms of attempts, in 41.3% of cases, suicides resorted to self-cuts, falling from a height, drowning in the bathroom - 24.6%.

Most of the suicides preferred winter time (35.7%), spring (27%) and autumn (22.2%) as the time of year.

To improve preventive measures for suicide, it is proposed to organize various forms of medical, social and psychological assistance to the population in general and children in particular.

Considering that more than 50% of completed suicides both in the world and in Uzbekistan claim the lives of young people aged 15 to 34, the results of S.V. Shamkova, dedicated to the study of the social characteristics of suicides among youth. [16] The value of the results of this work lies in the fact that the author demonstrates the need for a transition from a psychiatric model of prevention and care to a social model.

The author also believes that the most suicidal age is for women from 15 to 19 years, and for men over 23 years old, a significant part of whom are respondents from incomplete, often asocial families, with a low level of education with the presence of bad habits.

Special attention should be paid to the recommendation of G.M. Valitova on the need to ensure clear interdepartmental interaction on the prevention and reduction of suicide. This proposal has been put forward by G.B. Shoumarov in Uzbekistan.

Based on the analysis of the work of S.G. Smidovich, the typology proposed by the author has been supplemented and edited by us. [14, P.74-79] Moreover, it is scientifically interpreted. So, for example, S.G. Smidovich distinguishes two types according to the prevalence of suicide: European and Asian.

With the European type, the prevalence of suicide in the city is noticeably less than in the countryside. In Asian, on the contrary, there is more suicide in the city than in the countryside. At the same time, the author classifies the Republics of Central Asia, Transcaucasia (except Georgia) and Kazakhstan as the second type, where the level of urban suicides was twice as high as in rural areas.

#### **IV. CONCLUSION:**

According to the results of our own research, we propose not two, but four types. At the same time, we admit that with a special study and improvement of this typology of suicide, their number can be much greater. Thus, we offer the following types:

1. The type with the prevalence of the epidemic in cities - the urban type.
2. Type with prevalence of the epidemic in the village - rural type.
3. Mixed, i.e. combination of "urban type" with "rural type" in one line of the region.
4. A class with epidemics around a big city. For example, Tashkent region or Nukus district of the Republic of Karakalpakstan.

The names "Asian", "European" are rather conventional and scientifically unfounded, since the Trans Caucasus is not geographically an Asian region. In Uzbekistan itself, the so-called S.G. Smidovich European type.

In addition, they can lead to ambiguity, inaccuracy and ambiguity in the formation of ideas among managers, but not specialists, about the epidemiology of suicide in their country or region.

In our opinion, the typology of suicide based on epidemiology needs further improvement.

There are all four types in Uzbekistan. Within the framework of the Republic of Uzbekistan, including Karakalpakstan, the mixed type should be called, within the Kashkadarya and Surkhandarya regions - the rural type, in the Tashkent region and Nukus region - the fourth type with epidemiological foci around the big city, the city of Tashkent - the second type - with the prevalence of the epidemic focus of suicide in the village.

A large percentage of attempts on their lives are committed by those who do not study and do not work.

As noted in previous works, the main causes of suicide, according to the results of S.V.

Shamkova, are conflicting relationships in the family and with a loved one, a significant person. In men, such attempts at suicide are noted in a state of alcoholic intoxication. A high percentage of repeated assassination attempts remains. The most popular methods for attempting to kill one's life are drugs and self-cutting, hanging and drowning.

On the basis of the study, the author notes the following features of society that affect the deviant, including suicidal behavior of young people. These include:

- Instability, inconsistency of processes in the economic, political, socio-cultural sphere of Russian society;
- High criminalization of society, a tendency to a decline in morality, growth without spirituality, social insecurity of youth;
- Lack of information, inadequate understanding of the established new principles, norms and values;
- The tendency towards the dominance of negative samples of Western and domestic culture, promoted by the mass media and their negative influence in the process of personality formation;
- Low efficiency of socialization institutions, family crisis.

It will be appropriate to note that a number of the above conclusions take place, sometimes even in a more pronounced form, in Uzbekistan in general and in the Republic of Karakalpakstan in particular.

It should be noted, however, that the aforementioned tendencies of society are observed in any country during the transition stage.

However, the main thing is how quickly this process will take place without any particular complications in the socialization of the personality of youth. Protraction of these undesirable tendencies in years often leads to the rooting of a number of them, with which then society will struggle for several decades, losing years, the well-being of the people, trust in the policy of the government and the leader of the country, and the most important irreparable loss is the life of the young, mature, healthy people.

At the same time, we believe that negative tendencies should not merge with the mentality, with the life values of indigenous peoples, since otherwise it will be very difficult to eradicate and eliminate from the life of society. The reason will be the personal interests of the leading elite of the given society. This should be borne in mind both in the elimination and in the prevention of such negative trends in the life of society and the country.

It should also be added that the "biological basis of suicidal behavior" was the subject of a special study by M.S. Zinchuk, A.B. Gekht, N.V. Gulyaeva, A.S. Avedisova, R.G. Akzhigitova and M.N. Grishkina.

The epidology of suicide, the great loss of human resources and the multifaceted nature of the problem led to the development of the concept according to which suicide in the classification of mental disorders is beginning to be considered as an independent transnosological unit. This is reflected in the American classification system DSM-5. [19, pp.79-91]

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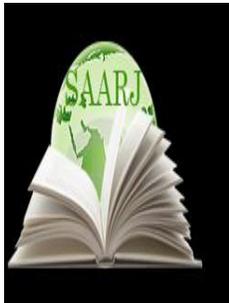
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**FAUNISTIC COMPLEX OF PHYTONEMATOD OF POMEGRANATE  
 AGROCENOSSES OF SOUTH UZBEKISTAN**

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**ABSTRACT**

*The article provides data on the faunistic complex of phytonematodes of pomegranate agroecosystems in southern Uzbekistan. The study revealed 128 species of plant nematodes belonging to 54 genera, 30 families, 7 orders and 3 subclasses. It has been established that the species *Eudorylaimus pratensis*, *Cephalobuspersegnis*, *Eucephalobusoxyuroides*, *Chiloplacusclerovaginatus*, *Ch. propinquus*, *Panagrolaimusrigidus*, *Rhabditisbrevispina*, *Aphelenchusavenae*, *Aphelenchoidesparietinus*, *A. bicaudatus*, *A. blastophthorus*, *A. composticola*, *A. graminis*, *A. limberi*, *Filenchusfiliformis*, *Tylenchorhynchuscylindricus*, *Quinisulciuscylindricus*, *T. claytoni*, *Helicotylenchuserythrinae*, *Pratylenchuspratensis*, *P. crenatus*, *Meloidogyne incognita*, *M. javanica*, and *Ditylenchusdipsaci*.*

**KEYWORDS:** *Pomegranateagroecosystem, rootsystem, rhizosphere, parasitic phytonematodes, ectoparasitic perforators, end parasitic perforators.*

## INTRODUCTION

Today in the world providing the population with high quality fruits is one of the most important tasks. Especially, in recent years, the high harmfulness from parasitic plant nematodes of fruit trees and shrubs has led to a decrease in productivity and deterioration in the quality of products. Therefore, the disclosure of the diversity of phytonematodes in different agrocenoses, the peculiarities of their distribution, the identification of parasitic species and the development of integrated measures to combat them, acquire an important scientific and practical significance.

The pomegranate was brought to Uzbekistan two thousand years ago from Iran, Turkmenistan and northern Afghanistan. Currently, anoraks are installed in most regions of Uzbekistan. All parts of the pomegranate are useful for humans, and the fruit juice contains 12-20% sugar, organic acids, vitamins and other useful substances. The pomegranate fruit consists of 38.6-63.5% water, 27.6-51.6% peel, 7.2-22.2% grains. The fruit contains 1.6% protein, 0.1-0.7% fat, 0.2-5.2% fiber and 0.5-0.7% ash. Pomegranate juice contains 0.208-0.218% of minerals, including manganese, phosphorus, magnesium, aluminum, silicon, chromium, nickel, calcium, copper. In folk medicine, pomegranate peel, fruit, fruit peel and flower are used as a remedy for diarrhea, scabies, cough, diarrhea, ringworm, gastrointestinal diseases, anemia.

The species composition, patterns of distribution of phytonematodes and substantiation of measures to combat parasitic species of pomegranate agrocenoses on the territory of the Republics of Central Asia were first studied by Sh.Kh. Khurramov and A.S. Bekmuradov [1, P. 13-15; 2, - 92 p.; 3, P. 28-32; 8, P. 146-157; 9, 333 p.].

## MATERIALS AND METHODS

In order to study the faunistic complex of phytonematodes of pomegranate agrocenoses of southern Uzbekistan (Surkhandarya and Kashkadarya regions) in the period from 2009-2019. We collected phytonematodes from the root soil and root system of plants in shirkat farms from 17 districts of the Surkhandarya and Kashkadarya regions of the Republic. The studies were carried out by the generally accepted route method [6, P. 338-369; 7, P. 3-11].

During the phytohelminthological study, 1700 samples of soil and root system of pomegranate plants were collected and analyzed. Phytonematodes were removed by the Berman funnel method and fixed with 4% formalin solution. Enlightenment of nematodes was carried out in a mixture of glycerol with alcohol (1: 3), and permanent preparations on glycerol were prepared for in-office processing of the material according to the Seinhorst method [11, P. 67-69]. Soil samples for the presence of cyst nematodes were usually analyzed according to the standard Decker method [4, 445 p.]. Preparations for determining the species of root-knot nematodes were prepared according to the well-known method of E.S. Kiryanova, E.L. Krall [5, 447 p.].

## RESULTS AND DISCUSSIONS

As a result of the phytohelminthological studies carried out in the pomegranate agrocenoses of southern Uzbekistan, we found a total of 128 species of plant nematodes belonging to 54 genera, 30 families, 7 orders and 3 subclasses. In total, the detected nematodes are distributed by orders as follows: Order Enoplida is represented by 3 species, order Mononchida-2, Dorylaimida-26, Plectida-4, Rhabditida-30, Aphelenchida-23 and order Tylenchida-40 species.

The data obtained show that phytonematodes of pomegranate plants and its basal soil differ significantly from each other both in species composition and in the number of individuals.

In the root soil of the pomegranate, 15622 individuals (69.3% of the total number of detected phytonematodes) were registered, belonging to 128 species. *Eudorulaimus parvus*, *E. pratensis*, *E. similis*, *E. discolaimioideus*, *Aporcelaimellus obtusicaudatus*, *Tylencholaimus minimus*, and *Diphtherophoracommunis* were common pararasobionts. The dominant daisy-family species are *Cephalobus persegnis*, *Eucephalobus oxyuroides*, *Acrobeloides buetschlii*, *Chiloplacus quintastriatus*, *Ch. sclerovaginitus* and *Panagrolaimus rigidus*, and *Rhabditis brevispina* was common among eusaprobionts.

Among the representatives of phytohelminths of nonspecific pathogenic effect, *Aphelenchus avenae*, *Aphelenchoides parietinus*, *A. blastophthorus*, *A. composticola*, *A. graminis*, *A. limberi*, and *Ditylenchus myceliophagus* prevailed, while *Xiphinema opisthohysterum*, *Bitylentes erythrinae*, *Pratylenchus pratensis*, *Meloidogyne incognita*, *M. javanica*, *Paratylenchus hamatus* and *Ditylenchus dipsaci*.

The main faunal complex of phytonematodes in the pomegranate root soil is represented by the species *E. pratensis*, *D. communis*, *C. persegnis*, *E. oxyuroides*, *A. buetschlii*, *Ch. sclerovaginitus*, *P. rigidus*, *Rh. brevispina*, *A. avenae*, *A. parietinus*, *A. bicaudatus*, *A. blastophthorus*, *A. composticola*, *A. graminis*, *A. limberi*, *Tylenchorhynchus cylindricus*, *T. claytoni*, *Q. capitatus*, *H. erythrinae*, *P. pratensis*, *M. javanica*, *D. dipsaci*, and some comparatively few species.

In the root soil of plants, according to the species composition, representatives of the order Tylenchida dominate, containing 33.6% of all species found in the root soil. At the same time, in terms of the number of individuals, representatives of the Aphelenchida order predominate, which is 32.9% of all registered individuals in the root soil of pomegranate plants.

In the root system of the pomegranate, 6931 individuals (30.7% of the total number of detected phytonematodes) were found, belonging to 73 species. Among the pararasobionts, only *D. communis* was found in the root system. *C. persegnis*, *E. oxyuroides*, *A. buetschlii*, *Ch. quintastriatus*, *Ch. sclerovaginitus* and *P. rigidus*. Among eusaprobionts, *Rh. brevispina*.

Among the representatives of phytohelminths of nonspecific pathogenic effect, *A. avenae*, *A. parietinus*, *A. bicaudatus*, *A. blastophthorus*, *A. composticola*, *A. graminis*, and *A. limberi* dominate.

From the group of phytohelminths with a specific pathogenic effect, *Q. capitatus*, *H. erythrinae*, *P. pratensis*, *M. incognita*, *M. javanica*, and *D. dipsaci* prevailed.

The main phytonematode community of the pomegranate root system is represented by the species *C. persegnis*, *Ch. sclerovaginitus*, *P. rigidus*, *A. avenae*, *A. parietinus*, *A. bicaudatus*, *A. composticola*, *A. graminis*, *A. limberi*, *Q. capitatus*, *H. erythrinae*, *P. pratensis*, *M. incognita*, *M. javanica*, and *D. dipsaci*.

In the root system, in terms of species composition, representatives of the order Tylenchida dominate, containing 34.5% of all detected species in the root system of plants. In terms of the number of individuals, representatives of the Aphelenchida order prevail, which is 47.7% of all registered individuals in the roots of pomegranate plants.

The following species dominate in the root soil and root system of pomegranate plants: *C. persegnis*, *Ch. sclerovaginitus*, *P. rigidus*, *Rh. brevispina*, *A. avenae*, *A. parietinus*, *A. bicaudatus*, *A. blastophthorus*, *A. composticola*, *A. graminis*, *A. limberi*, *Tylenchorhynchuscylindricus*, *T. claytoni*, *Q. capitatus*, *H. erythrinae*, *P. pratensis*, *M. incognita*, *M. javanica*, and *D. dipsaci*.

During the period of research on pomegranate agrocenoses of the territory of South Uzbekistan, we identified 128 species of phytonematodes belonging to 3 subclasses, 7 orders, 13 suborders, 21 superfamilies, 30 families, 34 subfamilies and 54 genera. All detected phytonematodes by orders are distributed as follows: (Table 1.).

**Table 1.**  
**Taxonomic composition of pomegranate plant nematodes (by order)**

Orders	Number of specie	of %	Number of individual	of %
Enoplida	3	2,3	328	1,5
Mononchida	2	1,6	90	0,4
Dorylaimida	26	20,3	1526	6,8
Plectida	4	3,1	140	0,6
Rhabditida	30	23,4	5294	23,5
Aphelenchida	23	18,0	7744	34,3
Tylenchida	40	31,3	7431	32,9
<b>Total:</b>	128	100	22553	100

Order Enoplida is represented by 2 suborders: Oncholaimina and Tripyloidina; 2 superfamilies: Oxystominoidea and Tripyloidea; 2 families: Alaimidae and Prismaticolaimidae; 2 subfamilies: Alaiminae and Prismaticolaiminae; 2 genera: *Alaimus* and *Prismaticolaimus*; 3 species (which is 2.3% of the total number of species). A total of 328 specimens (1.5% of the total number of detected plant nematodes).

The order Mononchida includes one suborder Mononchina, one superfamily Mononchoidea, one family Mülonchulidae, one subfamily Mylonchulinae, one genus *Mylonchulus* and 2 species (1.6%). A total of 90 individuals (0.4%) of phytonematodes were registered.

The order Dorylaimida is represented by 2 suborders: Dorylaimina and Diphtherophorina; 4 superfamilies: Nygolaimoidea, Dorylaimoidea, Leptonchoidea, and Diphtherophoroidea; 9 families: Nygolaimidae, Dorylaimidae, Qudsianematidae, Aporcelaimidae, Nordiidae, Xiphinematidae, Leptonchidae, Tylencholaimidae and Diphtherophoridae; 9 subfamilies: Nygolaiminae, Mesodorylaiminae, Qudsianematinae, Aporcelaiminae, Nordiinae, Xiphinematinae, Leptonchinae, Tylencholaiminae and Diphtherophorinae; 11 genera: *Nygolaimus*, *Mesodorylaimus*, *Eudorylaimus*, *Ecumenicus*, *Labronema*, *Aporcelaimellus*, *Longidorella*, *Xiphinema*, *Leptonchus*, *Tylencholaimus* and *Diphtherophora*; 26 species (20.3%). A total of 1526 individuals (6.8%) of phytonematodes were found.

Order Plectida includes one superfamily Plectoidea, one family Plectidae, one subfamily Plectinae; 2 genera: *Plectus* and *Proteroplectus*, 4 species (3.1%), a total of 140 specimens (0.6%) of phytonematodes.

The order Rhabditida includes 2 suborders: Cephalobina and Rhabditina; 3 superfamilies: Cephalobioidea, Panagrolaimoidea and Rhabditoidea; 3 families: Cephalobidae, Panagrolaimidae and Rhabditidae; 5 subfamilies: Cephalobinae, Acrobolinae, Panagrolaiminae, Peloderinae and Rhabditinae; 10 genera: *Heterocephalobus*, *Cephalobus*, *Eucephalobus*, *Acrobelloides*, *Chiloplacus*, *Cervidellus*, *Acrobeles*, *Panagrolaimus*, *Xylorhabditis* and *Rhabditis*; 30 species (23.4%). A total of 5294 individuals (23.5%) of phytonematodes were identified.

The order Aphelenchida is represented by one suborder - Aphelenchina, one superfamily - Aphelenchoidea, 3 families: Aphelenchidae, Aphelenchoididae and Seinuridae; 3 subfamilies: Aphelenchinae, Aphelenchoidinae and Seinurinae, 3 genera: *Aphelenchus*, *Aphelenchoides* and *Seinura*, 23 species (18.0%). A total of 7744 individuals (34.3%) of phytonematodes were recorded.

The order Tylenchida detachment covers 3 suborder: Tylenchina, Criconematina and Hexatyliina, 6 superfamilies: Tylenchoidea, Dolichodoroidea, Hoplolaimoidea, Criconematoidea, Anguinoidea and Sphaerularioidea, 9 families: Tylenchidae, Dolichodoridae, Psilenchidae, Hoplolaimidae, Pratylenchidae, Meloidogynidae, Paratylenchidae, Anguinidae and Sphaerulariidae, 11 subfamilies: Tylenchinae, Tylenchorhynchinae, Psilenchinae, Rotylenchinae, Rotylenchoidinae, Pratylenchinae, Meloidogyninae, Paratylenchinae, Anguininae, Nothotylenchinae and Sphaerulariinae, 14 genera: *Tylenchus*, *Filenchus*, *Aglenchus*, *Bitylenchus*, *Quinisulcius*, *Psilenchus*, *Rotylenchus*, *Helicotylenchus*, *Pratylenchus*, *Meloidogyne*, *Paratylenchus*, *Ditylenchus*, *Nothotylenchus* and *Prothallonema*, 40 species (31.3%). A total of 7431 individuals (32.9%) of phytonematodes were registered.

## CONCLUSION:

The above analysis shows that among the orders in terms of species composition, the order Tylenchida occupies the first place, accounting for 31.3% of all detected species of nematodes of pomegranate plants. This is followed by the order Rhabditida (23.4%), followed by Dorylaimida (20.3%) and the order Aphelenchida (18.0%).

In terms of the number of individuals among the orders, the Aphelenchida order takes the first place - 34.3% of the total number of detected phytonematodes. Then the orders Tylenchida-32.9%, Rhabditida-23.5% and Dorylaimida-6.8%.

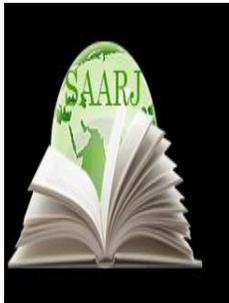
In the faunistic complex, pomegranate plant nematodes are represented by 30 families. The most diverse in terms of species composition is the family Cephalobidae, which accounts for 18.3% of all detected species of pomegranate plant nematodes. Then Aphelenchoididae - 15.4%, Qudsianematidae - 8.2%, Tylenchidae - 6.9 and Anguinidae - 6.2% each.

Aphelenchoididae ranks first in the number of individuals among families. It contains the main number (35.2%) of phytonematodes, followed by Cephalobidae - 14.2%, Meloidogynidae - 6.3%, Aphelenchidae - 5.4%, Anguinidae - 4.9% and Hoplolaimidae - 4.2% individuals.

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## USING PEDAGOGICAL TECHNOLOGIES IN PRACTICAL CLASSES OF PHYSICS IN INCREASING STUDENTS' THINKING ABILITY

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### ABSTRACT

*This article discusses educational technologies to improve students' ability to think independently in physics classes, as well as speech culture. Independent thinking is not a short-term process, and it is the responsibility of every educator to shape this process from a young age. Practical training plays an important role in this. By solving problems, students expand and deepen their knowledge, learn more about laws and formulas, and consider the limits of their application. The following are also educational technologies for improving the ability to apply general laws to specific situations.*

**KEYWORDS:** *Innovation, Educational Technology, Independent Thinking, Intellectual, Pedagogical, Non-Traditional Education, Deductive Method, Logical Parts Of The Problem, Innovation, Educational Technology.*

### INTRODUCTION

An important factor is to educate today's younger generation on the basis of modern knowledge, to form in them independent thinking. Man generalizes reality indirectly and indirectly through independent thinking. Understands the intricate connections, properties, and mechanisms between things and events. Man has the ability to foresee the origin, development, and consequences of certain laws, laws, and events. The formation of a person's ability to think independently is more in line with the educational process [1].

Independent thinking is not a short-term process, and it is the responsibility of every educator to shape this process from a young age.

It is time to update the content and methodological framework of traditional education in the education system and to radically change the organization of the educational process [2]. At the same time, it is possible to increase the effectiveness of education by applying innovative teaching technologies to the physics education system. One of the most pressing issues today is the application of innovations and advanced foreign experience in the teaching of physics, as well as in all higher education institutions of our country.

### **THE MAIN FINDINGS AND RESULTS**

The educational process carried out in higher education institutions creates favorable conditions for the formation of students as individuals, intellectual and moral development. The teacher's use of innovative educational technologies in the coverage of the topic, the involvement of the student in the lesson, creates the necessary conditions for students to acquire theoretical knowledge, acquire practical skills and abilities. All of these technologies have their own characteristics, which ensure that students master the subject and are highly effective.

Defining a clear goal in communicating the topic to students in practical classes, didactic conditions (the ability to choose the optimal form of education, methods and tools, to achieve interaction and harmony between them, the organization of the educational process and clearly define the amount of time required for the acquisition of knowledge), students should be able to develop the subject not only theoretically, but also to solve problems, to develop a person as a teacher, to create a creative, businesslike mood in the group. In-depth study of pedagogical and didactic knowledge of the teacher in the coverage of the topic; Emerging situations require the ability to quickly assess the nature, the ability to find solutions, to take into account the age and psychological characteristics of students, the ability to monitor students' learning activities and to evaluate objectively [3].

The student, in turn, understands the essence of the topic, the internal need for the acquisition of theoretical knowledge and relevant practical skills and abilities, the determination of interest, the ability to apply the topic in practice, mastering the topic. He must perform the assigned tasks in a timely and quality manner, strengthen the theoretical knowledge acquired through independent work.

In modern education, interaction should form the basis of pedagogical technology and fully cover the learning process. The concept of "activity" is the leader. Because in reproductive education students are taught only to acquire ready-made knowledge, and the teacher recalls the knowledge given in the lecture in seminars, practical classes.

Most of the graduates of physics education in recent years have been working as teachers in schools, vocational colleges and academic lyceums. This means that we need to form in students the culture of speech, pedagogical features, to express their ideas correctly and fluently, and in practice to write the problem in the correct sequence on the board, and the student can easily understand it, we need to prepare.

Therefore, in practice, the following sequence can be used to solve a problem:

- a. Everyone works independently on a given issue,

- b. The teacher goes around and checks,
- c. The student who completes the problem first and correctly will work full time on the board,
- d. The students are randomly selected and placed on the board and explain the problem written on the board,
- e. He can write his own easier way if he wants to.

At the same time, we will achieve the following: "

- All students take an active part in the lesson,
- Students study the topic in depth,
- Learns to communicate his ideas to others,
- Learns to solve problems in new ways,
- Increases the student's ability to think,
- Gets new information.

By solving problems, students expand and deepen their knowledge, learn more about laws and formulas, consider (understand) the limits of their application, develop the ability to apply general laws to specific situations.

But if he does not understand the essence of the problem, if he realizes that a lot of work is needed to solve it, his desire to work independently may decrease. Therefore, it is necessary to gradually move from the problems to the problems that serve to gain knowledge, so that most students will be able to solve them.

Quality issues are addressed through logical discussion. In solving computational problems, equations are created and they are solved mathematically. Some problems can be solved by drawing geometric shapes.

The problem can be solved according to the following plan (some points may be omitted in solving some problems):

1. The condition of the case is read carefully;
2. Do you understand the meaning of all the words in the question? The meaning of an unknown word is determined by a book or a teacher;
3. Write the condition of the problem (it is determined that all are in the system of units of measurement);
4. Draw a diagram (if necessary);
5. Analyze the problem and reveal its physical meaning;
6. It is determined what laws will be used to solve this problem.
7. An equation is constructed that connects physical quantities;
8. Solve the equation, find the unknown quantity and get the answer in general;
9. The numerical value is found by calculating the values of the quantities in the SI system;

10. The received answer is analyzed, how the unknown changes with the given data is considered [6].

Students will get used to the fact that the problem is always solved according to this plan. If there is a step left, the issue may not go right. The teacher has to show it.

Problem solving classes in physics sometimes require the identification of several quantities. If the problem is logically divided into several parts and analyzed in a separate case, the problem is covered in a consistent manner.

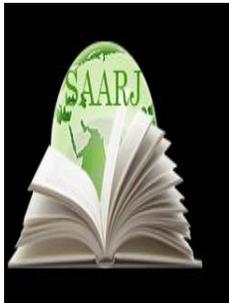
Thus, using the deductive method to solve this type of problem, the student performs the problem with an understanding of the problem in the appropriate sequence. The teacher is asked to break the problem down into logical parts.

### CONCLUSION:

The conclusions and suggestions can be used in the activities of educational institutions, in the teaching of physics, including specialty subjects. Modern educational technologies teach students to search for their own knowledge, to study and analyze it independently, and to draw their own conclusions. In this case, the educator creates conditions for the development, formation, acquisition and upbringing of the individual, as well as acts as a manager, guide, consultant, and evaluator.

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## THE METHODS OF MEANING TRANSFER OF ARABIC LOANWORDS IN «QISASI RABGHUZI»

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### ABSTRACT

*This article deals with lexical-semantic and metaphorical-functional analysis of the content of Arabic loanwords in the “The Stories of the Prophets” by Nosiruddin Burhonuddin Rabghuzi, being primarily published in Turkic language based on Islamic sources, from the viewpoint of Arabic science of balāġat which was included into the sciences of Qur’ān in Middle Ages and issues that involve the science of balāġat – rules and methods of expressing the sentence by various means in order to interpret and explain the purpose are studied in the science of bayān.*

**KEYWORDS:** *Arabic Loanwords, Science Of Balāġat, Lexical-Semantic Analysis, The Science Of Bayān, Tašbīh, Mušabbah, Mušabbah Bih, Kināya, Majāz , 'Isti'Āra, Transfer Of Meanings.*

### INTRODUCTION

The periods of XIII–XIVth centuries is considered as separate and difficult periods in the history of turkic people and turkic languages. During this period on the areas of Central Asia and Golden Horde had been written many works that were different from the viewpoint of language peculiarities. Very few works from that period have survived. “The Stories of the Prophets” (second name “Qisasi Rabghuzi”), completed by the judge Rabghuzi in Khwarezm in 1311, is one of those few. Qisasi Rabghuzi’s vocabulary includes many arabic sentences, phrases and loanwords (Sagdullaeva, 2020).

Arabic loanwords, which have served as an external source in the enrichment of the Turkic language vocabulary, are valued primarily for their meaning, and their semantic adaptation to the Turkic language is particularly significant and interesting. Consequently, semantics

(semasiology), which studies the meaning of lexical units and changes in them, is one of the most important sections in the whole contemporary schools of linguistics (*Gaysina, 2008, p.7*). Identifying the ways of semantic expression of Arabic sentences and loanwords used in the work "Qisasi Rabghuzi" and their lexical-semantic and metaphorical-functional analysis can be the basis for highlighting the impact of Arabic balāḡat to the development of medieval Turkic languages by studying the author's oratorical skills. It also allows determining the semantic possibilities of the Arabic dialects, their position and tone in the text of the work, as well as the features that can be expressed in the process of interaction with other words, to draw appropriate conclusions about their methodological occurrence in the text.

## MAIN PART

It has been pointed out by Arab scholars that words have one and many meanings, and that their polysemy is due to the fact that the same word means different objects and events in different places (*Rustamiy, 2018, p.189*). In modern linguistics the product of the phenomenon of meaning transfer is called "figurative meaning". "The development of lexical meaning usually takes place by transferring the name of one object, sign and action to another one. The nature and position of such transfers are determined by the semantic rules of each language. The transfers that lead to the development of lexical meaning are mainly: metaphorical transference, functional transfer, metonymy transfer, synecdoche transfer" (*Tursunov, 1990, p.21*). In the East, these issues are studied in the science of bayān of Balāḡat (the science that studies the methods and phenomena associated with the expression of meaning). The science of bayān includes tašbīh, majāz, kināya and 'isti'āra (*Rustamiy, 2017, p.90*).

As a result of the research in the work "Qisasi Rabghuzi" a number of methods of expression based on the constructions asarabic loanword + arabic loanword, arabic loanword+ turkic lexeme, turkic lexeme + arabic loanword were identified, and found out that such kind of expressive means as tašbīh, majāz, 'isti'āra and kināya were perfectly implemented with participation of Arabic sentences and phrases. While some methods of expression have been introduced directly into the work through the introduction or quotation of Arabic sentences and compounds, others have been skillfully used by the author using Turkic, Arabic, and Persian elements.

## RESULTS AND DISCUSSIONS

One of the methods that serve to express meaning in the work using both languages effectively is tašbīh.

One of the first descriptions of tašbīh in Arabic Balāḡat was given by Abu Abdullah al-Khwarizmi in the work "Mafatihul-Ulum":

التشبيه: تمثيل الشيء بالشيء.

That is: Tašbīh is to resemble one thing to another (*Ziyovuddinova, 2001, p.47*).

There are three groups according to the rankings of Tašbīh.

1. The highest status. Such tašbīh results from the omission of odotu-t-tašbīh (means of similitude) and vajhu-sh-shibh (similarity).

The tašbīh which has reduced similitude and similarity, according to another definition suits to التّشبيّه البليغ *balig' tašbīh* (Ali Jarim, 1999, p.23-25).

The phrase *aqeeq irinlig'* meaning *red lips* can be the sample for this kind of tašbīh. In the compound "aqeeq" (agatestone) - "arabic mušabbah (simulated)", "irinlig'" - "turkic mušabbah bih (similar)". In this allegory, it is omitted which aspect of the lips and by what means it resembles an aqeeq. The most common type of aqeeq is red aqeeq. The given data show that "aqeeq" is compared to red in this example and in the classical literature of the East in general.

2. The medium status. In it, either the aspect of the tašbīh or allegory, or the means of analogy, is reduced. In the work, a similar type of tašbīh is found in a significant amount. *Qalamtek ko'zung* was used in the compounds as "qalam" (pencil) - "arabic mušabbah bih", "tek" (as) - "turkic odotu-t-tašbih", "ko'zung" (your eyes) - "Turkic mušabbah". This compound does not mention how the eye resembles a pencil.

Besides, in the samples like "aqeeqtak irinlaring", "aning ilmi daryotek", it wasn't mentioned how and on which features dudoq (lips) resembles aqeeq, and ilm (knowledge) to daryo (river). That is, the feature of resemblance of tašbīh was omitted. The given tašbīh is called التّشبيّه المجمل (abstract tašbīh) (Ali Jarim, 1999, p.23-25). This kind of tašbīh was widely used in the work.

3. The lowest status. In this tašbīh all the rukns take part. In Balāḡat the given tašbīh is called التّشبيّه المرسل (mursal tašbīh) (Rustamiy, 2017, p.93). Such kind of tašbīh has been reflected in the following examples of the work. For example: "Azrail bir badaviy arabtek kirib keldi" (Azrail came in as an Arabman). In the samples all types of rukns were existing and fulfilling the functions of tašbīh as in "Azrail" - "mušabbah", "badaviy" - "vajhu-sh-shibh", "arab" - "mušabbah bih", "teg" - "odotu-t-tašbīh". It should be noted that the "odotu-t-tašbīh" part of the tašbīh is used in the turkic sentence by means of analogy, such as "-tek, -teg" (as, like), "-cha, oncha" (as), "mengizlig'" (like), and as in introduction or as cited arabic sentences is expressed by means of simulation as "ك (kabi, -dek) » « مئلل (misli) ».

In the work one of the means of transfer meaning is majāz. The word مجاز (majāz) is made from the stem of «جوز», has the meanings of "causeway", "waterway", "irony, hint".

المجاز سموا به اللفظ الذي نُقِلَ من معناه الأصلي، و استُعْمِلَ ليبدل على معنى غيره، مناسب له.

That is: a word that is transferred from its original meaning and used to express the meaning of something else that suits it is called a majāz (metaphor). Or: "Words that change their meaning in consumption are called majāz (metaphors)" (Ahmad Hashimiy, 2004, p.318; Rustamiy, 2018, p.193).

The majāz (metaphor) is the best means of expression. It consists of parts such as mental and lexical majāz (metaphors). Balāḡat scholars have described mental majāz (metaphor) as "one of the styles of the Arabic language, the richness of language, the power to transcend the boundaries of reality into imagination." The real performer of the action expressed in the mental majāz (metaphor) is not mentioned in the word, but instead is assigned to something else whose action is related to the real performer (Rustamiy, 2018, p.193). But the fact that this thing is not real is perceived by the mind. Also, in a mental majāz (metaphor), the word is applied to what is set for itself.

The composition of the phrases used in the work with the participation of Arabic idioms consists of Arabic verb + Turkic verb or adjective, Turkic verb + Arabic masdar + Turkic auxiliary verb, Turkic-Arabic verb + Turkic verb, Arabic verb + Turkic verb. The connection between the original and the figurative meanings is different due to the difference in the isnad (reliance) in the mental majāz (metaphor) (Rustamiy, 2018, p.99).

One more methods related with meaning transfer is ‘isti‘āra, which means “borrowed”.

الإستعارة من المجاز اللغوي، و هي تشبيه خذف أحد طرفيه، فعلاقتها المشابهة دائما.

An ‘isti‘āra is a majāz lug‘aviy and also it is a tašbīh in which one of the two sides (mušabbah, mušabbah bihi) is revealed, and its relation is always based on similarity (Ali Jarim, 1999, p.99). So as to consider a phrase as ‘isti‘āra, it :

1) must be based on tašbīh; 2) must have *qarina* in its content; 3) a word mustn’t serve for itself, 4) must reduce a thing resembled or resembler.

In the work, involving arabic loanwords, the two kinds of ‘isti‘āra were effectively used. The first type of ‘isti‘āra is “al-’istiā’ra-t-tašrīḥiyya” (الاستعارة التصريحية) or called “istiorai musarraha” in which mushabbah, that is a thing or notion resembled, isn’t used.

In the work, in terms of quantity, the Arabic noun + the arabic noun and the istiorai musarraha in the construction of the arabic noun + the turkic noun are used equally. Most of them are formed as *Turkic idafa*. In some cases, this type of ‘isti‘āra is expressed as Turkic symbolic, Arabic and Persian idafa.

For example, the Arabic phrase *haybat bisoti* is likened to the denotation of the Day of Judgement, which, according to Islam, terrifies the whole mankind.

Apparently, the mushabbah was omitted, and the lexeme of "greatness" served as a *qarina*, i.e., the word did not serve itself. This transfer meaning must be understood in the sense of "when the Day of Judgement comes."

The constructions and samples used in the work as noun+arabic noun - *saodat tamg’asi*, arabic noun + turkic noun – *qiyomat ko’rki, iymon kaliti, shafoatning quri* and forms of chain idafa – *nubuvvat riyozining lolasi, badr-i xitta-i-vafo* combine a type of ‘isti‘āra-musarraha, and here a resembled object is Muhammad (SAV).

Another method of expressing meaning actively used in the work with the participation of Arabic loanwords is *Kināya*. The word كناية - “kināyat (un)” is made from the stem of ك ن ي is an action name (masdari) of كني “kana” (meanings: 1. to give a nickname, to give a name; 2. to signify; to imply). Meaning - a sign, symbol. An Arab scholar Ibn Manzur says about the meaning of *kināya*:

لكناية أن تتكلم بشيء وتريد غيره وكنتى عن الأمر بغيره يكنى كناية عني إذا تكلم بغيره مما يستدل عليه

That is: When you say one thing and mean another, it's *kināya* (ابن منظور).

The case is given a different name. To make a mockery is to say something else (something) that points to it. There are *sifat, mavsuf* and *nisbat* types of *kināya*, and its *sifat* type is widely used in the work. Much of the *kināya* that is meant by the adjective in the work is reflected in the Arabic idafa compounds that have entered through Islamic culture.

For example, *sodiqu-l-va'd* (honestly) is related as *kināya* to Ibrahim (a.s.) who was ready to sacrifice his own child. That is, with an adjective “*sodiq*” is mentioned *mavsuf- Ibrahim* (a.s.). To such kind of *kināya* the following samples can be given: *Ahsanu-l-qisas* (the best stories)– *mavsuf* of *surah Yusuf*, *Abu Jahl mavsuf* of *Abu-l-hikam* who was one of the Meccan polytheist pagan Qurayshi leaders known for his opposition towards the Islamic prophet Muhammad, *Abu-l-fazl - mavsuf* of *Abu Bakr* (r.a.) who was a senior companion (Sahabah) and the father-in-law of the Islamic Prophet Muhammad.

Almost all of these phrases have a name transfer status. In some cases, *kināya* are also expressed by adjective-words. Apparently, it is known that, *الصِّدِّيقُ*- *as-Siddiq*, that is “honest” was given to *Abu Bakr* (r.a.), *الفاروق*- “*al-Foruq*”, i.e. “wiseman” to *Umar* (r.a.). In the work the meaning of *siddiq* makes *kināya* for *Yaqub* (a.s.) and *Abu Bakr* (r.a.). For example, in the sentence “*Siddiqning duosi ijobatga ulandi*” *mavsuf* of *Yaqub* (a.s.), and in “*Rasul (a.s.)ning payg'ambarliqi kun tuqqanteg ravshan bo'lmasdin burun Siddiqning subhi belgurdi*” *mavsuf* of *Abu Bakr* (r.a.).

In the *mavsuf* type of *kināya*, quality is referred to through the adjective. This kind of *kināya* is used in the epithet part of the fiction in honor of Muhammad (SAV) and the Mongol prince *Nosuriddin Toqbuga* are expressed by the following samples: *payg'ambarlar toji* (crown of the prophets), *nubuvvat toji* (crown of the prophecy), *anbiyo qiblasi* ( *qiblah* (i.e. the direction of the Kaaba (the sacred building at Mecca), to which Muslims turn at prayer) of prophets.), *xotami rasul* (the last of prophets), *toju-l-umaro* (crown of emirs).

As can be seen, the author referred to his qualities through the adjectives with lexemes as *toj* and *qibla*, relating to such qualities as the last. The meaning of some of the phrases in this work of this type of *kināya* dates back to pre-Islamic times. For example, in “*Yanoqlari nurindin shaqoiku-n-Numon otlig' chechak uvtanar erdi*” its part *-shaqoiku-n-Numon chechagi-* was a red flower on the grave of king *An-Numon ibn Al-Munzir* who was beheaded for keeping the honour of Arab women ([ar.wikipedia.org/wiki](http://ar.wikipedia.org/wiki)), and this phrase means “*Numan's birth sisters*”. Through this phrase, which involved the relative type of *kināya*, the author referred to red colour in the text. This, in turn, constitutes a *mavsuf* type of *kināya*.

## CONCLUSION:

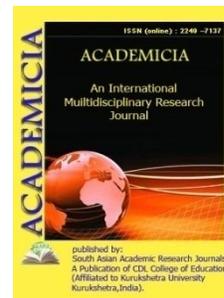
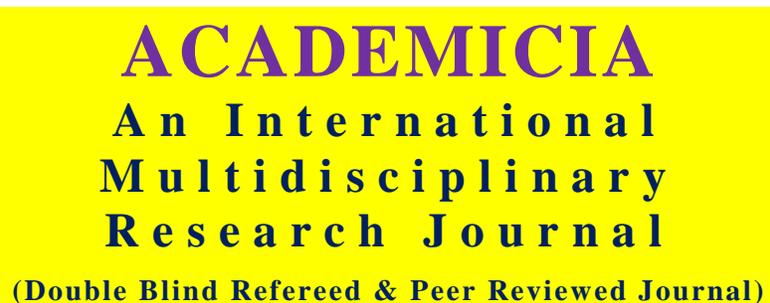
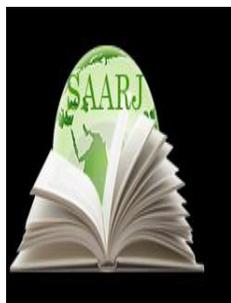
The results of the study of semantic expression methods with the participation of Arabic assimilations in the work showed that the science of *bayān* significantly contributed to the development of the language of the work. The most commonly used method of semantic method is irony, and most expressions of its qualitative type consist of Arabic *idafa* compounds. Some Arabic phrases of the *mavsuf* type have been adopted in accordance with the rules of science of *bayān* and have acquired a new meaning in the Turkic text.

While methods *oftašbīh* and *'isti'āra* were used in quantitative equality in the expression of meaning, the mental type of metaphor was less used.

In general, the Arabic loanwords served to express the basic meaning in the Turkic text. The author's skill in the use of Arabic words gave a new twist to the Arabic mastery. This was manifested in one way or another in the science of *bayān*.

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## RECLAMATION STATUS OF PAR-GENETIC LANDSCAPES OF THE SOUTHERN FERGANA HILLS AND ITS CHANGES

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### ABSTRACT

*This article examines and analyzes the reclamation status of the para-genetic landscapes of South Fergana. In the western hills, enterprises producing and processing construction materials, the landscape and ecological situation is unstable due to the activities of quarries, the slopes and slopes of the hills close to the onboard zone are used for agriculture. As a result of the development of hills in the conditions of cotton monopoly, the expansion of cotton fields at the expense of the area of hills, the reclamation condition of hill landscapes has worsened. The main reason for this is that the order of matter and energy flow in the hill landscapes developed for irrigation has been disrupted.*

**KEYWORDS:** *Reclamation Status, Para-Genetic Landscape, Para-Dynamic Relationships, Para-Genetic System, Reclamation Assessment.*

### INTRODUCTION

Sustainable functional development of landscapes and optimization of ameliorative condition largely depends on the observation, study, stationary research of dynamic processes in them.

A lot of scientific research on the study, assessment, planning of landscape-reclamation conditions has been carried out on the scale of different regions. Yu.F. Kobchenko (1975), A.A. Chibilev (1978, 1980), D.Ch. Jamgirshiev (1991), S.M. Kvashniy (2003), E.Yu. Nachelevsky 2004, 2011), A.I. Dobrov (1999) and many other scientists.

The scientific researches of A.A. Rafikov (1974, 1976) on the regional principles of landscape reclamation in the eastern part of Mirzachul are of great importance in our republic.

G. Yuldashev's (1993) research is based on regional principles aimed at land reclamation in the Fergana Valley. In the monograph published by A.Abulkasimov and O.Kuzibaeva (2009), researches aimed at assessing the reclamation condition of landscapes were carried out in the territory of Sokh conical distribution.

In this monograph, researchers, based on the views of V.B.Mikno [1998], point out the need to take into account regional features, typological features, para-genetic and para-dynamic relationships in the reclamation of landscape complexes.

Due to the interaction in para-genetic landscapes, it forms unique landscape-reclamation complexes.

### **THE MAIN FINDINGS AND RESULTS**

In assessing the reclamation status of para-genetic landscapes, in addition to the dynamic relationships between them, it is necessary to take into account the human economic activity in them. The hill-plain para-genetic complexes in the southern part of the Fergana Valley, which are the object of our research, are today para-genetic landscape-ameliorative systems that have changed to varying degrees. Accordingly, it is necessary to evaluate the para-genetic complexes of the hills as a natural economic system, taking into account the intensive processes between the para-genetic models.

In the reclamation assessment of para-genetic landscapes of the hill-plain, we considered the application of the principles of para-genetic and para-dynamic correlation, based on the above issues.

It is known that although the para-genetic landscape-complexes of the hills have certain differences in their reclamation status, the interrelationships and dynamic processes between them form a single reclamation system.

In the reclamation assessment of para-genetic landscapes it is important to study the climatic, hydrological, hydrogeological, soil, vegetation cover, the impact of human activities on reclamation systems as factors that shape the reclamation situation. As a result of such research, we have performed the following important tasks in the study area:

1. We determined the reclamation status of the para-genetic landscapes of the hill-plain and its dynamics;
2. We assessed the reclamation status of the para-genetic landscapes of the hill-plain;
3. We recommended the use of adaptive (landscape-reclamation) systems in the implementation of measures aimed at reclamation of para-genetic landscapes of the plains.
4. As a geological basis for the reclamation of para-genetic landscapes of the southern Fergana hills and plains, we have developed scientific developments on the organization of protection objects in typological landscapes and the development of protection systems through them.

In determining the reclamation status of the para-genetic landscapes of the southern Fergana plains and its dynamics, we first studied the para-genetic systems of the hills and plains separately, taking into account the landscape reclamation status.

One of the main factors determining the reclamation status of para-genetic systems of South Fergana is their territorial position, geological, geomorphological structure, climatic, hydrological-hydrogeological, soil and vegetation cover, the level of development.

Information on the formation, dynamics, and ameliorative condition of the para-genetic landscapes of the southern Fergana plains is perfectly presented in R. Khalikov's monograph "Fergana Valley" (2020). According to the author, in determining the landscape reclamation status of the hills, their territorial location, hypsometry, lithological composition play an important role. According to its territorial location, the southern Fergana hills occupy an intermediate position between the foothills and the foothills. Erosion-tectonic, erosion-denudation processes play an important role in their geomorphological structure. The intensity of tectonic, geological and geomorphological processes determines the location of the hills in 2 positions: flat low hills 500-800m and high hills 800-1200m. The soil is clearly represented in the vegetation.

We divide the hills in the southern part of the Fergana Valley into the group of southern, western, southern and southeastern hills. Based on such a distinction, we took into account not only their territorial location, but also their lithological composition, hypsometry, climatic features, and the degree of intensity in the para-genetic relationships between hills and plains.

Shursuv, Sokh-Isfara hills are located in the latitudinal direction and the absolute height reaches 800-1200 m. The relief of these hills consists of steep, complex anticline folds.

The western hills are distinguished by their dry climate and low rainfall (80-100 mm). Although these hills are somewhat higher, the inflow of air from the west pushes the precipitation eastward throughout the year. Accordingly, the western hills are located on the territory of 0.08-0.18 GTK on the Selyanikov scale. Under conditions of lack of moisture, gypsum gray and gypsum sur-brown soils are prevalent. Gypsum layers form lenses on the hills from the surface to the bottom (15-20m). The intensity of geochemical migration processes is related to the intensity of physical erosion. The surface flow is low, and the Isfara and Shursuv valleys form deep ravines and floodplains in the part where they cross the hills. Vegetation is very sparse ephemerals and shrubs grow in the upper part of the hills and in the areas crossed by ravines.

In the western hills, enterprises producing and processing construction materials, the landscape and ecological situation is unstable due to the activities of quarries, the slopes and slopes of the hills close to the onboard zone are used for agriculture. The water supply does not meet the demand. Over the next 5 years, vertical drainage was introduced by farmers and entrepreneurs.

Adverse effects of irrigation are due to incomplete formation of the soil layer, melting of gypsum layers under the influence of irrigation water and the formation of pits.

The system of southern hills consists of Rishtan, Chimgan-Kapchigai, Arsif and Quvasoy hills. formed erosion valleys, crossed by ravines and dry valleys, erosion-denudation anticline structures. The lithological composition of these hills includes conglomerate-gravel rocks, sandstones, clay and siltstones, as well as lyoss layers. In the lithological composition of the hills, the amount of lyoss is greater and thicker than in the western hills, so that such slopes are

strongly assimilated. The soil of the hills is light and on the high hills there are dark gray (Chimgan hill) gray soils. But there are gypsum lenses in the subsoil. New tectonic movements are clearly reflected in the marginal parts of the hills (Khalikov, 2020), the opening of eroded layers is an indication of new tectonic movements.

The development of Chimgan and Arsif hills and inter-hill basins in terms of landscape-ameliorative conditions is associated with the establishment of recreational zones of several treatment sanatorium farms on the basis of healing ground thermal mineral waters. The slopes and inter-hill lowlands of the hills are well developed. Seasonal recreation areas have a unique landscape design around streams and springs.

According to the level of mastery, Kuva-Arsif hills are also distinguished. The hypsometric condition of the Kuva-Arsif hills is characterized by a relatively large number of flat denudation surfaces that gradually rise. This is especially true of expositions. This situation creates ameliorative opportunities. However, lithological composition and relief play a key role in determining the landscape and reclamation status of these hills.

Conglomerate-gravel rocks also play a key role in the lithological composition of Kuva and Arsif hills. The amount of loess rocks and suglinkas is very small, siltstones are relatively more common. Gypsum rocks in the subsoil are 20-50cm. gypsum lenses are found in the range of slightly sandy-gravelly strongly cemented rocks, which gradually become thicker in the lower layers. In terms of the level of mastery, the Kuva-Arsif hills cover some long periods.

Recreation zones on the Arsif hills occupy the inter-hill valleys, the area around the springs at the foot of the hills, and the level of land reclamation is high. Recreation areas are surrounded by gardens and ornamental trees.

Although the hills in the territory of Southern Fergana are an integral para-genetic system, due to the above-mentioned differences between them, it is necessary to form landscape reclamation (adaptive) systems that are unique to each of them. It is also necessary to take into account the intensive processes between the para-genetic models of the hills. This is due to the fact that the development and reclamation of hills in the current conditions is not only spatially specific to the hills, but also para-genetic processes are intensive in the inter-hill and trans-hill plains.

The development of these hills and their stages are also important in assessing the reclamation status of the para-genetic landscapes of the southern Fergana hills. The development of these hills for irrigation dates back to the 50-60s of the last century. The first development was carried out by the local population, and winter wheat was planted on the basis of lalmi (land with not watering system) farming. On the hills of Markhamat-Polvontash and Kuva-Arsif, winter wheat was planted and used until the 70s of the last century on the flat heights at their top. Due to the lack of spring moisture in the western hills, it was not possible to cultivate lalmikor (land with not watering system). The hills have been used as spring pastures. As a result of the development of hills in the conditions of cotton monopoly, the expansion of cotton fields at the expense of the area of hills, the reclamation condition of hill landscapes has worsened. The main reason for this is that the order of matter and energy flow in the hill landscapes developed for irrigation has been disrupted. In fact, the controlled flow of matter and energy due to the assimilation of hill landscapes was supposed to be aimed at improving biological productivity. Each of the southern Fergana hills has its own morphogenetic system, and the selection of a homogeneous reclamation regime of the same type did not lead to good results.

At present, ensuring the reclamation stability of steppe para-genetic landscapes, increasing biological productivity is largely associated with human activities, and the landscape-system approach is important in determining the natural-reclamation potential of para-genetic landscapes and reclamation assessment. In the landscape system approach, it is expedient to determine the positional location of para-genetic landscapes, the specific features of morphological structures, the analysis of vertical and horizontal connections between them and the associated migration processes.

Scientific and methodological research on land reclamation has been carried out by researchers such as Yu.E. Mender (1979), V.S. Anoshko (1990), M.N. Brilevsky (1990), O.P. Maskalenko (1990). It should be noted that the ameliorative condition of each landscape and especially its morphological units has general and specific aspects. Therefore, the application of land reclamation requires taking into account the specificity of the landscape.

In a textbook published by V.B. Mikno (2007), he demonstrated a number of methods for land reclamation.

In the reclamation assessment of the paragenetic landscapes of the southern Fergana hills, we first determined their level of contrast based on the hypsometric position, depending on the positional position of the hill riders. In determining the degree of contrast, we used the scale recommended by V.S. Anoshko and M.N. Brilevsky (1990).

**TABLE 1 THE DEGREE OF CONTRAST OF THE PARA-GENETIC LANDSCAPES OF THE SOUTHERN FERGANA HILL**

Hill para-genetic landscape species	Types of urchins	Appearance of urchins	Lithological composition	Groups by contrast level
1. Salty hills	High and steep slopes, erosion, denudation	Strong and moderately eroded steep slopes and steep hills, inter-hill lowlands	Coarse rocky-gravel rarely lyoss	5
2. Chimgan hills	High and flat peaks, steep and medium, hills, denuded eroded inter-hill lowlands	Erosion denudation high hills are sloping slopes in the form of dry valleys	The rocky gravel is strongly cemented, with lyoss layers on the slopes and skirts	5
3. Arsif hills	Erosion denudation hills with medium and low flat peaks	Flat-sloping hills, eroded hillsides of varying degrees	Gravel sand mixed siltstone, lyoss rocks	3
4. Kuva hills	Erosion-denudation hills with medium and low, steep	Medium-height flat hills, closed and open lowlands of	Coarse-grained, gravelly, moderately cemented,	3

	and sloping peaks	inter-hill valley type	slightly thick lyoss	
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In determining the degree of contrast of the landscapes, we used the following formula recommended by the above researchers:  $[Kn = Kp.Kk.]$  Where

Kn-landscapes are an indicator of diversity

Kp- An indicator of the prevalence of urticaria

Indicator of different fog of Kk-Urochishche.

Based on the table above, we determined the level of contrast of the hills selected from our study area based on the appropriate formula. In this case, we adopted a 5-point system and divided the groups according to the level of contrast through the indicators in the table.

Determining the level of contrast is important in assessing the reclamation status of para-genetic landscapes. At the same time, qualitative and quantitative analysis of landscapes is important in land reclamation assessment. Irrigation reclamation is not always suitable for hill landscapes. Planning of the hills, the correct choice of agricultural crops, the choice of the most suitable irrigation techniques and methods are also important reclamation measures.

Quantitative reclamation assessment compares the quantitative indicators of paragenetic landscape complexes, which are evaluated on a point system.

We analyzed the changes in the reclamation status of the para-genetic landscapes of the southern Fergana hills based on the level of assimilation of the hills. At the same time, the level of development of hill landscapes, the states of involvement in human economic activities were taken into account.

**TABLE 2 INDICATORS OF CHANGES IN THE RECLAMATION STATUS OF PARAGENETIC LANDSCAPES OF SOUTHERN FERGANA**

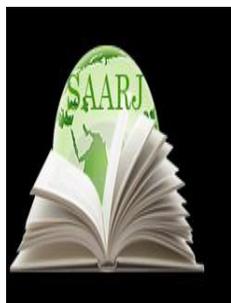
Hill landscapes	Component change				mastering rate in%	Reclamation status indicator
	relief	soil	Vegetation	Animal world		
1. Salty hills	average	average	strong	strong	70	салбий
2. Sukh Isfara hills	weak	weak	weak	average	60	
3. Altiyarik Kapchigay hills	average	ўртача	strong	strong	70	
4. Chimgan hills	average	average	strong	strong	60	
5. Arsif hills	average	strong	strong	strong	80	
6. Kuva-Tolmozor hills	average	average	strong	strong	80	
7. Marhamat Polvontash hills	average	average	strong	strong	70	

**CONCLUSION:**

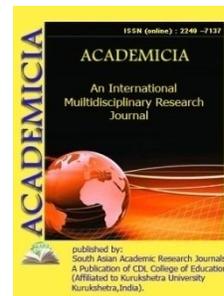
The table shows that the reclamation condition of the southern Fergana hills and the negative indicators in the dynamics of its change are significant, so it is expedient to develop special reclamation programs to improve the ecological and reclamation condition of the hill landscapes.

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## ANALYSIS OF GAS EXCHANGE PROCESSES IN GREEN APPLE JUICE (APHIS POMI DE GEER)

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### ABSTRACT

*This article analyzes the effect of green apple juice (Aphis pomi De Geer, 1773) on the release of carbon dioxide during the study of gas exchange and the influence of environmental factors on this process. The fact that the annual dynamics of the respiratory coefficient in these juices is directly proportional to the dynamics of the population density in them proves that the study proceeded in accordance with the biological laws. This situation depends on the rate of consumption of oxygen accumulated in the tracheal system. On the other hand, the rate of gas exchange in insects is manifested in relation to eco-topic conditions.*

**KEYWORDS:** *Green Apple Juice, Vinegar, Nymph, Swarm, Amphibian, Winged Live Birth Juices, Aphid indication, Decade.*

### INTRODUCTION

Among the vital processes of insects, gas exchange is of particular importance. In insects, this process is complex and unique. This is because the gas exchange associated with the structure of the respiratory organs of these animals is also unique and is not repeated in other animals. They take in oxygen during respiration and absorb it for a long time (in some cases up to 1 hour), but can only release carbon dioxide after a certain amount of time. This situation depends on the rate of consumption of oxygen accumulated in the tracheal system. On the other hand, the rate of gas exchange in insects is manifested in relation to eco-topic conditions. All this may make it

possible to interpret the ecological and evolutionary adaptation characteristics of individual species.

So far, the exchange of gases in some small animals and insects has been studied by scientists. In particular, specific features of this process have been studied in some worms, houseflies, waterfowl, bees, spiders, and other animals [2,p. 142; 3, p. 794]. According to their data, silkworms, locusts, bees, moths and fungi of moths receive oxygen during respiration and may not emit carbon dioxide for up to 1 hour.

Green apple juice is one of the most common and harmful species in all regions of Uzbekistan [4, p. 340].

### **THE MAIN FINDINGS AND RESULTS**

Some information on the study of gas exchange of small insects, in particular aphids, is given in the dissertation of I. Zokirov (2009) [5, p. 23]. Preliminary work has been done in this regard, including the creation of a mechanism for the uptake of oxygen by the juices and the release of carbon dioxide. New equipment has been created for this mechanism.

MH Akhmedov made an ecological analysis of the phenomenon of morphological variability in aphid sap of arid and mountainous regions of Central Asia, giving a comprehensive explanation of the geographical, vertical-regional, seasonal variability of these insects and the effect of forage vegetation on sap variability [1, p. 45].

The biology of green apple juice is somewhat different from other species. These saplings live mostly in the leaves of fruit trees such as apples, pears, quinces, forming large colonies in the three growing parts.

The period of onset of seasonal development of green apple juice can occur in mid-March and early April, depending on air temperature. For example, in 2019, the year we surveyed, the first founders laid their eggs on March 12-15. The maturation of the founders lasted 9-11 days. Founding vinegars mature in 6-10 days. The founders began to multiply, gathering on the underside of the newly formed leaves. 2-8 days after their first emergence, a small number of whitish-yellow colored vinegars and wingless live-producing juices began to appear. Their maturation lasted 7-8 days. In particular, live offspring without mature wings were found on March 23-25. Within 10–15 days of maturation of the vinegar, the gangs became denser due to the formation of new individuals.

An increase in the quantity density of juices was noted in the first days of April (2-3.04). Wingless live-born juices have been found to mature in an average of 7 days.

The appearance of nymphs occurred in the second half of April and the first decade of May. The first nymphs were recorded on April 20th. By this time, most of the flocks were composed of nymphs and winged live-bearing squirrels.

The amphibian joint of green apple juice began to occur from the 2nd decade of October. The egg-laying of the squirrels mainly occurred in late October and early November 2019. Wintering eggs can be observed from November. The 2019 seasonal development of green apple juice (*Aphis pomi* De Geer.) Was completed in October-November.

Because these juices are smaller in size than other types of juices, the amount of oxygen or carbon dioxide in the inhaled air has also been found to be relatively small.

Taking no more than 10 green apple juices for the experiment will allow the experimental results to come out more accurately. The fact that the annual dynamics of the respiratory coefficient in these juices is directly proportional to the dynamics of the population density in them proves that the study proceeded in accordance with the biological laws.

In the process of studying the gas exchange in green apple juice in the conditions of the village Tegirmonboshi of Toshloq district, the results were obtained on the release of carbon dioxide. In particular, experiments conducted on March 28 (2019) were conducted on green apple juice living in a pear plant. Temperature + 11°C, barometric pressure at the time of the experiment was 711 million rubles. The current water vapor pressure is 9.59 million soums. The viability of the juices in the chamber was 3 h.

It should be noted from experiments that the viability of spring saplings is higher than the viability of sap of other seasons. For the experiment, 10 syrups were placed in the syrup chamber. A volume of 0.008 ml of 0.1 ml of inhaled air was ingested into the KOH solution.

<b>Determination of carbon dioxide.</b>	
Date	28.03.2019 .
Plant type	Pear
Experiment time	11.00
Temperature during the experiment	+11 <sup>0</sup> C
Barometric pressure during the experiment	711 mlnsoums
Constant pressure	760 mlnsoums
Water vapor pressure (taken from the table)	9,59 mlnsoums
Universal gas constant	0,00637
The amount of SO <sub>2</sub> in the air (according to SI)	0,03%
The amount of SO <sub>2</sub> in 0.1 ml of air (according to SI)	0,00003 ml.
The number of syrups obtained for the experiment	10 та
The viability of juices in the chamber (quoted for 1 hour for formula)	3 coat
Initial indication of the KOH solution in the pipette	0 ml
Pipette indicator when inhaling air	0,1 ml
Pipette reading after 1 day (temperature constant)	0,092 ml
The volume of gas absorbed by KON	0,008 ml
Calculated for 1 hour	0,0026 ml
1 та шираучунютилган газ ҳажми	0,00026 ml
The SO <sub>2</sub> in the gas absorbed by KOH is found by Gay-Lussac's law: $V_o = 0.00026 \frac{711 - 9.59}{760(1 + 0.00637 \cdot 11)} = 0.00026 \frac{701.41}{813.253} = 0.00022$	0,00022 ml
From the result obtained, the amount of SO <sub>2</sub> in the air is subtracted, resulting in the amount of pure SO <sub>2</sub> emitted by 1 syrup in 1 hour.	0,00019 ml

$V_o = 0.00022 - 0.00003 = 0.00019$	
The amount of SO <sub>2</sub> emitted by 1 syrup per 0.1 ml of air volume (100%) in%:	0,19 %
$CO_2 = \frac{0.00019 \cdot 100}{0.1} = 0.19$	

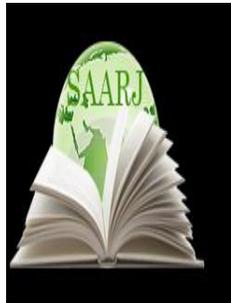
At the same time, when calculating the exhaled air output per 1 hour and 1 syrup, this figure was 0.0026 ml. The result was brought to a normal gas state according to Gay-Lussac and Boyle-Mariott laws. The result was 0.00022 ml. The amount of SO<sub>2</sub> in the air is subtracted from the result, resulting in the amount of pure SO<sub>2</sub> that 1 syrup emits in 1 hour. This figure was found to be 0.00019 ml. It was found that the amount of SO<sub>2</sub> emitted by 1 syrup was 0.19% relative to the volume of 0.1 ml of air (100%).

### CONCLUSION:

In this regard, the detection of respiratory processes of other types of juices may be important in the aphid indication of man-made pollution of the environment.

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**RESEARCH OF RELIABILITY OF LIGHT EMITTING DIODES  
 TO MECHANICAL AND CLIMATIC LOADS**

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**ABSTRACT**

*This paper discusses the development of object to perform specified functions, preserving in time the values of established performance indicators within specified limits that correspond to specified modes and conditions of use. The dependence of the failure rate on this site, which is the most important for the ECO, is usually described by a logarithmically normal law, for which the failure rate is not constant over time. When statistically predicting the reliability characteristics of an ECO using models of the development of degradation of parameters from time and load, failures are divided into two types: partial and complete.*

**KEYWORDS:** *Diod, Function, ECO System, Manufacturing Technology, Crystal Material, Contact Material, Model.*

**INTRODUCTION**

**Main part**

The reliability function (probability of failure)  $R(t)$  Is the probability that no failure will occur under the specified operating conditions (or tests) by time  $t$  . Values of  $Q(t)=1 - R(t)$  is called the aggregate failure function and corresponds to the probability of failure occurring under the same conditions at a point in time  $t$

Failure rate is the probability of device failure  $D$  per unit of time

$$\lambda(t) = - 1/R(t) \cdot dR(t)/dt. \quad (1)$$

The failure rate function can also be expressed in terms of the failure rate  $f(t)$ .

Thus, four basic probability functions are introduced:  $R(t)$ ,  $Q(t)$ ,  $\lambda(t)$ ,  $f(t)$ , each of which fully characterizes the reliability of the device, since knowing any of them, you can define three other

functions. The function  $\lambda(t)$  and  $f(t)$  they have a dimension that is the inverse of time, and the functions  $R(t)$  and  $Q(t)$  are dimensionless.

For rice. 1 shows a typical dependence of the failure rate over time. On the plot AB failure rates are dropping. This section is called the run-in period. The high failure rate here is associated with the loss of operability of devices that have significant hidden technological defects. Such devices are usually detected (rejected) in the process of technological testing (training) and do not come to the consumer [1-8].

On the plot BV failure rate is practically constant and can be described by an exponential distribution of failures over time, for which probability functions have the form:  $I(t) = \exp(-\lambda t)$ ; (2)

$$Q(t) = 1 - \exp(-\lambda t); \lambda(t) = \lambda = \text{const.} \quad (3)$$

The failure rate in this case does not change during running time and is calculated using the formula  $\lambda = d/T_{\Sigma}$ ,

where  $d$  is the received number of bounce rates;

$T_{\Sigma} = \sum_{i=1}^n t_i$  total running time of the products;

$t_i$  - running time  $i$  - product year;

$n$  is the number of observable items.

If the number of failures is zero, the failure rate  $\lambda = 0.69 / T_{\Sigma}$ . In the area to the right of point B, the failure rate increases due to wear and aging of materials. This section is typical for ECO systems where parameters are degraded. The dependence of the failure rate on this site, which is the most important for the ECO, is usually described by a logarithmically normal law, for which the failure rate is not constant over time. In the initial period, it increases, then, having reached the maximum, it decreases. Logarithmically normal distribution of failures is widely used in assessing the reliability indicator of the EP, but in some cases, it is possible to use other laws: Weibull, normal, exponentially gamma distribution, beta distribution. These laws can be used not only to find the quantitative characteristics of operating time before failure, but also to describe the distribution functions of device parameters, physical characteristics of materials, and manufacturing processes that are subject to random variations.

The study of ECO reliability is closely related to methods of predicting quantitative indicators, which can be divided into two main groups: forecasting based on the results of forced tests and statistical forecasting using models of parameter degradation. Prediction based on the results of forced tests is based on the change in the test process of the parameter  $x$  of devices associated with physical and chemical processes occurring in the devices and causing their failure. Parameter  $x$  is a random variable and changes depending on the time and load on the device. Therefore, the failure rate (uptime) is also related to the operating mode of the device. However, the distribution law is preserved for different loads. Only the characteristics of the law, which are invariants with respect to test modes, and the acceleration coefficient change  $K$  can be found through the characteristics of the distribution law.

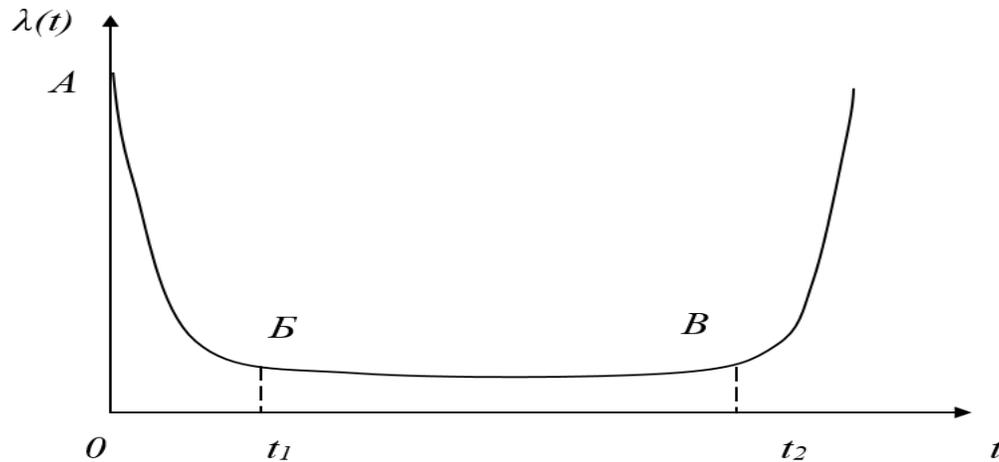


Figure 1- Typical dependence of the failure rate the ECO from time to time

If the uptime of the product obeys the logarithmically normal distribution for the load  $\varepsilon_1$

$$F[x(\varepsilon_1)t] = f[(\ln t - m_1) / \sigma_1], \quad (4)$$

Where  $f(I)$  is the Laplace function;  $m, \sigma$  are the distribution characteristics, then for the load  $\varepsilon_2$

$$F[x(\varepsilon_2)Kt] = f\left(\frac{\ln K + \ln t - m_1}{\sigma_1}\right) = f\left[\frac{\ln t - (m_1 - \ln K)}{\varepsilon_1}\right] = f(\ln t). \quad (5)$$

It can be seen from (33) that the acceleration coefficient  $K = e^{m_1 - m_2}$ .

For the We I bull distribution with characteristics  $n$  and  $\alpha$

$$F[x(\varepsilon_1), t] = 1 - \exp(-t^\alpha / \eta_1). \quad (6)$$

The are parameter depends on the test mode, so the acceleration coefficient is calculated using the formula

$$K = (\eta_1 / \eta_2)^{1/\alpha}. \quad (7)$$

For the exponential distribution law, which is a special case of Weibull's law for  $\alpha = 1$  and  $\lambda = 1/n$ , it follows from (34) that the acceleration coefficient  $K = \lambda_2 / \lambda_1$ .

If refusals are described by Arrhenius ' law, then

$$K = \exp\left[\frac{E_a}{k}\left(\frac{1}{T_1} - \frac{1}{T_2}\right)\right], \quad (8)$$

Where  $K$  is the Boltzmann constant.

The properties of the invariance of the distribution law and the presence of invariant values can be used as criteria for the correctness of making a decision on a particular model of failure development when predicting reliability characteristics based on the results of accelerated tests in forced modes.

When statistically predicting the reliability characteristics of an ECO using models of the development of degradation of parameters from time and load, failures are divided into two types: partial and complete. Partial values are characterized by a change in at least one parameter and its value exceeding the established limits (or norms). As a rule, these boundaries are used to

control the quality and reliability of devices during manufacture, acceptance and delivery to the consumer. Complete failures are characterized by the loss of device properties based on any one or more parameters-failure criteria. [6]

The behavior of any parameter  $x$  at can be described by a continuous function  $x(t)$ , increasing or decreasing. The continuity and monotonicity conditions of the function  $x(t)$  in this case are: for the constraint  $x$  from above

$$dx(t)/dt \geq 0, x(t) - x(t + \Delta t) \leq 0, \tag{9}$$

to limit  $x$  from the bottom

$$dx(t)/dt \leq 0, x(t) - x(t + \Delta t) \geq 0. \tag{10}$$

Given expressions (9) and (10), the partial failure condition can be defined as the output of the value  $x(t)$  beyond some boundaries  $x_{in}$ (lower) and  $x_{in}$ (upper):

$$x(t) = \begin{cases} x_h \leq x(t) \leq x_{in} & \text{for } \begin{cases} 0 \leq t < t_0, \\ t \geq t_0, \\ t \geq t_0, \end{cases} \\ x(t) >> x_{in} \\ x(t) < x_n \end{cases} \tag{11}$$

where  $t_0$  is the time when the failure occurred.

From equation (38), taking into account (36) and (37), it can be seen that the probability of failure depends on the boundary values (either  $x_h$  or  $x_b$ ).

A complete failure for parameter  $x$  can be described by a function that looks like

$$x(t) = \begin{cases} x_h^K < x(t) \leq x_v & \text{for } 0 \leq t \leq t_0; \\ \delta[x(t_0) - x_{in}^K] & \text{for } t = t_0 \text{ and } x(t_0) = x_n^K \text{ or } x_b^K, \\ \frac{1}{\delta[x_n^K - x(t_0)]} \end{cases} \tag{12}$$

where  $x_{toh}$ ,  $x_{tob}$  - the lower and upper critical values of the parameter  $x$ , when reaching which there is a loss of operation or destruction of devices. Critical values of  $x$  are constant for devices United by technological community\*, and are related to the norms for this parameter, according to which quality and reliability control is carried out:

$$x_{in} - x_{in}^K, x_{nK} - x_n. \tag{13}$$

It follows from expressions (11) and (12) that total failures do not depend on the established norms for parameters. The reliability characteristics for total and partial failures are formally the same, but for partial failures they are functions of the norms for parameter  $x$ , which is used to register the failure. For complete failures defined as (12), independence from the norm for parameter  $x$  allows us to assume that the probability of failure at time  $t + \Delta t$  does not depend on  $\Delta t$ . Such failure events are described by an exponential distribution.

Given that the physical processes leading to total and partial failures defined as (11) and (12) are usually independent, the probability of failure-free operation can be written as the product of two probabilities:

$$R(t) = R_n(t) R_h(t) = e^{-\lambda t} R_h(t), \quad (14)$$

Where  $R_n(t)$  and  $R_h(t)$  are probabilities for total and partial failures, respectively. Expression (14) shows that to restore the distribution law  $R(t)$ , it is sufficient to know the distribution law  $R_h(t)$ .

To restore the distribution function  $RR4(t)$ , we use the fact that the change in the parameters for which a partial failure is registered can be described over time by a function of the form  $x = \omega(t)$ . There is an inverse transformation of  $t = \eta(x)$  [7].

In this case, the technological commonality is understood as the similarity of manufacturing technology, crystal material, contact material, method of connecting current-carrying elements, protection of the p-n junction.

In this case, there is a connection between the initial distribution of parameter  $x$  (at  $t = 0$ ) and the probability density function of the time-to-failure distribution in the form

$$f(t) = f[x(t)] dx(t)/dt. \quad (15)$$

The analysis of equation (15) shows that for many practical problems, depending on the type of function  $x(t)$  and the initial distribution density of the parameter  $f(x)$ , it is possible to obtain fairly simple distributions of the probability density of run-to-failure  $f(t)$

For a logarithmically normal law

$$f(x) = \frac{1}{t_{\sigma} \ln \sqrt{2\pi}} \exp \left[ -\frac{(\ln x_i - \overline{\ln x})^2}{2\sigma_{\ln x}^2} \right]; \quad (16)$$

$$m = \overline{\ln} = \frac{1}{n} \sum_{i=1}^n \ln x_i = \ln x_i = \frac{1}{n} \ln \prod_{i=1}^n x_i \quad (17)$$

- average value;

$$\sigma_{\ln x} = \sigma = \sqrt{\frac{1}{n-1} \sum_{i=1}^n (\ln x_i - \ln x)^2} \quad (18)$$

- the average square deviation (standard).

The value of  $x$  in time is described by the functions:

$$1) \quad x = a + bt, \quad \sigma = \text{const}, \quad (19)$$

$$f(t) = \frac{b}{t_{\sigma} \sqrt{2\pi}} \exp \left\{ -\frac{\left[ \ln \frac{a+bt_i}{a+bt} \right]^2}{2\sigma^2} \right\}; \quad (20)$$

$$2) \quad x = \ln t, \quad \sigma = \text{const}, \quad (21)$$

$$f(t) = \frac{1}{t \ln t_{\sigma} \sqrt{2\pi}} \exp \left[ -\frac{(\ln \frac{\ln t_i}{\ln t})^2}{2\sigma^2} \right]; \quad (22)$$

$$3) \quad x(t) = \exp Kt, \quad \sigma = \text{const}, \quad (23)$$

$$f(t) = \frac{K}{t_{\sigma} \sqrt{2\pi}} \exp \left[ -\frac{(t-\bar{t})^2 K^2}{2\sigma^2} \right]. \quad (24)$$

This, knowledge of the processes of changing the parameters-parameters expiration criteria in time- allows us to restore the probability density of the distribution of time to failure and, accordingly, other reliability characteristics.

Promising methods for obtaining data on the reliability of an ECO are methods based on non-destructive testing for characteristics and parameters. These methods are called parametric methods. They are based on the relationship between the physical structure of the device and the reliability characteristics. The method is based on the causality hypothesis, which establishes that the degradation of parameters is completely determined by the physical state of the device before use. Since the physical condition of the device before use cannot be described by a complete system of characteristics, the quantitative characteristics of reliability in this case are also probabilistic. You can differentiate between one - dimensional rating if it is based on one parameter, and multidimensional - in the view of the large number of parameters.

### CONCLUSION:

SD radiation occurs as a result of spontaneous radiative recombination of charge carriers and is therefore incoherent, and therefore relatively broadband and weakly directed.

Particularly, super luminescent (SLD) materials should be singled out. In these diodes, in addition to spontaneous recombination with radiation, the process of induced recombination with radiation is used; the output radiation is amplified in the active medium.

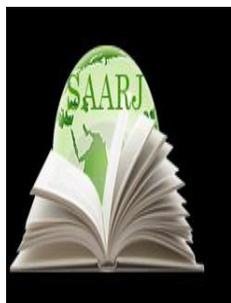
The average power of radiation in continuous operation determines the total power radiated by the surface of the active area of the device in the direction of radiation output.

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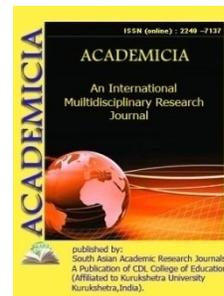
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## ANALYSIS OF SEMANTIC AND METAPHORICAL IDIOMS WITH THE WORD “TIGER” IN CHINESE AND ENGLISH

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### ABSTRACT

*The idiom “tiger” is quite typical for animal idioms, which embodies the unique way of thinking of the Han people in understanding the picture of the world. The metaphorical meaning of idioms is formed to explain abstract truth. The tiger idiom shows that the reason people use different idioms to express the same concept is the result of metaphor. The study of zoomorphic idioms with the word 虎 through the prism of figurative, metaphorical meanings in linguo-cultural and comparative aspects makes it possible to reveal the peculiarities of ideas about the animal world and about ourselves, which is an important part of the linguistic picture of the world in China and in the West.*

**KEYWORDS:** *Linguistic Picture Of The World, Metaphor, Idiom, Tiger, Connotation.*

### INTRODUCTION

According to statistics, in the “Dictionary of Chinese Idioms” (1) there are 82 idioms related to the word “tiger”, which is 11.71% of all animal idioms, Ranked second [2, P.10]. There are many related articles about animal idioms and metaphors, and most of them focus on the source of animal idioms, cultural connotations, and the mapping of metaphorical meanings. There are also many results from studies of certain types of animal idioms, such as analyzes of the metaphorical meaning of the idiom “horse” or the idiom “dog”, and discussion of the structure of animal idioms. The purpose of this article is to identify general and nationally specific metaphorization mechanisms inherent in the languages under study, as well as to explain their functioning within the framework of the linguocultural-ological approach. The study of zoo-metaphors is productive, since such metaphors persist in the language for a long time, and also represent one of the most numerous types of metaphors. The study of zoomorphic metaphors is an integral part of the study of the linguistic picture of the world.

## THE MAIN FINDINGS AND RESULTS

**1. The main shade of the word “tiger”.** The definition of the word “tiger” in the Dictionary of Modern Chinese is as follows: a noun, a mammal, with a large round head, yellow hair and black horizontal stripes. He has a keen hearing and sense of smell, he is fierce, strong, good at swimming, cannot climb trees and goes out at night to hunt birds and animals. Metaphor of courage and power: 虎将(tiger general), 虎虎有生气 (brave like a tiger) . It can also be used as a verb in dialects to show a fierce look, for example: 虎起脸 (to express evil facial expressions like a tiger's face) . It is because of many natural attributes that the tiger has a strong duality in the minds of people: as the king of beasts, people admire his powerful strength. The idioms “虎略龙韬”, “虎踞龙盘”, “虎头燕颌”, “龙骧虎视”, “龙精虎猛” show the respect and love of tigers. But on the other hand, the tiger is still a beast, carnivore, and people fear its cruelty. The idioms “虎狼之心”, “虎视眈眈”, “羊入虎口” speak of the cruelty of the tigers, and people are full of fear of it. According to the description of tigers in the “Encyclopedia of China • Volume of Biology”, tigers belong to the orders of mammals, predators and panthers of the feline family and are large animals. The main characteristics of the “tiger”: (1) Appearance: a. the head is round and large; b. ears are short; c. the neck is thick; d. sharp teeth; e. limbs are strong and powerful; f. the whole body is pale yellow or brown; g. has black horizontal stripes. (2) Behavior: h. Walks at dusk or at night; I. mobile; j. swims well. (3) Habits: k. live alone; l. carnivorous; m. cruel. (4) Intelligence: n. keen hearing and sense of smell; o. well-developed brain.

**1.2. Classification of idioms with the word “tiger” by semantics.** As the king of beasts, the Han people have worshiped the tiger since ancient times. As a result of long-term accumulation, many idioms associated with the “tiger” (5 were formed. p, 76). Some of these idioms are related to the tiger's own organs, and some to the tiger's environment. Some of them are associated with the tiger pose, and some are combined with other animals to form an idiom. Below is a summary of the content of the component “tiger” ginseng, and its classification is as follows: 1). Idioms are associated with the body of a tiger. There are many idioms associated with the body of a tiger. Most of these idioms highlight the distinctive characteristics of the tiger. People use the organs of the tiger and rhetorical devices such as metaphors and exaggeration to describe the tiger comprehensively to achieve a certain performance effect. For example, people use the metaphor “虎口之厄” to express a dangerous place; the three idioms “o 虎口余生”, “虎口逃生” and “虎口残生” refer to the lives escaped from the mouth of a tiger in great danger. “虎口拔牙” refers to the removal of teeth from the mouth of a tiger, expressing doing something extremely dangerous and extremely difficult. Zhuangzi says: “料虎头, 编虎须, 几不免虎口哉!” (To make a tiger's head and weave a tiger's whiskers, it's almost impossible to avoid the tiger's mouth!) [6. p, 145]. Therefore, idioms consisting of “虎口] (tiger mouth) often indicate dangerous places.

2) Idioms are related to the behavior and manner of the tiger. The tiger is a symbol of strength and courage, and these characteristics of the tiger are fully reflected in its behavior. People often use the tiger action pose to describe the way people live and express their admiration for the image of the strong and brave. For example, a tiger's eyes are very fierce. “虎视鹰瞵” and “鹰扬

虎视" denote powerful enemies spying on someone. The tiger is a very energetic animal. The idiom "虎虎有生气" describes the tiger's bold, powerful and energetic posture. “虎啸生风” and “虎啸风冽” show the dynamics of the tiger's long roar. The "饿虎扑食" shows a hungry tiger rushing for food.

3) Idioms refer to the tiger's habitat. There are also many descriptions of the tiger's habitat in the tiger idiom. In the minds of people, tigers are very dangerous animals; naturally, the tiger's habitat is also considered a dangerous place. In The Biography of Banzhao · Late Han Chinese Book, “虎穴焉得虎子” (If you don't enter a tiger's lair, you can't have a tiger baby) is an idiom that is closely related to the tiger's environment and denotes that you cannot succeed without going through difficulties [7. p, 88]. "虎穴龙潭", "虎穴鲸波" (Tiger Lair and Whale Wave) , “虎穴狼窝” are all idioms that describe extremely dangerous places.

4) In combination with another animal. In nature, tigers are inextricably linked with other animals. In long-term life and work practices, people have created many idioms that express the habits of animals and their deep meanings in accordance with the natural attributes and life habits of animals. Many of the idioms created by the word "tiger" are combined with other animals. The tiger and dragon combination is the most common. For example, "龙争虎斗" (dragon battle and tiger battle) - this expresses fighting with each other; "降龙伏虎" - expressing the possession of great abilities, to defeat a strong opponent or overcome great difficulties; “龙行虎步” describes the mannerisms of an emperor or general, expressing a stately and extraordinary behavior. Idioms consisting of a tiger and other animals like wolves, leopards, bears and eagles, which have common characteristics. often used to express ferocity and brutality. "虎狼之心" describes a ferocious, vicious and greedy person. "虎狼之势" describes a fierce aura like a tiger and a wolf, "如狼似虎" describes extremely greedy and vicious people; “熊虎之士” and “熊虎之将” describe brave warriors and generals.

By classifying the idioms with "tiger", one can see that, based on natural characteristics and life habits, the tiger's coat is shiny, its appearance is powerful, its appearance is majestic, and its image is endowed with courage, power, resilience and characteristics of vitality - precisely because that the tiger has such a deterrent that it can be declared the king of beasts. People also consider him to be a totem of worship, the embodiment of justice and the protector of humanity, becoming an emperor, hero and warrior. Synonymous with outstanding people, it symbolizes powerful and courageous people or forces such as warriors, heroes and heroes. However, the tiger's powerful, ferocious, and harmful characteristics revealed negative characteristics such as cruelty, anger, greed, and domination. Therefore, the tiger is often used as a metaphor for calamities, enemies, wicked people, corrupt officials, and people with bad qualities. It symbolizes images that are dangerous and frightening.

**2. Metaphorical types of “tiger” idioms.** 2.1 different source domain, same target domain (similar portable meaning) . A notable feature of idioms in their development is that their meanings are relatively stable, with little variation. Certain idioms often express the same or

similar metaphorical meanings. It's the same with the tiger idiom. This article analyzes only two groups: (1) 藏龙卧虎 and 潜龙伏虎 (source domain) → hidden talents or heroes (target domain)

Tiger → Talents, Heroes. "Talents and heroes" in the conventional sense include: having special knowledge or skills, strong creativity, outstanding contributions to society, and political integrity and ability; great people, good fighting skills, extraordinary courage, delightful, selfless, majestic, prestigious and other basic characteristics. The reason people associate these two types of item is because people categorize these two types of items by basic characteristics or family resemblance. The courageous and daring characteristics of "talents and heroes" are associated with the bravery of the "tigers", forming a metaphor.

(2) 放虎归山、养虎自咥、引虎自卫、养虎遗患 (Source domain) → keep yourself in trouble (target domain) tiger → → → disaster

The abstract concept of "danger" in the general understanding of mankind contains such characteristics as: can cause disasters, damage to life, property damage, natural disasters, man-made disasters, predictable, frightening and destructive properties. The frightening, carnivorous and even cannibalistic characteristics of the "tiger" in this phrase are associated with the main feature - damage to life. An analysis of the above two groups of tiger idioms show that the reason that there are multiple idioms that represent the same metaphorical meaning is that people choose different characteristics of the source domain to associate with the target domain.

2.2. Same source domain and different target domain. An idiom does not necessarily have only one figurative meaning. It can contain multiple values. Which of these meanings is used depends on the cognitive subject to be assessed in a particular context. The "single source domain" referred to in this part specifically refers to the "虎头" shared in the "" source domain (tiger head and snake tail) “虎头虎脑” (tiger head, tiger brain). “羊入虎口” (Sheep enters the mouth of the tiger), “虎口余生” (the rest of life from the mouth of the tiger) and “虎口拔牙” (tooth extraction from the mouth of the tiger) all have a “mouth of the tiger”, which reflects the “dangerous places” ... The two idioms "虎头虎脑" and "虎头蛇尾" share the common "tiger head". The first "tiger head" is used to refer to people, especially children, with a trait of the strong and simple-minded appearance of a tiger. The "tiger head" the latter acquires the characteristic features of a large head, which means that business starts well but ends badly, or started with great impulse but later had little strength.

**3. Metaphorical mechanism of the “tiger” idiom.** By analyzing the above two types of tiger idioms, we can see that the reason people choose different source domains to map the same target domain is because people continue to recognize as they learn about the world. Various characteristics of animal "tigers" are used to match the target domain. Also, because humans have a strong two-way understanding of the animal “tiger,” the metaphorical meaning of the idiom “tiger” is more complex. Animal idioms acquired their basic literal meaning only through the initial categorization of human cognition. With the continuous expansion of human knowledge, when each category is divided into more categories, the meaning and form of the dictionary also expanded, so did the metaphorical. In the process of using language, people associate the target domain with the special meaning of the idiom allusion in a particular context

through cognitive mechanisms. This connection is a metaphor. Metaphor is an instrument of thinking, language is an external expression of thinking, and metaphorical idioms are an externalization (external expression) of thinking. A metaphor is a way of using one concept to express another concept. He must find similarities between the two concepts. Knowing this similarity is a function of categorized cognition stored in the human brain [3. p, 40]

Categorization is an advanced human cognitive activity to classify everything in the world. Only on this basis can people have the ability to form concepts and have the meaning of linguistic signs [4.p, 55]. The metaphor connects two concepts in different categories. The premise is the categorization of human cognition of these things.

### **3. Comparison of idioms in Chinese and English. 3.1 comparisons of idioms with the word "tiger" in Chinese and English**

There are many idioms in which animals are used as metaphors in English. Comparing the Chinese idioms "tiger" with English, we can easily find that there are certain differences between them, which are mainly reflected in the following three situations: 1) Idioms with "tiger" in Chinese and English are semantically consistent. For example, "fight like a tiger" corresponds to the Chinese idiom "凶猛如虎" ; "ride the tiger" in Chinese means "骑虎难下" ; "have the tiger by the tail" in Chinese translates to "虎尾春冰". It seems that it is cut off at the tail of a tiger and in the spring they walk on thin and light ice, expressing its dangers. The semantics of the word "tiger" in these examples are the same, and they all show the fierce and cruel image of "tiger".

2) Idioms with "tiger" in Chinese and English are semantically consistent. Sometimes they use opposite metaphors to express the same meaning. For example, in Chinese "虎父无犬子" or "虎门无犬种" - it means that the talents of parents, children and grandchildren will not be mediocre. English has the idiom "many a good cow has a bad calf", which means that many good cows have a bad calf, which is equivalent to Chinese "虎父无犬子" (tiger-father without a son-dog), but the expression is completely opposite.

3) Expressing the same value using different images. For example, as they say, "山中无老虎, 猴子称霸王" (there is no tiger in the mountains, the monkey is the king). The tiger is strong and the monkey is weak. This expresses that ordinary people can also play a major role in the absence of capable people. This is similar to the relationship between a cat and a mouse in English, so instead of the corresponding image of the animal, the expression "when the cat is away, the mice will play" will be replaced (when the cat is absent, the mice will play). For example, the Chinese idiom "虎毒不食子" (angry as a tiger does not eat its son) describes how angry a tiger does not eat its own child. In English, the word "dog" is used instead of "虎", that is, "dog doesn't eat dog".

**3.2. Comparison between the Chinese idiom "tiger" and other idioms of animals in English.** Since tigers were once a unique animal species in China, English-speaking countries have rarely seen this species before. Therefore, in terms of linguistic expression, "tiger" is rarely found in English. And it is replaced by familiar animals such as "lion" and "wolf", but the meaning is actually the same or similar to the meaning of the word "tiger" in Chinese.

1) Comparison of tiger and lion. The lion is the king of beasts, symbolizing strong and powerful greatness. Britain compares itself to a lion. In English, "twist the lion's tail" means humiliation of Britain, which indicates the high status of a lion in English. Chinese idioms have more "tiger" and less "lion", and the translation often uses "tiger" instead of "lion." For example, in the English idiom "beard the lion on his den" matches the Chinese idioms "捋虎须", "虎口拔牙", "老虎头上搔痒" and so on. As another example, "place oneself in the lions mouth" is equivalent to the Chinese idiom "置身虎穴" (to be in a tiger's den). The English term "虎穴" is represented by "lion's mouth", which means that the lion is also a symbol of ferocity and danger for English-speaking countries. The English idioms "an ass in the lions skin" and "a donkey in the lions hide" (a donkey in a lion's skin) talk about a donkey in a lion's skin and scaring away people and animals, but then the lion's skin was blown away by the wind, and the donkey was beaten after that as it showed its original shape. Equivalent to the Chinese idiom "狐假虎威".

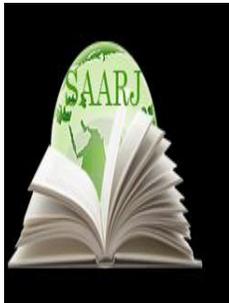
2) Comparison of a tiger with a wolf. In English or Chinese, the wolf is considered a vicious and greedy animal; so many English idioms about the wolf correspond to the Chinese idioms about the tiger and express similar meanings. In Chinese, the idiom "狼吞虎咽" is often used to describe how a person eats food with fury and impatience. In English, this can be expressed in just three simple words, namely: "to wolf down". Here we use the greedy image of a hungry wolf to describe people eating food. The appearance matches the Chinese word "狼吞虎咽". Sometimes "make a lions meal" is used to describe a voracious appearance, the same meaning.

### CONCLUSION:

This article first uses semantics as a starting point for analyzing the semantics of the tiger idiom. The semantics of the idiom "tiger" is associated with the organs of the body of the tiger, the posture of action and the habitat. There are also some "tiger" idioms associated with other animal combinations. Then the semantic content of the Chinese and English idioms "tiger" was compared. The tiger is completely unfamiliar to ancient Westerners, but in Chinese mythology, the tiger is one of the four great totems. He possesses the same characteristics of courage and devotion as the lion, which Westerners consider the king of beasts. Through comparative analysis of animal idioms in two languages, we can understand the way of thinking, national culture and linguistic worldview in China and in the West.

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## DEVELOPMENT OF SOCIAL - POLITICAL THOUGHT IN IX - XI CENTURIES

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### ABSTRACT

*The article examines the social - political views of the IX - XI centuries. About the period of Samanid rule, the economic and cultural upsurge in Khorasan and Maverannahr, in which special attention is paid to artisans who are famous for their products. Carpets, cotton and woolen fabrics, tanned leather, butter horse saddles, hemp, sulfur, walnuts and, of course, the famous Bukhara watermelons and melons also took a significant place in its export. The Shash region, or Chacha, was famous at this time for the manufacture of leather and leather goods, which was primarily due to its proximity to the nomadic steppe.*

**KEYWORDS:** *Social And Political Thought, Caliphate, East-West Trade, Papermakers, Eastern Renaissance, Carpets, Cotton And Woolen Fabrics, Tanned Leather, Hemp, Sulfur, Walnuts, Poetry, Literature, Science, Folk Literature, Tradition, Folklore, Philosophy , Theology, Centralized Government, Mathematical Teaching.*

### INTRODUCTION

The rule of the Arab Caliphate in Central Asia fell at the end of the ninth century. Period IX-XII centuries. in Central Asia, in political terms, it was a period of existence of several centralized states Samanids, Karakhanids , Ghaznavids, Seljukids and Khorezmshahs. As for the level of cultural development, the period of the IX-XII centuries. received in the historical literature the definition of "Eastern Renaissance". [1.]

The relative calm during this period contributed to the economic and cultural development of the region. To the east-west trade was added intensive trade with the Volga regions through Khorezm.

Samarkand has become a significant city in Central Asia. The markets were overflowing with goods from all over the world: Persia, India, China. Silk and cotton fabrics of the Zarafshan valley were in great demand. And the copper smelters were famous for their lamps and boilers. Stirrups, bits, belts, scarves, and nuts were also exported from Samarkand. Of particular importance was the production of paper, the secret of which was previously known only in China. According to the English historian Hilda Hookham, the secret of making paper was revealed by the Chinese papermakers themselves, who were captured at the battle of Talas( 751 ) and then brought to Samarkand. Samarkand masters - papermakers mastered the art of writing writing paper and further passed on their skills from generation to generation. This transfer of the secrets of paper making has been one of the reasons for its high grade for many centuries. By the end of the XI century. Samarkand paper replaced parchment and papyrus in the eastern countries, and even when its production Prevalence nilos west Samarkand paper was unequalled.

Bukhara was famous for the products of goldsmiths. Carpets, cotton and woolen fabrics, tanned leather, butter horse saddles, hemp, sulfur, walnuts and, of course, the famous Bukhara watermelons and melons also took a significant place in its export. The Shash region, or Chacha, was famous at this time for the manufacture of leather and leather goods, which was primarily due to its proximity to the nomadic steppe. They were exported from Shash ; high horse leather saddles, arrow quivers, tents; in addition : cloaks, prayer rugs, bows, needles and scissors. Trading activity X-XII centuries. was especially favorable for Khorezm: This oasis in the lower reaches of the Amu Darya, south of the Aral Sea, acted as an intermediary in the steppe trade between the Volga and nomads. From the main city of Khorezm, Urgench, caravans could follow to Otrar and then to China, or the main road could connect in Bukhara and lead to the south. From here the road went east, to China, or farther south through the Hindu Kush to India. It is known that Khorezm "specialized" in almond confectionery and magnificent melons, which were exported packed in lead molds with snow or ice. In addition, the Khorezm bows were especially appreciated, which only strong people could pull; and also: boats, fish glue, fish teeth: not to mention a large number of fish that were caught in the lower reaches of the Amu Darya and exported in salted form. The merchants, of course, could not conduct caravan trade on an individual basis, since the costs of sending even the smallest caravan were significant. As in previous times, merchants were united in certain trading companies, with the aim of conducting trade operations along the caravan route. In trade operations in the X century. Checks were often used ("check" is a Persian word that in this case meant "document"). It was possible not to carry large amounts of money with you, but to give it in any city to one of the commercially trustworthy sarrafs (money changers), take the corresponding document from him - a check and, upon presenting it in another city, receive the fully surrendered amount.[2.]

In the 9th century, the political power of the Arabs in the region weakened, and local dynasties gradually came to rule. A centralized state is emerging. Social and economic processes are accelerating.

During the reign of the Samanids, there was an economic and cultural upsurge in Khorasan and Maverannahr , and Merv , Samarkand, Bukhara and Urgench gained fame as the most cultural centers of that time.

The consolidation of centralized government under the Samanids contributed to the fact that the country was no longer plundered and plundered by neighboring rulers and nomads, the developing caravan trade promoted cultural exchange with many European and Eastern countries.

For social and economic progress, the importance of geodesy, geometry, astronomy at that time is very significant.

Science experienced a great rise during this period. Many Central Asian scientists went to study in Baghdad and other major scientific centers.

The Islamization of the population contributed to the introduction of the Arabic language, which began to be used not only in Muslim theology, in the official bureaucratic world, but also among the Persian, Khorezm and Sogdian aristocracy.

Under the Samanids, local languages also developed - Turkic, Persian - Tajik, which did not go out of use among ordinary people. Court poetry, created in the Tajik language, which mainly grew out of folk literary tradition and folklore, reached a special flourishing. Rudaki and Dakiki wrote in the Tajik language, based on knowledge of folk legends and folklore. Dakiki is the founder of the "Shah - name " (Book of Kings), which was supposed to reflect the history of Iran and Central Asia before the Arab conquest. Finished "Shah Namah " great Ferdowsi at the beginning of X - th century, during the reign of Mahmud of Ghazni.[3.]

Thus, the patronage of poetry, literature and science was a characteristic feature of the policy of the Samanid rulers. Many feudal lords had large libraries, which were used by scientists.

The formation of a single political system from previously disparate areas on a new feudal basis and the rapid growth of the economy created favorable conditions for the development of science and culture in the medieval East.

United politically and economically, connected by the unity of religion and language (Arabic became not only the state language, but also the language of science and culture), the peoples of the Near and Middle East were given the opportunity of a freer exchange of spiritual values. Thanks to intensive translation activities already in the 9th century. in the Arabic-speaking world, all the main works of scientific thought of antiquity were published. The Arabs treated the ancient heritage with the greatest respect. So, in 823 . Caliph al- Mamun demanded that the Byzantine Tsar Michael II, whom he had defeated, hand over a number of Greek manuscripts or their copies. Among them was received and "Almagest" by K. Ptolemy. The assimilation of a complex complex of local cultural traditions and cultural heritage of antiquity ensured the flourishing of Muslim culture. [4.]

The works of Aristotle were especially widespread in the East. The pinnacle of Arabic-speaking Aristotelianism was the work of Ibn Rushd (in Europe he was called Averroes), who interpreted Aristotle's works in the spirit of materialism and pantheism Ibn Rushd strove to establish the complete independence of philosophy and science from theology, Muslim theology,

Ibn Rushd also developed a "theory of two truths" - scientific, philosophical and theological. Both science (philosophy) and religion (theology) reflect primarily on God, the first and highest cause of all that exists and knowable. But they are completely different in the way they are explained. Science (and philosophy), based on logic and evidence, gives a more perfect

way. Religion (and theology) gives figurative, sensory knowledge, a representation of God, containing many logical contradictions. The "inner" first is comprehended by theology, the second by science, philosophy.

Significant successes in the IX - XII centuries. reached science, especially the field of exact sciences. The Abbasid dynasty began to patronize education and the development of knowledge. The new capital of the state - Baghdad is becoming not only a political and scientific center. Caliph Harun ar - Rashid (786 - 809), his son al - Mamun (813 - 833) invite scholars from various countries to Baghdad.

In the capital of the Caliphate, "Bayi ul - hikma" ("House of Wisdom") was created, which served as the Academy of Sciences. The library contained over 400 thousand volumes of manuscripts, two observatories (in Baghdad and Damascus). Serious scientific research was carried out here. Many scientists who worked at the Academy were from Central Asia. [5]

Abu Bakir ar (865-925) - Razi, an outstanding thinker and encyclopedist in matters of religion, departed from the mutakallims, criticized the ideas of the prophets and their mission, as well as the sacred books. Razi was the author of two extant works "Maharik al- anbiya" (The tricks of the prophets) and "Hiyal al- mutanabbiya" (The tricks of the false prophets), in which he exposes the trickery and deceit of the clergy and preaches the idea of human equality.

Abu Bakr Muhammad ibn Zakariya Ar-Razi was born in the Persian city of Rhea, near Tehran. In Persia, he received a versatile education and, in particular, studied philosophy, metaphysics, poetry and alchemy. Even in his youth, he began to engage in experiments in the refinement of metals and the search for an "elixir". At the age of 30, Ar-Razi went to Baghdad, where he studied medicine. He soon became famous as a very skillful physician; ran a clinic in Rhea, then in Baghdad. Ar-Razi was well acquainted with ancient science, medicine and philosophy; he left works on philosophy, ethics, theology, logic, medicine, astronomy, physics and alchemy - a total of 184 works, of which 61 have survived; many of Ar-Razi's works were translated into Latin in Europe in the X-XIII centuries.

In ethics, Ar-Razi opposed asceticism, called for an active social life, considering Socrates as an example. Ar-Razi criticized all religions that existed in his time: truth is one, religions are many. The source of truth, according to Ar-Razi, should be the books of philosophers and scientists,

Among the alchemical writings of Ar-Razi, the most famous are the "Book of Secrets" and "The Book of Secrets of Secrets". Ar-Razi evidently knew well the works of the Greek philosophers and the works of the Alexandrian alchemists; he also studied the original works of Arab authors of the 8th and 9th centuries.

... In The Book of Secrets, he divided all the material of alchemy into three main sections: 1) Knowledge of the substance, 2) Knowledge of devices and 3) Knowledge of operations.

The main works of Ar-Razi on medicine are the book "Alhavi" ("Comprehensive book on medicine") and the 10-volume "Medical book dedicated to Mansur" - a kind of medical encyclopedias in Arabic. Translated into Latin, they served as a guide for doctors for several centuries. Ar-Razi also compiled instructions on the construction of hospitals and the choice of a place for them, wrote works on the importance of the specialization of doctors ("One doctor

cannot cure all diseases"), on medical care and self-help for the poor ("Medicine for those who do not have doctor ") and others. [6.]

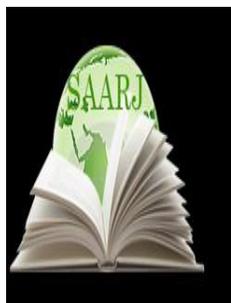
Ar-Razi was one of the first to suggest the infectious nature of some diseases. In his work On Smallpox and Measles, he gave a classic description of these diseases, especially noting the immunity to recurrent disease; used smallpox vaccination to prevent disease. Ar-Razi introduced into medical practice the compilation of a medical history for each patient, the use of a plaster cast to immobilize a limb in case of fractures. He was one of the first to use cotton wool for dressings and catgut for stitching wounds; described a special tool for extracting foreign bodies from the pharynx.

Ar-Razi was a supporter of mathematical atomism, the doctrine of which was outlined by him in the "Book of Time and Space". He also wrote "A treatise stating that the fact that the diagonal of a square is incommensurable with a side does not apply to geometry."

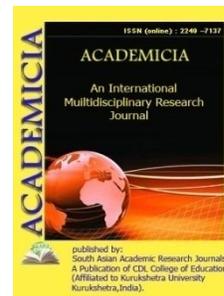
A number of Ar-Razi's treatises on the spherical nature of the Earth, stars and space in general are also known.

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## THE INFLUENCE OF VARIOUS AGROTECHNICAL MEASURES ON WINTER WHEAT ON SOIL GRAIN SIZE

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### ABSTRACT

*This article discusses the results of a research of the effect of soil fertility on the cultivation of winter wheat in areas prone to irrigation erosion, by cultivating the soil in different ways and applying mineral fertilizers at various rates.*

**KEYWORDS:** *Irrigation Erosion, Soil, Mineral Fertilizers, Soil Graininess, Typical Gray Soil, Particles, Macrostructure, Hectare.*

### INTRODUCTION

The improvement of soil agro ecology has been achieved through the improvement of agricultural technologies for sowing and cultivation of winter wheat by treating soils on erosive soils in various ways, through obtaining high yields through the effective use of mineral fertilizers, which reduces the leaching of soil particles in world agricultural practice. In particular, it is significant to conduct research that will meet the needs of the population for food by improving the ecological state of the soil, preserving soil fertility and increasing the yield of winter wheat.

The water resistant particles that are considered agronomically acceptable are soil particles of 10–0.25 mm, which have been identified by our scientists as the data that can be obtained through tillage, crop rotation, organic fertilization and other agronomic measures.

To determine the effect of the applied agrotechnical measures on soil fertility and its physical properties, for 3 years, we conducted research on typical gray soils with a slope of 1.7 degrees, subject to irrigation erosion, located in the Kibray district of the Tashkent region. In our field

experiments, after studying the agrophysical state of field soil after the annual completion of the study, it was found that when growing winter wheat using different methods and depths and different amounts of mineral fertilizers, it affects the macrostructure of the soil in different ways.

**The Main Findings and Results**

When we studied the macrostructural state of the soil after our research in the first year after harvesting winter wheat, the agronomically favorable fractions (10–0.25 mm) were 67.4% in the 0–10 cm soil layer, 67.5% in the 10– 20 cm. It was noted that 66.9% in the 20-30 cm layer, 65.9% in the 30-40 cm layer and 63.5% in the 40-50 cm layer (Table 1).

**TABLE 1 INITIAL GRAIN SIZE OF THE EXPERIMENTAL FIELD, %**

Layer, cm	>10	10–0,25	<0,25
0–10	23,8	67,4	9,1
окт.20	23,1	67,5	9,4
20–30	23,0	66,9	10,1
30–40	22,3	65,9	11,8
40–50	25,3	63,5	11,2
0–30	23,3	67,2	9,5
30–50	23,8	64,7	11,5
0–50	23,5	66,2	10,3

In the first year of the study, the agronomic favorable fraction (10–0.25 mm) of mineral fertilizers N<sub>150</sub>P<sub>105</sub>K<sub>75</sub> kg / ha was applied in the aisles of cotton by sown winter wheat. The seeding rate increased from 4 million to 6 million seeds per hectare, and the rate of application of mineral nitrogen fertilizers increased from 150 kg / ha to 250 kg / ha., Phosphorus fertilizers increased from 105 kg / ha to 175 kg / ha, and potash fertilizers - from 75 to 125 kg / ha. In the 50 cm layer, there was an improvement from 2.0% to 6.2% (Table 2).

**TABLE 2 INFLUENCE OF THE INVESTIGATED FACTORS ON SOIL GRAIN SIZE**

№	Options	Layer, cm	Between the rows of cotton is planted			Cultivated planted			Planted after winter lust		
			>10	10	<0,2	>10	10	<0,2	>10	10	<0,2
			0	0,2	5	0	0,2	5	0	0,2	5
1	N <sub>150</sub> P <sub>105</sub> K <sub>75</sub>	0–30	22,8	69,0	8,2	22,1	69,8	8,0	21,5	70,7	7,9
		30–50	24,7	66,7	8,6	24,0	67,6	8,4	23,2	68,5	8,3
		0–50	23,6	68,1	8,4	22,9	69,0	8,2	22,2	69,8	8,0
2	4 million pieces N <sub>200</sub> P <sub>140</sub> K <sub>100</sub>	0–30	19,9	69,5	10,6	19,3	70,3	10,4	18,8	71,1	10,2
		30–50	21,3	68,5	10,3	20,7	69,3	10,0	20,0	70,1	9,8
		0–50	20,5	69,1	10,5	19,9	69,9	10,3	19,3	70,7	10,0
3	N <sub>250</sub> P <sub>17</sub>	0–30	19,	70,	9,7	19,	71,	9,5	18,	72,	9,3

		$5K_{125}$		7	5		1	3		6	1			
			30-50	21, 7	69, 2	9,2	21, 0	70, 0	9,0	20, 4	70, 8	8,8		
			0-50	20, 5	70, 0	9,5	19, 9	70, 8	9,3	19, 3	71, 6	9,1		
4	5 million pieces	$N_{150}P_{10}$ $5K_{75}$	0-30	20, 4	69, 8	9,8	19, 8	70, 6	9,6	19, 2	71, 4	9,4		
			30-50	20, 8	68, 1	11,1	20, 2	68, 9	10,9	19, 6	69, 8	10,7		
			0-50	20, 6	69, 1	10,3	20, 0	69, 9	10,1	19, 4	70, 7	9,9		
5			$N_{200}P_{14}$ $0K_{100}$	0-30	20, 3	69, 9	9,8	19, 7	70, 7	9,6	19, 1	71, 5	9,4	
					30-50	19, 9	69, 2	10,9	19, 3	70, 0	10,7	18, 7	70, 8	10,5
					0-50	20, 1	69, 6	10,2	19, 5	70, 4	10,0	18, 9	71, 2	9,8
6			$N_{250}P_{17}$ $5K_{125}$	0-30	19, 1	71, 3	9,6	18, 5	72, 1	9,4	18, 0	72, 8	9,2	
					30-50	19, 4	69, 6	11,0	18, 8	70, 4	10,8	18, 3	71, 2	10,6
					0-50	19, 2	70, 6	10,2	18, 6	71, 4	10,0	18, 1	72, 2	9,8
7	6 million pieces	$N_{150}P_{10}$ $5K_{75}$	0-30	20, 7	69, 9	9,4	20, 1	70, 7	9,2	19, 5	71, 5	9,0		
				30-50	21, 1	68, 2	10,7	20, 5	69, 0	10,5	19, 9	69, 9	10,3	
				0-50	20, 9	69, 2	9,9	20, 3	70, 0	9,7	19, 6	70, 8	9,5	
8			$N_{200}P_{14}$ $0K_{100}$	0-30	20, 0	70, 3	9,7	19, 4	71, 1	9,5	18, 8	71, 9	9,3	
					30-50	20, 6	68, 9	10,5	20, 0	69, 7	10,3	19, 4	70, 5	10,1
					0-50	20, 2	69, 7	10,0	19, 6	70, 5	9,8	19, 0	71, 3	9,6
9			$N_{250}P_{17}$ $5K_{125}$	0-30	19, 3	70, 8	9,9	18, 7	71, 6	9,7	18, 2	72, 3	9,5	
					30-50	19, 2	70, 9	9,9	18, 6	71, 7	9,7	18, 1	72, 4	9,5
					0-50	19, 3	70, 8	9,9	18, 7	71, 6	9,7	18, 1	72, 4	9,5

Between the rows of cotton, we sowed 4 million seeds of winter wheat per hectare, at the end of the growing season, mineral fertilizer  $N_{150}P_{105}K_{75}$  was applied agronomically favorable

fractions(10–0.25 mm) due to an increase in sowing rates and mineral fertilizers( $N_{150}P_{105}K_{75}$ ,  $N_{200}P_{140}K_{100}$  and  $N_{250}P_{175}K_{125}$  kg/ha) in a layer of 30–50 cm and 2.9% in a layer of 30–50 cm), at the end of the validity period compared to the beginning of the validity period it improved from 2.6% to 4.4% in the 0-30 cm layer and from 2.9% to 7.0% in the 30-50 cm layer.

## CONCLUSION

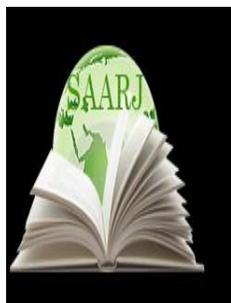
In short, the experimental field was plowed to a depth of 28–30 cm and 4 million winter wheat seeds were sown per hectare. At the beginning of the application period of 19 variant agronomic favorable fractions (10–0.25 mm) due to an increase in sowing rates and mineral fertilizers ( $N_{150}P_{105}K_{75}$ ,  $N_{200}P_{140}K_{100}$  and  $N_{250}P_{175}K_{125}$  kg / ha), and in the layer of 30–50 cm it was 68.5% relatively improved from 3.5% to 5.1% in the 0–30 cm soil layer and from 3.8% to 7.7% in the 30–50 cm soil layer.

This means that the agronomic valuable soil fraction (10–0.25 mm) is among the variants treated in different ways, in variants plowed to a depth of 28–30 cm (6 million seeds are sown per hectare, mineral fertilizers  $N_{150}P_{105}K_{75}$ ,  $N_{200}P_{140}K_{100}$  and  $N_{250}P_{175}K_{125}$  kg / ha) turned out to be 1.5% higher in the upper layer of 0-30 cm than with inter-row sowing of cotton, and 0.7% higher than with chisel sowing.

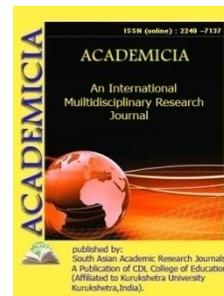
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## THE SEMANTIC FIELD OF THE CONCEPT OF “PATIENCE” (“SABR”) IN THE UZBEK LANGUAGE

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### ABSTRACT

*In this article, the main focus was on the dominance of the concept of “Patience” (“Sabr”) in our social life, in all languages, particularly, in the Uzbek language. It was looked at from different viewpoints and approaches. The expression of the semantic concept of “patience” in the Uzbek national spirituality, language, and thinking was discussed.*

**KEYWORDS:** *Patience, Communication, Lingua-Cultural Concept, Conceptual Field, Associative Field, Subject, Object, Sender, Receiver.*

### INTRODUCTION

During the process of globalization at the present, countries, political groups, ethnic backgrounds, religious beliefs, the relationship between nations, internal relationships are reflected in different viewpoints. The concept of “Patience” (“Sabr”) plays a great role to create a win-win situation for both parties by giving an equal opportunity to be heard, and to solve the issues after understanding the deeper meaning. The concept of patience is always in the middle of the attention between opposing sides. Therefore, “Patience” (“Sabr”) is the circle of balance that keeps the peaceful life of humanity in the balance that binds nations and people, religious views, and the contradictions of cultures. A human is always about the objective world. This leads to different connections with objects in the world. The human solves the issues with objects that are related to him, the news, situations, and various internal controversies in realms of the concept of “patience” (“sabr”). If the human doesn’t practice the concept of “patience” the

conflicts that happen among various political groups, religious views, geographic locations, nations, countries cannot be prevented. The concept of “patience” is associated with the settlement of military conflicts, conflicts between religious and racial and social groups, the settlement of disputes, the settlement of differences of interest for the benefit of all parties, and peaceful coexistence.

At the same time, man is a living being, living in a relationship with society. This connection reflects the flow of various events, situations, views, the psychological impact on a person throughout his life. Finding the philosophical solution without being emotional and despite the psychological effects is the basis for the concept of “patience” (“sabr”). As a result, this is coming into action in the widespread use of “patience” as the scales of justice and it is symbolized in human intelligence. It turns out that a person's attitude to a renewed, violent, globalizing world, the expansion of the world of science and thought, the re-education in the world one understands, is associated with “patience”.

### **Main body**

As man develops an objective being, he synthesizes from it in his thinking the relation of the universe to man. The generalized scene of the world is gathered in the sciences with the principles of generalization and personification. Therefore, the knowledge gained about the worldview is relevant to all disciplines and becomes the object of everyone's study. During the process of learning, analyzing every subject paints its scene about the world. That means that every subject gives a conclusion based on its observations and experiences. Thus, every single thing in the world is the object of learning for all the disciplines. In particular, the concept of "patience" is one of the most discussed topics in interdisciplinary research. Because the scope of study of the concept of “patience” is wide, the semantic field is infinite. We think that concept of patience unites these components together:

1. Insoniylik, oliyjanoblik, to'g'riso'zlik. (Humanity, nobility, honesty.)
2. O'zini tuta bilish, muvozanatni saqlash, boshqalarni tinglay bilish. (Ability to behave, keeping balance, ability to listen to others.)
3. Erkin fikrlashni bilish, o'zaro munosabatda xushyor bo'lish. (The ability to think freely, being careful in relationships.)
4. Kelishuvchan, boshqalarga e'tiborli, tenglikka da'vatkor bo'lish. (Agreeable, attentive, striving for justice.)
5. Hamfikirlik. (Consensus.)
6. Bag'ri kenglik. (Generosity.)
7. O'zaro bir-birini tushunish: anglash. (Mutual understanding, comprehension.)
8. Teng huquqli yashash, erkin harakatlanish. (Equal rights, freedom of movement.)
9. O'zaro hurmat, hurmatni saqlay bilish. (Mutual respect and the ability to keep the respect.)
10. Chidamlilik, mustahkamlik. (Durability, strength.)
11. Turli og'ir sharoitlarda yashay olish. (Ability to live in difficult circumstances.)

12. Ruhiy yoki jismoniy qiyinchiliklarga ko'nikish. (Adaptation to mental or physical challenges.)

13. Murosasozlik. (Compromise)

14. Olijanoblik, fe'li kenglik. (Nobility, kindness.)

15. Vazminlik, bosiqlik. (Calmness, tranquility.)

As N. Mahmudov mentioned correctly: "The worldview created in the human mind is, of course, not a completely stable structure, it can change and improve in connection with the development of thinking, the development of society, the achievements of science, the perfection of methods of cognition."<sup>1</sup>

To date, the study of the world landscape has been analyzed in-depth by several science researchers, which has also had an impact on linguistics. Man's complex approach to knowing the universe is also reflected in language. Thus, the realization of the concept of "Patience" in language was manifested in linguistics and other disciplines and they are inextricably linked and inseparable.

Therefore, the concept of "Patience", which is a product of the human mind, has become the object of study of linguistics, as well as philosophy, sociology, psychology, history, political science, literature.

From a linguistic point of view, a comparative study of the concepts of "patience" clearly shows that it has many meanings. Studying and analyzing it from a different conceptual point of view requires a study based on the social norms of different languages with different cultures. Although several scientific studies have been conducted in world linguistics, including Russian linguistics, the concept of "Patience" in Turkish linguistics, especially in Uzbek linguistics, has not been studied in a monograph. Therefore, the study of this topic as a scientific study is important for Uzbek linguistics. In Russian linguistics A. A. Barilovskaya, V. V. Didenko, A. M. Volaev, E. M. Fomin, O. A. Mixaylova, S. G. Rastauyeva, A. A. Selyutin, I. N. Sternin, K. E. Nagaeva, E. V. Romanova, V. A. Yamshanova, E. Yu. Jmyrova's research has covered many aspects of this topic. Each researcher analyzed that the concepts of "Терпение" ("Patience") and "Толерантность" ("Tolerance") have one semantic field using various theoretical perspectives. When looking with the linguistic perspective the researchers took the lexo-semantic, linguacultural, (communicative), synchronic and diachronic, cognitive viewpoints as the core.

What's important is that the viewpoints about the semantic field of the concept of "Толерантность" ("Tolerance") fulfill each other in all the research that has been done. The conceptual field of "Толерантность" ("Tolerance") is actualized among dependant, interrelated lexemes. The semantic concept field of "Терпение" ("Patience") gathers patience, content, will, perseverance, endurance, toughness, grit, and determination in itself. The concept of "Терпение" ("Patience") is at the heart of the semantic field that surrounds it with its breadth of content and is its core.<sup>2</sup> A.A. Barilovskaya wrote: "According to humanities experts, "Терпение" ("Patience") is a concept that reflects the characteristics of the Russian national mentality. "Терпение" ("Patience") is a socio-cultural concept based on the Russian national mentality. It is a concept that reflects the modern worldview in Russian, as well as the specific features of the Russian language that reflect its sociolinguistic features."<sup>3</sup>

She divided the concept of “Терпение”(“Patience”) into two semantic groups. Observations show that this concept is not only a semantic concept that represents a central place in Russian, but also a general concept that reflects the communicative, psychological content that is unique to other languages.

Concepts are expressed in words. Therefore, a word is considered to be a sign consisting of a representative and an expressed unit, and the represented side of this sign is considered an understanding or concept. The word is conceptually connected with the members of the objective universe, that is, with the denotation.<sup>4</sup> It can be seen that, being ready to accept any kind of opinion of others, being attentive to the basis of their opinion, understanding each other, making an agreement and mutual respect are the core of the concept of “Sabr” (“Patience”).

It is clear from the data that the concept of “Sabr” (“Patience”) as a phenomenon is associated with mutual trust between different social groups, currents, states within a particular society. When the word patience is approached psychologically, it is a person’s spiritual perfection, one’s ability to comprehend, one’s generosity, and one’s ability to control oneself in any situation. Therefore, logically, the concept of “Sabr” (“Patience”) has risen to the level of discussion issues. At the same time, the concept of “patience” as a polysemantic word has a semantic character and reflects social, moral norms. In the communicative approach to the concept of “Sabr” (“Patience”), we can observe two cases. I and others or sender and receiver interrelation. Thus, in both situations, communication happens between sender and receiver. The semantic concept of patience takes an active part in the communicative process. Therefore, during the process of communication, patience comes to action in the interrelations between me and others or sender and receiver. The sender expresses his attitude towards the receiver about the word patience and its semantic field. Or if the connection between sender and receiver has the spirit of consensus, mutual benefit in views, one can achieve equality and stability.

It is understood that the lexeme of patience means equality, mutual respect in human relations with others.

L. V. Romanenko points out that the origin of this phenomenon dates back to ancient times. According to him, this concept can be defined as follows:

“All this is for the person, that is, to recognize and respect the legal freedom of the person, to treat everyone equally, to stay away from other attitudes.”<sup>5</sup>

Scientific research and observations have shown that the expression of the semantic concept of understanding the national language and culture has a unique expression of each nation. If we look closely at the languages and peoples of the world, their culture, it can be seen that in any language the concept that enters the semantic field of patience, which determines its spirituality, is not the same, semantically different. Because the concept of “Sabr” (“Patience”) has a unique meaning in the spirituality of each people and nation.

This is demonstrated by the process of comparative analysis in the linguistic approach, S. G. Rastaujeva writes: The concept of “Толерантность” (“Tolerance”) in Russian as a lingua-cultural discourse is characterized by its specific conceptuality, as well as the fact that this concept consists of a comprehensive system of Russian semantics.<sup>6</sup> It is understood that patience comes from the basis of each nation and people’s national character, norms of thinking, spirituality.

The semantic field of the concept of “Sabr” (“Patience”) consists of lexemes, which are uniquely used by the Uzbek mentality, embodying a wide range of features that mean that the Uzbek people are heavy, calm, strong-willed, contented. In the materials of the Uzbek language, it is revealed through the characteristic features of the Uzbek people that can express the lexeme “Sabr”

(“Patience”). For example, divine patience, motherly patience, family patience, religious patience, ethnic patience, and others. The concept of patience in the examples given has been relevant to the Uzbek people for centuries.

In language, word semantics is realized by the name of the concept. “Sabr” (“Patience”) as a conceptual field consists of the following characteristics: uncomfortable, awkward, bad, change in mood. The conceptual field of “Sabr” (“Patience”) refers to positive qualities such as endurance, grit, will, perseverance, contentment, behavior, patience, perseverance, stamina as a self-sufficient, interdependent unit. It also reflects negative traits such as mental anguish, tension, suffering, calamity, pain, torture. It also refers to the qualities that characterize a person's spiritual, moral upbringing: meekness, piety, peace, conciliation, and so on. “Sabr” (“Patience”) is the core of such a meaningful field, and it stays in the center as the nucleus.

In the Uzbek language, the concept of “Sabr” (“Patience”) represents a unique color unit in the lexical-semantic space. The following meanings of the lexeme “Sabr” are given in the “Explanatory dictionary of the Uzbek language”.

Sabr [a –endurance, grit, will, perseverance]

1. To wait patiently for a situation or event, to be satisfied; behaving well.
2. Grief –trouble, enduring pain, being patient, endurance.

Sabr kosasi to’lmoq (to be impatient), ortiqcha chidash yoki kutishga toqati qolmaslik (enduring more than you can take or losing patience to wait), toqatitoqbo’lmoq (to have enough of something).

Sabr-bardosh, sabru-bardosh (patience and stamina). See. Sabr. 1-2

Sabrli (patient):

1. Calm - natured, balanced, restrained, contented, resilient, durable, enduring.
2. Fulfilled, content<sup>7</sup>

The definition of the lexeme “Sabr” (“Patience”) in the dictionary also shows that the semantic field of this lexeme is wide in content. The concept of “Sabr” (“Patience”) as a polysemous word also varies depending on the form, type, measurement of degree. Firstly, patience is the carrier of the patient’s individual, inner psychological experience, his interactions with those associated with him, his commitment to various influences, and his attitude. In the Uzbek language, the lexemes of patience, contentment, determination, endurance, will have the following meanings: the various characteristics of a person, i.e., factors that are unfavorable to him during his actions, states of inner mental change and physical pain, give rise to the constant control of his behavior. For example: *“ Ammo hozir vaziyat ahlikali, yumshoqlik qilsak, ichkiparokandalik avjlangay, tashqidushmalar oldidaza iflashib halok bo’lgaymiz. Shuning uchun sizdan qat’iyatlozim ”* (“But now the times are perilous, being soft-hearted will lead

*to inner segregation, and we will be weak and die in front of the enemies. That's why you need determination") (P. Qodirov).*

***The lexeme of "determination" ("qat'iyat") in the text implicitly expresses the meanings of patience, perseverance, and will.***

***The "need" ("lozim") lexeme, on the other hand, reinforces the meaning of the emphasis.*** In the relationship between the speaker and the listener, special emphasis is placed on the importance of "qat'iyat" ("determination") for the listener than ever before. This is because the lexeme of "qat'iyat" ("determination") is reflected in the text in associative semantics such as reason, weight, equality, tension, surrounded by the conceptual field of "patience". **The lexeme of "Qat'iyat" ("determination") conveys the meaning of the listener as the protector of the family's honor, future, the destiny of the throne, and the lives of others.** It is well known that the semantics of semantic units in language are, of course, revealed through contiguous meanings (close, contradictory, similar meanings).<sup>8</sup> It is understood that the lexeme of determination also has its associations in the conceptual field of "sabr" ("patience"), the semantic circle being a broad lexeme. In some research papers, words connected to "sabr" ("patience") are given as doublets<sup>9</sup>, synonyms<sup>10</sup>. R. Meyer points out that every word has a semantic function, that word is considered a member of the system by having closely related and differentiating factors in this or that system.<sup>11</sup>

In the verbal and nonverbal situations involved, the two opposing parties are always in an interdependent relationship when the word "Sabr" ("Patience") (in a general sense) is used. Which means, subject and object. The subject is the force that decides the underlying situation, and the object is the one who creates the physical or mental state or the one who manages and controls the particular situation. In such a situation, it is important for the subject to be "patient" in any situation, to be careful in dealing with an awkward situation, or, if such a situation arises, to be able to get out of it, to feel the responsibility, perseverance, concentration in his spirit. For example "HamidabegimtalpinibAkbarningoldigabordi-yu, uningyelkasidanquchdi :

-Bolajonim, botirlaravlodidansiz, sizningsherdilyigitbo'lishingizgaishonchimkomil! Faqatendio'noltigakirdingiz. Shoshilmangbilan, bir -ikkiyilkuchyig'ing .Hechbo'lmasao'nsakkizgakiring, davlatnio'zingizboshqaradiganbo'ling. Biz bunisabr - bardoshbilankutgaymiz!" ("Hamidabegim got nearby Akbar fast and hugged him on his shoulder:

-My dear child, you are from the ancestors of the warriors, so I'm sure you will be a lion-hearted man! You're only sixteen now. Take your time and gather strength for a year or two. At least become eighteen and run the country yourself. We will wait for it with patience!") (P. Qodirov).

The word "sabr-bardosh" ("patience") means: To wait patiently for a situation or event, to be satisfied; restraint<sup>12</sup>. The implicit statement of the expression, the meaning of the sentence, is inextricably linked with the thinking activity of the participants in the communication, and their perceptions of the world. The wider the speaker's perception of the external world, the faster he or she will understand the level of the speech situation. Therefore, the explicit or implicit expression of information views in the semantic structure of an expression is related to the intrinsic purpose of the speaker to give the appearance of information that cannot be expressed explicitly in the form of a metaphor.<sup>13</sup> It is clear that in the text, the speaker, particularly, the subject, emphasizes the importance of vigilance by focusing his or her primary goal on the

dangerous situation associated with the situation. The choice of a path of reconciliation with internal enemies is expressed in the spiritual support of the object, the necessity of the situation, the importance of **self-restraint** (“**tiyish**”) to achieve the goal. At the heart of Hamidabonu's advice to her son is an expression of hidden meaning. Because of the strength of the family and the state, the preservation of the throne required Akbar to be calm, heavy-mannered, and gritty in the face of his internal enemies. Besides, Hamidabonu's usage of the phrase *sabr-bardosh* (“patience”) means the “crisis” that will decide the faith of the Baburid family empire. It can be seen that if there is no patience the faith of the whole family will be doomed. As Sh. Safarov points out: “A person who uses linguistic symbols is in a certain emotional state, his social background and culture are reflected in his actions”<sup>14</sup> It turns out that a person relies on “sabr” (“patience”) in showing his positive or negative attitudes to social groups, friendship, solidarity, as well as in resolving their conflicting aspects. This is reflected at the level of the individual's thinking. It should be noted that in the conversation between Hamidabegim and Akbar, the mental state of the two people, their experiences, getting out of a sad situation, and the condemnation of temporary restraint are revealed through a combination of “sabr” (“patience”).

In the semantic field of the lexeme, “sabr” (“patience”) the lexeme of “qanoat” (“contentment”) is also characterized by the fact that it carries several signs.

In Uzbek linguistics: “Word's semantic structure consists of lexical meaning and this meaning's additional tones” is mentioned, “the additional tones in semantic structure include the tone of meaning, emotional-expressive tone, and stylistic tone” is also stated.<sup>15</sup> Therefore, the semantic structure of the lexeme “qanoat” (“contentment”) is expressed via a collection of semas that have multiple meanings. Thus, “Explanatory dictionary of the Uzbek language” describes the lexeme of “qanoat” (“contentment”) as: [a.-contentment, being grateful to what you have; gratefulness, agreeing for less]

1.Ozga yoki borga ko'nish (agreeing for less or what you have),boribilankifoyatlanish (being content with you have),nafsitiyiqlikbilanko'pga, ortiqchalilikkaintilishhissi (the feeling of motivation to gain more by not being too greedy).

2.Manmunlik (contentment), qoniqish hissi (feeling of satisfaction); manmuniyat (being content), qoniqish (satisfaction). *Qanoatli* ozga, boriga qanoat qiladigan,ko'p talab qilmaydigan (Content the one who is content with less or what in hand, the one that doesn't ask for more): sabrli (patient).<sup>16</sup>

As the famous linguist, A. Nurmanov points out: “... linguistic units, in addition to the speech process, are grouped in memory based on some common feature. For example, the word school is associated with several words in the mind, such as school, book, teacher.”<sup>17</sup> Thus, when the lexeme of “qanoat” (“contentment”) is associated the above-mentioned lexemes come to our minds. Indeed, the linguist D. As Lutfullayeva notes: “Because the external world is reflected in the human mind in the form of various interconnected objects, events, they associatively recall each other. Not only objects in the external world but also different experiences of a person together and at the same time remind each other on the principle of connection.”<sup>18</sup> For example, in SaidaZunnunova'sradifipoem “Hay-hay” the lexeme of “qanoat” (“contentment”), as a broad concept, also contains different meanings, reminding each other as a broad concept.

... Goh xanjar ,goh asaldek so‘zlarindan dog‘damen ,  
 Jon olib ,jon berguvchi tilcha bo‘lurmi hay-hay.  
 Vaslingni umidida dunyodan o‘tib borgum ,  
 Qanoatda Saida filcha bo‘lurmi hay-hay. (S.Zununova).  
 (...I’m sad of your sometimes edgy, sometimes sweet words,  
 Is there anything as deadly, resurrecting as a tongue, hey-hey.  
 I’m vanishing from the world in the hope of meeting you,  
 Can Saida be as patient (content) as an elephant, hey-hey.)(S.Zununova).

In the given poetic text, lexeme of “qanoat” (“contentment”) unites in the semantic field of self-respect of a human among various events and incidents, opinions, looking right in the eyes of all kinds of injustice, being a leader and brave in the world of honesty and piety. It can be understood that a human cannot be as big as an elephant physically and he or she cannot have its strength. However, he or she is stronger than an elephant from spiritual and moral perspectives. A human can endure obstacles and painful incidents. Modesty and restraint will provide one with a constant strength. Every type of harsh life will collapse the elephant. The human is superior in this case. This is the national Uzbek mentality and the character of the Uzbek woman.

It turns out that lingua-cultural concepts are grouped into a common character in terms of expression, expressing a common content, and occurring in a circle of specific meanings. Characters that represent one essence of the content consist of reference characters and form a conceptual field.

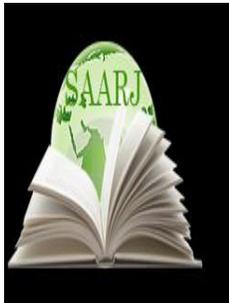
## CONCLUSION

In conclusion, it can be said that the article focuses on some aspects of the Uzbek mentality's unique and versatile connection to the word "sabr" ("patience"). In the vocabulary of the Uzbek people, the semantic field of words expressed by the concept of patience is wide and important because they do not repeat each other.

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**A HISTORICAL VIEW REGARDING THE ELEPHANT TRADE IN  
 JAFFNA (SRI LANKA) PRIOR TO THE ARRIVAL OF THE BRITISH (13  
 CENTURY B.C -1796)**

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**ABSTRACT**

*Sri Lanka is a country with very long historical traditions. Particularly in Northern Sri Lanka, as one of the main sources of revenue, elephant trade occupied a dominant place, right from very ancient times up to the arrival of the British. Through this trade not only the kings of Jaffna, but also the Europeans who came later including the Portuguese and the Dutch were immensely benefited. This trade which was one of the chief sources of income to the Northern Sri Lanka, was so profitable that apart from local purchasers, even, South India and Bengal were induced to buy Jaffna elephants willingly for their various purposes. Though the elephant trade had been so flourishing, in the past, no individual scholar appears to have gone into this aspect in detail. This study therefore aims primarily in filling such a gap, and also pioneering such scholars as may be taken up by future scholars into this aspect. This study is based on a historical approach. It uses primary and secondary data. Primary data mostly include stone inscriptions, reports of Europeans and various other documents. As secondary data are used, subsequent books, articles, website data and interviews based on primary data. When the elephant trade carried on in Jaffna prior to the arrival of the British, is studied, the results bring one to the conclusion that elephant trade had been one of the main source of income of Jaffna.*

**KEYWORDS:** *Monopoly, Perl trade, elephant trade, Aryan kings, Europeans.*

**INTRODUCTION**

Generally, to understand the history of Jaffna prior to the arrival of the British, it is easy for the scholars to dividing three main periods, viz the 3 periods of Jaffna Kings, the Portuguese period and the Dutch period. Among these the first was a period of administration kings of Jaffna and

the other two may be treated as periods of European administration. During each of these periods the contribution made by Jaffna to the economic activities of Sri Lanka had been significant. Though agriculture and fishing formed the base of the economy of the people of Jaffna, right from very ancient times they were interested and involved in local and overseas trading activities. Thus pearl fishing and elephant trade occupied a prominent place in their activities. Here too, elephant trade had been of special importance in their local and overseas trade activities. During the periods of Jaffna kings, the elephant trade was totally under their control. Later during the periods of Portuguese and Dutch rule, it was brought under their control. While the profits from such trade activities reached the hands of the rulers who administered Jaffna during the relevant periods, the name of Jaffna got renowned in a number of other countries even beyond India.

### **The period of Jaffna Kings (After the 13th century A.D)**

At the time of the arrival of the Portuguese, Sri Lanka was divided into three separate administrative units, viz: Kotte, Kandy and Jaffna. Each of these was functioning as an autonomous kingdom. (*Silva, K.M.De.,1981*). However there was no unity among these kingdoms. Thus, the kingdom of Jaffna was being administered by Hindu, Tamil Kings with Nallur as their capital. During their period, the notes of indicate that the kingdom of Jaffna comprised the neighbouring islands and there land areas from Mannar in the west to Trincomalee in the east. (*Rev.Queyroz de Fernando 1930*)

Though controversies exist between Singala and Tamil historians regarding the beginning of the Jaffna Kingdom, generally its beginning is attributed to the 13th century by most of the historians. Similarly much difficulties are experienced in obtaining historical information about the original boundaries of Jaffna Kingdom. The early kings of Jaffna are said to have descended from the dynasty of Singai Ariyan. This is known from the literary words and inscriptions that appeared during this period. Generally speaking, it may be held that the rule of Aryan Kings in Jaffna was a result of the invasions modern Sri Lanka under the leadership of the Aryan emperor .(*Pathmanathan,S., 2011*). The administrative systems that followed, were also introduced by them.

The commercial activities undertaken during the period of the Jaffna kingdom were of two types, viz: local and overseas. The overseas trade activities again, could be viewed from two angles. One is the trade activities it undertook within Sri Lanka with the other kingdoms and the other refers to trade activities carried out outside the country with other countries. harbours like Kayts, Kankeshanthurai, Point Pedro, Colomboththurai, mathottam, Arippu, Kachchai and Mullaitivu were immensely helpful to their trade activities. Thus it was through these harbours that trade relations were maintained with the eastern and southern parts of the island as well as with parts of South India. These harbours had been useful not only to the kings of Jaffna but also to the Kingdom of Kandy to maintain relations with south India.(*Nithiyanantham,V.,2003*). Since Colomboththurai was very much closer to the kingdom of Jaffna, relations with Vanni could be easily maintained.

Elephant trade occupied a prominent place among the revenue sources of Jaffna kingdom. Though the kings of this period imposed various taxes such as land tax, head tax, officers' tax and cast tax and also earned much income through such activities like pearl fishery, elephant trade occupied a much more significant place among their sources, of income. There was no

particular season for elephant trade which was a monopoly of the kings of that time. They were earning revenue through this elephant trade throughout all seasons of the year.

Unlike as at present, elephants were found in large numbers in all parts of the country. They were abounding in the vanni forests, and beyond this in the eastern parts of Sri Lanka including forests around Trincomalee and Batticaloa and also in the southern forests of Sri Lanka. (Sivasamy, V., 2014). These animals which could cause severe damages, occupied a prominent place in the internal and overseas trade of the kingdom of Jaffna.

The role played by the inhabitants of Vanni area and known as *vanniyars*, is of great significance. At present this area includes places like Vavuniya, Mullaitivu, Mannar and Kilinochchi. Though elephant trade occupied a place among the sources of revenue to the Jaffna kingdom, it has to be pointed out that the elephants were obtained from Vanni areas which were far away from the township of Jaffna. However the ancient history of Vanni area depends largely on archaeological evidences. Information is available to the effect that they paid annual rates to the Aryan kings and also that during Portuguese invasions on Jaffna, the *Vanniyars* of Mulliyavalai and Panankamam had offered military assistance to the kings of Jaffna (Pathmanathan, S., 2014). As Vanni area was mostly occupied by dense forests and was far away from Jaffna the Portuguese and the Dutch could not directly administer it during their periods.

The *Vanniyars* were highly trained in catching elephants. Many of the chieftain kings in Vanni used to catch elephants and offer them as tributes to the kings of Jaffna. Professor S. Pathmanathan says that the kings of Jaffna received such tributes particularly from *Vanniyars* of Adangappattu. (Pathmanathan, S., 2011). As most of the lands in Vanni were not owned by the people of that area, the Dutch company claimed ownership to such lands. Thus the *vanniyars* were able to administer such lands only after paying tributes to the Dutch. Annually the *vanniyars* paid tributes in form of 30 elephants out of which two thirds were male elephants while one third was female elephants. (Kunarasa, K., 1995). The land portion through which elephants were led into Jaffna from vanni was known as Anaiyiravu (Elephant pass), which name is still in vogue.

The kings of Jaffna used to benefit immensely by selling such elephants gathered as tributes, to other countries including South India. Mostly they were sent to South India. They were used mostly for various purposes by contemporary kingdoms in South India and Bengal. Besides, they were also trained to do other types of work. They were also used to lift and drag heavy objects. Elephants were also kept and displayed in temples for worship as well as marks of religious faith. While they were kept and maintained in the palaces of kings and residences of chief officials, they were also habitually taken out whenever the king went out on his visits. (Sivasamy, V., 2014). In other words elephants were regarded as auspicious objects too.

Professor S. Krishnaraja mentions that elephants from Sri Lanka were used with much profuse in the kingdoms of Vijayanagara and Bamini. (Krishnaraja, S., 2000). He further says that there were 8000 elephants in the kingdom of Vijayanagara alone. There are references to the effect that traders who come to Jaffna from the coasts of Cholanamandala and Bengal used to purchase the elephants brought down from Vanni and export them via Kayts harbour. While coming to Jaffna, they used to bring in their ships, loads of paddy and rice which were readily purchased by the kings of Jaffna because during that period there was much shortage for rice, as cultivation depended totally on the availability of rainfall.

The importance attached to elephants by the kings of Jaffna is comparatively less, than that of the kings in South Sri Lanka. This was more because contemporary people in South Sri Lanka attached higher religious importance to elephants and the chances of their use in wars were also more. There are references to say that Rajasingha II, used 12,000 elephants in his battle against the Dutch. On the other hand in the Jaffna regions there had been only a few battles, and these too were not so big as to warrant the use of elephants in big numbers.

By the nature of the landscape of Jaffna it had several harbours which were of great help in carrying out its overseas trade activities. Much income was derived from such trade activities. Ibn Battuta who came to Sri Lanka in 1344 A.D says that he had seen in the kingdom of Jaffna, extended business activities which were connected largely with overseas trade. (Pathmanathan, S., 2002). Thus a larger portion of the overseas trade activities of the kingdom was more closely linked with the coastal areas of South India.

There are evidences of elephant trade going on between Jaffna and other parts of Sri Lanka as well as with South India as available in the form of many stone inscriptions. A specific example is the inscription Parakramabahu I, in Nainativu. This inscription speaks of certain facilities provided to foreign traders and also some rules to be followed by them. Foreign traders were called '*Paradesis*'. There are also references about bringing their ships loaded with animals like elephants and horses and also other commercial goods.

There were rules to the effect that if the sea vessels bringing animals like horses and elephants were found damaged, one fourth of the animals were to be offered to the king's chieftain, and the rest was to go to the vessel's owner. Likewise, if the vessels transporting other commercial items were found damaged, half of the goods should go to the chieftain and the other half to the owner. (Krishnaraja, S., 1998). Thus, this inscription gives a broad description of the trade relations between Sri Lanka and South India. Particularly this stone inscription confirms that elephants were imported into Sri Lanka. An important message given in this inscription is about the importation of elephants to Jaffna. This appears to be somewhat different to a situation where South Indians preferred to purchase elephants from here. Maybe that the Indians offered these to please the king, while there are also instances where kings on their own preference, chose to purchase such elephants from India. Irrespective of anything, it is noteworthy that elephant trade played an important role in the acquisition of the king's sources of revenue.

### **Portuguese and Dutch periods (1050-1658, 1658-1796 A.D)**

The Portuguese who accidentally stepped into Sri Lanka, took advantage of the disturbed political situation in the kingdom Kotte. Step by step they interfered into political affairs of Sri Lanka and brought all the maritime areas under their control. At the same time it has to be noted that their influence over Jaffna was achieved rather late. The main reason for this, was that, unlike as in South Sri Lanka spices like cinnamon were not found in Jaffna. However to ensure their own security and because of the availability of pearls from Mannar, the Portuguese brought Jaffna also under their direct control. (Arunthavarajah, K., 2014). Following them, the Dutch brought the entire coastal areas including Jaffna under their rule in 1658.

Through in general, the objectives of the Portuguese and the Dutch many appear similar, as seen from their activities the former had religion and trade as their prime motives, while the latter were concerned mostly about trade. Furthermore, both parties adopted the same administrative systems that prevailed during the rule of the kings of Jaffna. Since they found those systems

quite congenial, they did not try to bring about any considerable changes in those systems. They accepted the same sources of revenue that were in vogue during the time of Jaffna kings. The various taxes they imposed on the people of Jaffna many in this regard be cited as examples.

This led to the continuation of the internal and external trade activities that went on during the period of the kings of Jaffna. However, the production and export of tobacco were introduced only by them in Jaffna. Besides, elephant trade was considered to be a profitable commercial activity during their periods. The elephant trade during their periods, had developed into a far greater trade activity than during the period of Jaffna kings. The main cause for such development was the importance attached to this trade by the Portuguese and the Dutch. Elephants caught from various parts of Sri Lanka including Vanni, were taken to India through the harbours in Jaffna. A large number of elephants were exported via Karaitivu harbour. Professor V. Sivasamy that this is ascertained by the name 'Anaippalam' (Elephant bridge) still found in Karainagar. (Sivasamy, V., 2004). At the beginning, among all commercial goods, only the trades of elephant and dyeing roots were declared as the monopoly of the rules.

There are references to say that during the 17th century elephants were exchanged for salt petre with the *nayakkars* of Mathurai. During the Dutch period, the trades from Bengal to Jaffna used to come with cheap rice stocks and take elephants in return. The Moggallayans showed much interest in purchasing Jaffna elephants. They were sold elephants by the government at the rate of 800 bushels per elephant. As far as Jaffna was concerned, the Dutch derived the highest income from the sale of elephant. (Pathmanathan, S., 2014). Particularly, Muslim trades had been engaged in bringing the necessary rice quantities, and taking back elephants in big numbers. Further, the trade of the Dutch also included such items like sugar, silk, oil and opium. 29 percent of the income of the Dutch was derived from the trade of elephants during period 1669-70 A.D.

The following information pertaining to elephant trade is available from a report sent to the viceroy in Budgeia by a Dutch commander at the time the Jaffna fort was captured by the Dutch from the Portuguese.

"I have seized 27 elephants, which had been tied at Anaippanthi for sale to Muslim traders. The price fixed for these elephants by the Portuguese is very low. I have decided to sell them at a higher price to Muslim traders. I have also despatched 10 of these elephants to governor Pitt of Chola mandalam" - (Kunarasa, K., 1995).

Dutch officials paid much attention to keep elephant hunting grounds and stables in good condition. An officer by the name *gajanayaka* was appointed in charge of catching elephants. He was a *mudaliyar* belonging to the Sinhala race. An elephant department was created and an officer called *Ethendenerala* was appointed in charge of it. He was fully responsible to the profession of catching elephants. *Gajanayaka* would take necessary steps to train the caught elephants and put them into stables. At this background, these two officers were responsible for the hunting areas as well as for the people living there. People residing in the training areas for elephants had been ordered by the Dutch to provide their services in respect of the land occupied by them. (Krishnaraja, S., 2000).

Normally the elephants caught by the hunters and given to the government are kept at stables for about two weeks in order to check whether the elephants developed any problems, in which case those who caught and gave the elephants were held responsible. People engaged in elephant hunt

were known by various names such as *Mothakkam*, *Pannikers* and *Thalayars*. Thanakkarars were another section of people responsible for feeding the elephants. After two weeks, the height of the elephant would be measured and signets would be marked on their backs. There after the elephants would be ready for sale.

As mentioned earlier the Dutch also encountered certain problems in vanni as did the Porliguese. Hence they entrusted the administrative responsibilities into the hands of the *Vanniars* themselves and in return collected tributes in the form of elephants. Thus the Dutch government entered into agreements jointly, severally and expanded its elephant trade. Generally all such agreements made with the *vanniyars* were favourable to the Dutch. Such agreements helped the Dutch, to obtain valuable elephants and other goods at no cost. In general, more than any other trade activity, it was the elephant trade that helped to maintain close connections between Vanni and Jaffna. Besides it was this activity that was causal to the establishment of market settlements and industries within Jaffna peninsula and Vanni region. (*Krishnaraja,S.,2014*).

It is worth noticing that people who lived in places like Mathottam, Musalippatthu, and Nannattan were willing to offer elephants instead of the grain tax and head tax payable by them to the Dutch government. Consequently the Dutch had the hope of collecting 29 elephants from them annually. They also hoped to get another 25 elephants from poonakary area. Each of the officers in these areas, estimated the value of the grain tax they received and calculated the number of elephants to be given to the Dutch. The value of a male elephant was decided as 300 bushels and that of a female elephant as 250 bushel. Professor S. Pathmanathan is the famous historians in Sri Lanka, gives the following figures as examples:

Panankamam	- 16 elephants
Karikkattumoolai	- 7 elephants
Karunavalpathu	- 4elephants
Thennaimaravady	- 1 elephants
Melpatthu	- 1 elephants
Mulliyavalai	- 1 elephants ( <i>Pathmanathan,S., 2014</i> )

Because of the problems the *vanniyars* encountered in catching elephants, they could not supply the number of elephants as calculated. Owing to this there are references to many deficits in the supply of elephants. It is worth noticing that the number of elephants not provided as tribute was 80 in 1665 A.D, while it rose to 300 in 1669 A.D. Generally the streets constructed by the Dutch were of great help to their trade activities. The trade activities undertaken during their period, may be regarded as to have provided the bases to the present shape of towns and villages seen by us, and also to the self sufficiency of the people who lived here. (*Krishnaraja,S.,2014*).

The elephants collected by the Dutch from South Sri Lanka as well as from the Vanni areas, were taken for exportation through the main commercial roads that were joining Ottisuttan, Mannar and Jaffna areas. Besides these, the Dutch acquired further elephants from Batticaloa and Trincomalee as tributes. These elephants were later sold by auction in Jaffna. The use of the roads constructed by them for their elephant trade, is still remaining indispensable to road users.

Some hearsay information about elephant trade and the names of some places remind the elephant trade of the past even today. Anaicottai, Anaippanthy, Anayiravu and Anaippalam are examples of such names. The notes of Rev. Foldeyer and other Dutch official references indicate that Sri Lankan elephants were exported to South India and Bengal via Anaippalam in Kalaboomi, Karainagar. (*Sivasamy, V., 1990*). Even the name chankanai is supposed to be associated with elephant trade. There is a traditional hearsay information to say that during the period of the Dutch, elephants and conch shells were taken to Mathagal harbour through this place and hence it derived the name Chankanai. There is a tank called Pattanaikeni in Dutch Road, Chankanai. Various tales exist among the people to the effect that ten elephants were bound and bathed in this tank to reduce their wild temper. (*interview - Pavalachandran, S., Chankanai*).

### CONCLUSION

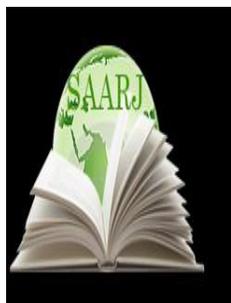
Prior to the arrival of the British in Jaffna, elephant trade has been occupying a prominent place among the trade activities that prevailed in Jaffna. This trade which dates back to a time prior to the period of the kings of Jaffna, continued to be a famous trading activity throughout the periods of Jaffna kings, the Portuguese and the Dutch. This elephant trade activity played a significant role in the internal and external commercial activities as far as the economy of Sri Lanka was concerned. Thereby the name of Sri Lanka was world renowned.

### NOTES

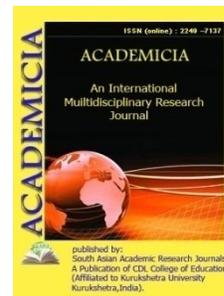
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## ARE “MODERN TOYS” DANGEROUS FOR CHILDREN?

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### ABSTRACT

*This article is about the study of the spiritual, moral, educational, psychological and pedagogical significance of toys produced in industrial enterprises, as well as the impact of toys on children's health.*

**KEYWORDS:** *Gadget, Mobile Device, Device, Emotional Intelligence.*

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### INTRODUCTION

The 2020 pandemic has caused a huge change in people's lives. Various electronic devices, especially gadgets, have become our closest companions. Previously, pupils were not allowed to use the phone during class time, but now a pupil without a phone is unable to attend classes. It's hard to imagine our lifestyle today without cell phones or computer tools. But it is good that there is a norm in everything. Today's modern gadgets have already been proven to pose a serious threat to human health.

A gadget is a small, carriable technological device. It is usually designed to perform one or more functions. Another distinctive feature of such wonderful devices is that each of them differs from the others with its original design and usefulness. Modern gadgets have been helping people in various fields. These include sports, art, medicine, education.

Prolonged use of mobile devices can lead to a number of serious problems such as muscle malnutrition, dry eyes, and short-sightedness. The fact is that long and constant staring at a phone or computer screen makes people's eyes blink five times less than usual. This causes the anterior upper part of the eye to dry out. According to experts, long-term use of gadgets causes the problem of caps.

Most of today's modern professions are done in offices and, of course, using computer tools. What's the problem with that?

If a person sits in the wrong position while using the device, problems with his body structure will occur. This leads to the development of hypo dynamics, another painful problem of our time. Hypnosis, scoliosis, and simple flexion are also among these problems. It is even sadder that the problem has a stronger impact on young children. Because the young plant will grow in the same direction as you tilt it. In addition, excessive use of gadgets can cause neurological problems in a person, as well as problems in the neck and limbs. Excessive use of a computer keyboard can cause muscle pain in the elbow joints.

Pediatricians and psychologists say that children under the age of one and a half to two should not be given mobile devices at all, and that older children should be set order to spend time with devices.

The use of gadgets has a negative impact on children as follows.

**Sleep disorders.** Experts from Bareback University in London examined 715 children aged 6 months to 3 years and found that children who played with smart phones and devices slept less than others. Scientists estimate that every hour spent in front of a device screen means a 15.6-minute reduction in sleep for a child. One of the experts, Tim Smith, points out that at first glance, this may seem like a very short time, but every minute of sleep is important for children to develop properly. Research has shown that a reduction in sleep duration in the first year of life leaves long-term complications in a child's development. Disorders of sleep patterns and sleep deprivation can then lead to problems in a child's mental and physical health, mental development, and mastery of lessons. In particular, the use of devices before bedtime is more harmful. The blue light emitted by the screens makes it difficult for the body to produce the sleep hormone melatonin. This applies not only to children but also to adults. For example, adults can get rid of smart phone addiction, but for toddlers it is a difficult process.

**Excessive agitation and effects on the psyche.** It is observed that the number of hyperactive (overactive) children increases with the change of generations. The bright and fast-changing images on the screen lead to a large number of excessive excitations of the nervous system, which is especially harmful during the period when this system is in active formation. Parents often give the child devices to calm him down, but they are unaware that they are only increasing the impulsiveness - involuntary mobility - in him. Scientists are also linking the growth of aggression and mental illness among children with technology. Adults with nervous system disorders report that one of the doctors' recommendations to them is to be less in front of a screen (whether it's a TV or a mobile device). Since it is restricted for adults, it is very important that we limit the interaction of children whose screens are still very sensitive with the screen.

**Physical health problems.** Physical activity is very important for children - a child's mobility is the norm. Gadgets, on the other hand, are only useful for fine motor skills - they use children's fingers effectively. Little ones who use a lot of mobile devices develop better than others only in this aspect. But on the other hand, they lag behind their peers, who are far from devices. Especially since he is physically inactive and bent over, the child's spine is curved and overweight is a clearly visible negative condition. It should also not be overlooked that a regularly flashing bright display can damage the eyes. Another risk is radiation: mobile devices are recognized by the World Health Organization as potential carcinogens, i.e. - one of the

causes of cancer. The growing organism is more susceptible to the negative effects of radiation. You can take a look at our article on the most harmful smart phones in this regard. There is also information on our site about the physical damage that can occur as a result of excessive use of smart phones.

Lack of communication skills. By handing a gadget to a child, a parent who gets rid of his or her harassment deprives his or her child of the opportunity to learn. To develop important communication skills, a toddler should be able to communicate with their parents by seeing and touching them. The child needs to learn speech, understand emotions, and finally, simply play useful games with their parents. The results of a study involving sixth-graders showed that children who did not use electronic devices had better understanding of emotions during the experiments. If a child spends time interacting with people on devices, it will negatively affect future relationships with relatives, communication with other children, self-esteem, and emotional intelligence.

**Delay in Child Development.** Children's understanding of the world is largely based on touching, caressing: they learn by touching the shape and surface of objects. It is possible to learn small colors, letters and words better with the help of a device or smart phone, but it is not possible to learn large objects by touching them with gadgets. During the school enrollment phase, it becomes clear that some children are lagging behind in development; which is reflected in their literacy and mastery of the lessons. This is precisely because children have been hooked on gadgets since infancy. There is also another aspect that worries doctors: spending time with electronic devices reduces children's ability to concentrate, focus on something, learn, and remember. It is a disease known in modern medical parlance as 'digital dementia'.

**At what age should a child start using mobile devices?** The American Pediatric Association has previously stated that a child should not be given a smart phone or tablet until the age of two. Now the restriction has been loosened a bit: a child can be allowed to play with gadgets from the age of one and a half. Only in this case it is necessary to be under the control of parents and play with age-appropriate content (such as games for babies). It is recommended that children between the ages of 2 and 5 spend one hour a day with devices. According to pediatricians, children aged 6-12 can spend up to two hours a day on technology.

Microsoft CEO Bill Gates, the world's richest man, did not allow his children to use smart phones until they were 14 years old. According to UNESCO, 93 percent of children between the ages of 3 and 5 spend 28 hours a week or about 4 hours a day in front of a screen. It is much more convenient for parents to distract their child with cartoons, video games, smart phones. However, the child is disconnected from the outside world at this time. This can damage his mental health. Defects in speech activity occur as a result of a child becoming addicted to gadgets during speech development. For the record, 25 percent of 4-year-olds worldwide today have speech defects. Forty years ago, the figure was four percent.

For the full development of the child should be in constant contact with the external environment. During hearing, sight, thinking, learning, the child becomes self-aware. True, this can be done on gadgets. But the most important thing is feedback. The child develops speech through feedback from family members. Learns to communicate. People who have been addicted to gadgets since they are young develop a condition called "lack of concentration" and it can lead to mental health problems. As a result of lack of concentration, the child is unable to concentrate,

there is a constant loss of interest in one area, distraction increases. Constant being in front of the screen affects the physical condition of children and adolescents: vision, mobility, body strength and endurance deteriorate.

He does not plant millet for fear of sparrows. It is also a mistake to leave children behind because gadgets are harmful. Technological progress has its own advantages, of course. Mobile devices can be a good "teacher" for children to learn, to learn a language. Only if parents control the time their child spends with mobile devices. Doctors also gave their recommendations in this regard:

Children under the age of three are not recommended to sit in front of the screen. For children aged 3-5, 15 minutes is enough. The fact that six-year-olds stay in front of the screen for more than 20 minutes affects their health. Children between the ages of seven and eight should not sit in front of a screen for more than 30 minutes, 10-12 year olds for 40 minutes, and 13-14 year olds for no more than 50 minutes.

Gadgets also have their own unique benefits, of course. When you travel a long way, you will spend your time meaningfully while waiting. Favorite game on the phone in stressful situations, cartoons can give a child a good mood.

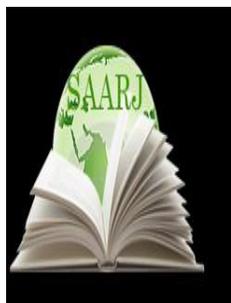
In addition, modern gadgets contain a variety of games and puzzles that help to develop the child's mind. It would be a great light upon light if parents agreed with their children on their effective use.

**Let the boundaries be reasonable.** Also consider a few principles that will help you set reasonable limits when your child spends time with devices:

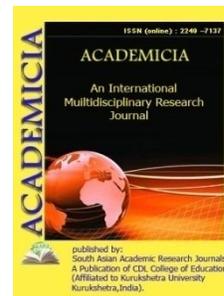
1. Smart phones and tablets should not interfere with the child's physical activity, real play and sleep.
2. It is best to alternate your time with gadgets with physical activity at intervals of 15-20 minutes.
3. Remove the device from the child's hand a few hours before bedtime.
4. Do not give your child a mobile device when he or she is nervous about something.
5. Don't trade personal attention and communication for communication through gadgets.

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## THE NATURE OF NATIONAL CULTURE IN THE CONTEXT OF GLOBALISM AND FUNCTIONAL DEVELOPMENT

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### ABSTRACT

*In the state, the author examines the dryness and basic character of the national culture. National culture is understood as the totality of material and arc values created by the representatives of the nation in the process of historical development, the methods of their creation and transmission by the next generation. In the state, the features of modern and postmodern national culture are revealed.*

**KEYWORDS:** *Culture, National Culture, Peculiarities Of National Culture, Conservative Aspect Of National Culture, Innovative Aspect Of National Culture, Modern National Culture, Postmodern National Culture.*

### INTRODUCTION

Issues related to the content and essence of human culture, the laws of development are one of the rarest problems of social philosophy. Undoubtedly, the description of a category of social philosophy is not so diverse, that the essence and composition of any phenomenon have not become the subject of cultural debate. At a glance, such a pluralistic interpretation and intensive research ought to have clarified the quintessence of the issue. But throughout the years, as scientific research has expanded, the interpretation of the concept of "culture" has only increased. In fact, such diversity in the theoretical understanding of culture manifests that this phenomenon is extremely complex in nature.

However, we do not want to comment on these discussions. Moreover, we will not dwell on the content and components of the concept of "culture". At this point, we will confine ourselves to acknowledging that the cornerstone of the scientific conception of culture is that it consists of a set of material and spiritual values. National culture, on the other hand, shows itself as a particular form of culture. There is a lot of scientific work on the specifics of national culture. Works and articles on various aspects of this issue are regularly published in the scientific

community, both abroad and in our country. In studying the essence and structure of national culture, these sources serve as a solid theoretical and methodological basis.

National culture is a set of material and spiritual values created by representatives of a particular nation during historical development, as well as ways to create these values, their use in the path of national and universal development, the ability to pass from ancestors to generations. It has material and spiritual forms. The material aspect of national culture includes, first and principal, the means of production and the objects of labor that are part of the social being. It is a standard of the level of practical mastery of nature by the nation. The spiritual aspect of national culture consists of science, the application of its achievements in production and everyday life, the level of education, the state of national enlightenment, the state of health care, art, the behavior of members of society, the nature and development of people's needs and interests.

National culture is the result of the embodiment of the nation's consciousness and thinking. The elements contained in it, the artifacts are not only preserved within a certain historical period, but also passed down from ancestors to generations. For example, the ideas of Plato, whose philosophical heritage has already become the property of national culture, are as valuable today as they were two thousand years ago. National culture is the sum of the nation's spiritual experiences, successes, achievements, it emerges as an individual-subjective and concrete-historical phenomenon and gradually acquires a socio-objective character and becomes a nationwide cultural tradition.

There are a number of unique features of national culture. Firstly, it is an objective reality. National culture allows us to imagine a nation not just as a collection of people, but as a socially developed whole. Just as there is no culture that is separate from the nation, there can be no nation that is deprived of culture: national culture is the common property of those who belong to that nation. Secondly, national culture is the result of the nation's historical activity. There is no nation that has emerged with a culture ready from the beginning, and it cannot be. The culture of any nation is formed, perfected and developed throughout its historical development. Just as it is not possible to artificially create an ethnic unit called a nation, its culture cannot be artificially shaped. It is worth recalling the example of the famous German philosopher Immanuel Kant: "King James I of England was approached by his foster mother to make his son a gentleman. James replied, "I cannot do this; I can make him a count, but he has to make himself a gentleman" [3]. Thirdly, national culture is a social phenomenon not only of the past and present, but also of the future. The best examples of national culture, interspersed with the past, are manifested in the modern man, influencing his formation as a human being. But the nation is not indifferent to the future of its culture: the mature representatives of any nation living and creating today strive to pass on the fruits of their ideas and labor to the generations who will replace them in the course of the historical epoch.

If we describe the national culture figuratively, it is a peculiar shell of the existence of the nation, which, as we have pointed out, emerges and develops with the nation. Such a depiction of the nature of national culture does not contradict the various notions of culture. For example, in ancient times (at least remember the ancient Greek logos), both in the Middle Ages and in the New Age, there were such notions about human culture. V.I. Vernadsky's noosphere[1] and the cultural pathos of human philosophy by P. Teyyar de Sharden is in sync with such notions[2]. At first glance, such an idea may seem to be riddled with mysticism, but in reality, it is not. These

perceptions only allow us to interpret culture as a reality that embodies the harmony of matter and spirit, a natural product of social development.

National culture has its own stable, conservative aspect, as well as a changing, innovative side. Its conservative side is reflected in national traditions. It is thanks to the traditions that the historical experience of the nation is accumulated and transmitted from ancestors to generations. Each new generation of the nation intensifies these experiences by its goals and interests.

The innovative side of national culture characterizes its creative basis. The more this foundation is perfected, the more the national culture develops. This was particularly evident in the historical period in Europe from the Renaissance to the New Age. This period was a period of profound spiritual revolutions. The Medieval religious culture based on ethnocentrism gave way to a culture focused on objective knowledge of nature through experience and thinking, rational understanding of reality. Such exchange serves as the ideological basis for a society based on capitalist production. The development of scientific knowledge, technical progress was stimulated, philosophical and humanitarian knowledge, new ideas about reality began to form in art. The discovery and development of new lands have also changed people's worldview. The period formed active, independent and enterprising people. Changes in the system of human values and worldviews have accelerated scientific and technological innovation, which in turn has raised the creation or discovery of innovation to the level of an institutional norm.

Nowadays, the innovative side of national culture is reaching new features. Experts see today as a time when the opportunities for industrial development are running out, the tendencies of postmodern society are taking root, and a new form of national culture is emerging. During this period, the national culture of a modern character is replaced by postmodern national culture.

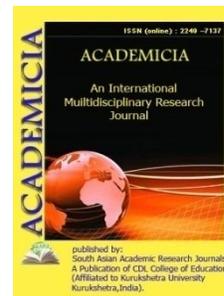
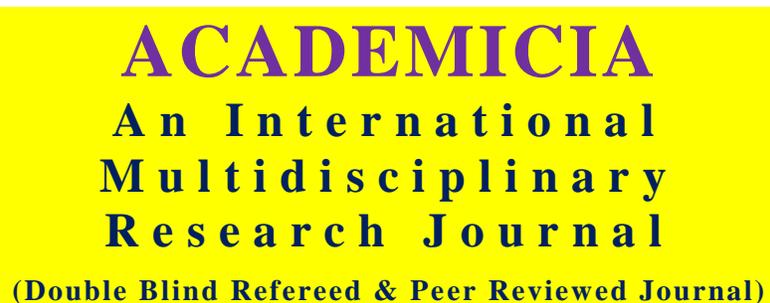
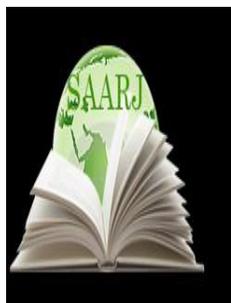
The anticipation of postmodern national culture are described and evaluated in different ways. This is not in vain, of course. On the one hand, the current period of human development is increasing the factors that can serve the development of national cultures. Opportunities to preserve, save and transmit elements of national culture to future generations are expanding. On the other hand, there are emerging factors and means, trends and tendencies that serve to erode national cultures, depriving it of its originality. Whether the postmodern society will pave the way for the development of national cultures or pave the way for its decline will be determined by the future.

## CONCLUSION

In conclusion, national culture is a dynamic phenomenon that has various distinctive features, representing the set of material and spiritual values created by representatives of a particular nation during historical development, ways to create these values, their use in national and universal development, the ability to pass from ancestors to generations. It changes and improves in line with the breath of the times, and the reality of today is no exception.

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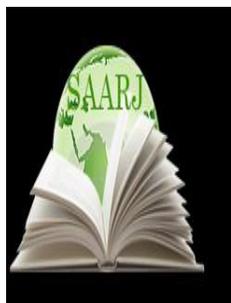
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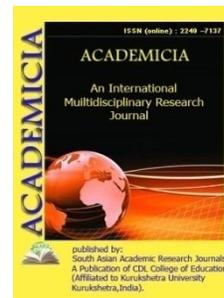
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**THE COMPARATIVE ASSESSMENT OF THE EFFECTIVENESS OF THE  
 USE OF TRANSTRACHEAL DRAINAGE AND BRONCHOSCOPIC  
 DEBRIDEMENT IN THE TREATMENT OF PATIENTS WITH LUNG  
 ABSCESSES COMPLICATED BY BRONCHIAL FISTULA**

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 UZBEKISTAN

**ABSTRACT**

*The results of studies of 92 patients with lung abscesses complicated by bronchial fistula of various etiologies, who were treated in the purulent surgical department of the clinical base of Bukhara State Medical Institute in the period of 2010-2019, were analyzed. All patients, depending on the method of treatment, were divided into 2 groups: I - comparative group and II - main. The control group I consisted of 68 (73.9%) patients who received traditional conservative methods of treatment with the use of daily endobronchial sanitation of the bronchial lumen. In the 2<sup>nd</sup> -main group included 24 (26.1%) patients who, in addition to conservative treatment, underwent transtracheal drainage of a purulent focus with sanitation with antibacterial and thinning drugs. The analysis of the obtained results revealed that although transtracheal drainage of the purulent focus of the lung is a more effective method than the conservative method of treatment with the use of bronchoscopic lung debridement and has its drawbacks in the form of complications such as: in the form of suppuration of soft tissues in the area of microtracheostomy up to 12.5%, acute tracheobronchitis 20.8%, bronchospasm 8.3%, in 16.7% cases, there is an independent extrusion of drainage in the bronchus, loss of microdrainage from the purulent cavity 8.3%.*

**KEY WORDS:** *Transtracheal Drainage, Bronchoscopic Debridement, Lung Abscess*

**INTRODUCTION**

The authors' researches show the percentage of development of pulmonary-pleural complications with lung abscesses ranges from 30 to 70%, and the incidence of gangrenous forms from 28 to 74% [Bisenkov L.N., Oxunov A.O.]. In general the mortality rate also remains

high with various forms of purulent-necrotic process in the lungs from 12.7% to 77.8% [Geller D.B., Gostishev V.K.].

The main treatment for an abscess is drainage. However, lung abscess is usually treated conservatively because drainage of the lung abscess is problematic. Drainage is considered only in cases of refractory lung abscess; in such cases, percutaneous lung drainage is usually used. Even when drainage is successful, percutaneous drainage is associated with the risk of complications such as pneumothorax and pleural culture; such complications occur in 16.1% of patients (Drobyazgin E.A. 2020).

The main goal of interest is the article by scientists from the American Association of Bronchology and Interventional Pulmonology (AABIP) Raman Tuhina, McClelland Sarenthia, Bartter Thaddeus (2018) with the increase in the availability of methods for treating pleural effusion, including medical thoracoscopy (MT) and tunnel pleural catheter (TPC), in practice, there has been evolution

Takaki Masahiro, Nobuaki Tsuyama, Eriko Ikeda (2019) A lung abscess is usually treated with long-term antibiotic therapy. Due to the lack of a safe and simple drainage technique, drainage is only used in special cases.

The experience of successful closure of persistent air leaks in patients with severe pleural empyema - the use of an endoscopic unilateral endobronchial valve is presented in the work of the authors of Schweigert (Michael, Kraus Dietmar Ficker, Joachim H, 2019).

Currie G.P., McKean M.E., Kerr K.M., Denison A.R. (2011) Over the past decade, the Endobronchial Ultrasound Transbronchial Aspiration Needle (EBUS-TBNA) has become one of the most exciting and innovative developments in respiratory medicine. This procedure allows for the selection of mediastinal lymph nodes and masses in both malignant and benign diseases and overcomes some of the disadvantages associated with mediastinoscopy and blind transbronchial aspiration with a needle.

The use of techniques that ensure the supply of antibacterial and other drugs to the pathological focus through the vascular bed presents great difficulties for their implementation, especially in the group of seriously ill patients and, in addition, do not solve many problems of local treatment. In this situation, it becomes necessary to carry out sanitation measures through the chest wall using the techniques of "minor pulmonary surgery" [Kapitulin S.Yu. 2013]

Modern methods of treatment of abscesses and gangrene of the lungs are aimed at removing purulent contents from cavities by minimally invasive methods, endoscopic or transthoracic methods. The authors (Sizdikbaev M.K., Kurtukov V.A., Shoyxet Ya.N.) argue that bronchial stenosis is an effective method in complex treatment in patients with cicatricial stenosis of the bronchi against the background of purulent-inflammatory processes in the lungs, complicated by acute lung abscess and lung gangrene.

New technologies in the diagnosis and treatment of purulent-inflammatory lung diseases have made it possible over the past decades to slightly reduce the incidence, which is confirmed by existing literary publications, but the search for the most effective and low-traumatic treatment options is extremely relevant.

**Purpose of the study:** to reveal the effectiveness and disadvantages of transtracheal drainage and sanitation in the treatment of patients with lung abscess complicated by bronchial fistula.

## **MATERIALS AND METHODS**

Examined and treated of 92 patients with abscesses of mild bronchial fistula of various etiology were treated in the purulent surgical department of the clinical base of Bukhara State Medical Institute, the period from 2010 to 2019 were analyzed. All patients, depending on the method of treatment, were divided into 2 groups: I - comparison group and II - main. The control group I consisted of 68 (73.9%) patients who received traditional methods of treatment - conservative, antibacterial, general strengthening symptomatic treatment with the use of daily endobronchial sanitation of the bronchial lumen. II - the main group included 24 (26.1%) patients, for whom conservative treatment was supplemented with transtracheal drainage of a purulent focus with antibacterial and thinning drugs (trypsin, chymotrypsin).

The effectiveness of the used and proposed clinical methods for the treatment of suppurative lung diseases was assessed by the duration of bronchopulmonary symptoms, general symptoms of intoxication, the dynamics of a decrease in the size of the purulent-destructive cavity, the value of the total bed-day.

### **Methodology for sanitation bronchoscopy.**

Sanitation bronchoscopy was performed using a flexible bronchoscope, apparatus KARL SHTORS (Germany 2006). Bronchoscopic manipulation was performed in a sitting position of the patient. For the purpose of local anesthesia, immediately before the study, the nasal and oral cavity was treated with 10% Lidocaine spray. To reduce the gag reflex at the time of the introduction of the bronchoscope, the patient was recommended to breathe shallowly and as often as possible. The endoscope was introduced into the airway under visual control, gradually examining the underlying parts of the tracheobronchial tree from both sides. If necessary that the bronchial tree was sanitized along the way by aspiration. After sanitation from the aspiration material, a qualitative and quantitative bacteriological study was carried out, as well as the determination of the sensitivity to antibiotics of the identified microflora was carried out to determine the tactics of further antibiotic therapy.

### **The technique of applying microtracheostomy.**

After appropriate premedication in the supine position of the patient, local anesthesia was performed on the anterior surface of the soft tissues of the trachea and along the midline of the neck. After three times skin treatment with 96% alcohol, 2 cm longitudinal incision of the skin and soft tissues was made. A puncture is performed between 2-3 cartilaginous rings of the trachea, a thin trocar, a tracheostomy is performed with the help of a microtrocar. Microdrainage is carried out through the lumen of the microtrocar with a lumen with a diameter of 2.0 mm. The microtrocar is removed, the microdrainage is fixed to the skin of the neck using polypropylene sutures, and an aseptic bandage is applied.

### **Technique of drainage of the abscess cavity through tracheostomy**

The position of the patient and the technique of anesthesia was carried out as noted above. A flexible bronchoscope, 5.2 mm in size, is passed through the nose, larynx and vocal cords under visual control. The inflated microdrainage is captured through the microtracheostomy with the

help of the bronchoscope spike and further, under strict visual control, is brought to the fistula gate and drainage is carried out by introducing the end of the microdrainage into the abscess cavity.

## RESULTS AND DISCUSSION

In all patients, laboratory indicators of signs of endogenous intoxication from peripheral blood (hemoglobin concentration, leukocytosis, ESR, LII, LI, MSM), analysis of the duration of anti-inflammatory therapy, the qualitative composition of sputum micro flora, and the length of hospital stay were studied in all patients. At the time of admission and in the course of treatment, the patient's condition was assessed by clinical signs, according to laboratory and instrumental examination methods, as well as using X-ray research methods.

Bacteriological studies in patients of group I were carried out from the lavage fluid of the bronchial tree, in group II the microflora was studied from catheter discharge from the abscess cavity. In most cases, 65 (70.6%) patients had pathogenic staphylococci (*Staphylococcus aureus*) inoculated. Pneumococcus was sown in 30 (32.6%) cases, *E. coli* was sown in 9 (9.8%) cases. It was inoculated in 5 (5.4%) cases, followed by streptococci (*Streptococcus haemolyticus*) in 13 (14.1%) cases. *Pseudomonas aeruginosa* (*Pseudomonas aeruginosa*) was inoculated in 8 (8.6%) patients.

The analysis of the results of indicators of intoxication of the organism of patients with purulent lung diseases of the I group of comparison revealed the following changes (table No. 1). As can be seen from the table, on the first day of treatment, the body temperature of patients averaged  $39.3 \pm 0.410^{\circ}\text{C}$ . The content of blood leukocytes was on average  $9.9 \pm 0.46 \times 10^9 / \text{l}$ . The volume of medium molecules averaged  $0.199 - 0.010$  units. Similarly, an increase in LII and ESR was noted. On the third day of treatment, there was a slight decrease in body temperature indicators from  $38.2 \pm 0.13$  to  $37.8, 140.14$ , the number of blood leukocytes decreased on average to  $8.4 \pm 0.45 \times 10^9 / \text{l}$ . The volume of medium molecules averaged  $0.168 \pm 0.007$  units. There was a decrease in LII and ESR indicators to  $1.9 \pm 0.08$  and  $40.4 \pm 1.52$ , respectively. By the seventh day of treatment, patients in the comparison group with purulent lung diseases retained a slight subfebrile condition ( $37.8 - 0.14^{\circ}\text{C}$ ). At the same time, according to all indicators of organism intoxication: L, MSM, LII and blood ESR, their further decrease was noted, that is, there was a tendency towards normalization  $-7.4 \pm 0.39 \times 10^9$ ;  $0.152 \pm 0.009$ ;  $1.7 \pm 0.07$ ;  $34.1 \pm 1.22$  respectively.

**TABLE №1. DYNAMICS OF INDICATORS OF INTOXICATION OF THE 1ST COMPARISON GROUP (N=68)**

Indicators	Observation time				
	Day of admission	Day 3	Day 7	Day14	Day20
t <sup>0</sup> body	39,3±0,41	38,2±0,13*	37,8±0,14*	36,9±0,14	36,6±0,20*
Lblood ×10 <sup>9</sup> /l	9,9±0,46	8,4±0,45*	7,4±0,39	7,0±0,31	6,6±0,25
MSM	0,199±0,010	0,168±0,007**	0,152±0,009	0,126±0,005**	0,114±0,006***
LII	2,4±0,06	1,9±0,08*	1,7±0,07	1,4±0,05	1,2±0,04***
ESR mm / h	45,8±1,66	40,4±1,52*	34,1±1,22*	27,2±1,11***	15,2±0,62***

**Note:** \* - differences relative to the data of the previous day are significant (\* - P < 0.05, \*\* - P < 0.01, \*\*\* - P < 0.001)

By the seventh day of treatment, these figures, although they tended to further decrease, however, remained above the norm. With further treatment and observation, by the tenth day, all analyzed parameters of intoxication, except for ESR of blood, were within normal limits.

When analyzing control X-ray images and CT. It was established that in the 1<sup>st</sup> group of patients on the day of admission, the size of the cavities of the purulent focus averaged  $6.8 \pm 0.66$  cm. In dynamics, throughout the entire observation period, the size of the cavity of the purulent focus decreased systematically (Table 2). By the 18-20th day of treatment, the size of the cavities decreased to  $3.1 \pm 0.35$  cm, that is, by 45.6% of the original size.

**TABLE №2 DYNAMICS OF DECREASING THE SIZE OF ABSCESS CAVITIES OF 1<sup>ST</sup> GROUP**

Patient groups	Cavity dimensions, sm				
	Day of admission	Day 3	Day 7	Day 14	Day 20
<b>1 st group</b>	6,8±0,66	5,9±0,26	5,2±0,28	4,5±0,34	3,1±0,35

**Notes:** - Where \* the reliability of differences ( $p < 0.05$ ) in the size of the foci of destruction between the dynamics according to the terms given in the table.

It should be noted that the analysis of the conducted studies of group I revealed the following: daily long-term bronchoscopic examination also has its drawbacks, such as: with prolonged daily bronchoscopic examination of patients of group I, complications in the form of tracheobronchitis up to 23.52%, hoarseness of the voice up to 2.94% of cases were noted, all these complications arose as a result of irritation and traumatization of the vocal cord, trachea and bronchi, which were eliminated with appropriate conservative therapy.

The average duration of conservative treatment of lung abscess complicated by bronchial fistula in group I is  $18 \pm 1.5$  days

Analysis of the results of indicators of intoxication of the body of patients with purulent lung diseases of the II-comparison group revealed the following changes (table № 3). As can be seen from the table, on the first day of treatment, the body temperature of patients averaged  $39.5 \pm 0.380$  C. The content of blood leukocytes was on average  $9.9 \pm 0.36 \times 10^9 / l$ . The volume of medium molecules averaged  $0.198 \pm 0.011$  units. Similarly, an increase in LII and ESR was noted. On the third day of treatment, there was a slight decrease in body temperature indicators from  $39.5 \pm 0.17$  to  $36.9 \pm 0.14$ , the number of blood leukocytes decreased on average to  $8.0 \pm 0.25 \times 10^9 / L$ . The volume of medium molecules averaged  $0.143 \pm 0.009$  units. There was a decrease in LII and ESR indicators to  $1.6 \pm 0.07$  and  $38.4 \pm 1.34$ , respectively.

**TABLE №3 DYNAMICS OF INDICATORS OF INTOXICATION IN PATIENTS WITH PURULENT LUNG DISEASES II - COMPARISON GROUP (N=24)**

Indicators	Время наблюдения				
	Day of admission	Day 3	Day 7	Day 14	Day 20
t <sup>0</sup> body	39,5±0,38	36,9±0,17**	36,7±0,12*	36,6±0,11	36,5±0,10*
Lblood ×10 <sup>9</sup> /l	9,9±0,36	8,0±0,25*	7,1±0,29	6,5±0,23	6,4±0,32

MSM	0,198±0,011	0,143±0,009 **	0,138±0,006	0,122±0,007**	0,104±0,004***
LII	2,5±0,08	1,6±0,07*	1,2±0,08	1,1±0,06	1,0±0,05***
ESR mm / h	48,6±1,54	38,4±1,34*	26,3±1,44*	19,6±1,13***	15,1±0,60***

**Note:** \* - differences relative to the data of the previous day are significant (\* - P<0,05, \*\* - P<0,01, \*\*\* - P<0,001)

By the seventh day of treatment, in patients of the comparison group with purulent lung diseases, the body temperature was normalized ( $36.7 \pm 0.12$  ° C). At the same time, according to all indicators of intoxication of the body: L, MSM, LII and blood ESR, their further decrease was noted, that is, there was a tendency towards normalization -  $7.1, 20.29 \times 109$ ;  $0.138 \times 0.006$ ;  $1.2 \pm 0.08$ ;  $26.3 \pm 1.44$ , respectively. By the fourteenth day of treatment, these numbers, although they tended to further decrease, however, remained above the norm.

With further treatment and observation by the twenties, all analyzed indicators of intoxication were within normal limits.

When analyzing control X-ray images and CT of the chest, it was found that in 2<sup>nd</sup> group patients on the day of admission, the dimensions of the cavities of the purulent focus of the lung were identical to those in 1<sup>st</sup> group. Table №4 shows that the numbers of both groups on the day of admission did not differ significantly.

**TABLE №4 DYNAMICS OF REDUCING THE SIZE OF ABSCESS CAVITIES OF THE 1<sup>ST</sup> AND THE 2<sup>ND</sup> GROUPS**

Patient groups	Cavity dimensions, sm				
	Day of admission	Day 3	Day 7	Day 14	Day 20
1 <sup>st</sup> group	6,8±0,66	5,9±0,26	5,2±0,28	4,5±0,34	3,1±0,35
2 <sup>nd</sup> group	7,1±0,72	5,3±0,22	4,7±0,27	3,3±0,38	2,5±0,37

**Notes:** - Where \* the reliability of differences ( $p < 0.05$ ) in the size of the foci of destruction between the dynamics in terms of the time given in the table.

It should be noted that the rate of reduction in the size of the cavities in patients of the 2<sup>nd</sup> group was faster than in the 1<sup>st</sup> group. By the 16-18 days of treatment, the dimensions of the cavities during treatment with the use of permanent catheterization of purulent cavities, the dimensions were reduced to  $2.5 \pm 0.37$  cm, that is, by 35.2% of the initial size, which in patients of group I at this time was equal  $3.1 \pm 0.35$  cm, that is, by 45.6%. As can be seen from this, the process of decay of purulent cavities in patients of the 2<sup>nd</sup> group proceeded much faster than in the control group.

It should be noted that, although there was a positive effect in contrast to conservative treatment, in patients with the use of permanent catheterization of purulent cavities, some complications of this method were noted. Complications were observed in the form of suppuration of soft tissues in the area of microtracheostomy 3 (12.5%), acute tracheobronchitis 5 (20.8%), bronchospasm 2 (8.3%), in 4 (16.7%) cases during treatment, there was an independent extrusion of drainage in bronchus (exit of the end of the catheter into the bronchus), which is re-introduced into the

abscess cavity with the help of a bronchoscope. In 2 (8.3%) patients, spontaneous loss of microdrainage was noted, where it became necessary to re-establish it in an appropriate way.

The average duration of conservative treatment for a lung abscess complicated by a bronchial fistula with the use of transstrachial drainage is  $14 \pm 1.8$  days, which is 3-4 days ahead of the control group.

## CONCLUSION

Thus, our research revealed the following:

With an abscess of the lung complicated by a bronchial fistula, *St. aureus* and *Pneumococcus* dominate from the pathogenic microflora.

When using the method of treatment of bronchoscopic sanitation of patients with lung abscess, complications in the form of tracheobronchitis were noted up to 23.52%, hoarseness of the voice up to 2.94% of cases. The average duration of conservative treatment of patients is  $18 \pm 1.5$  days.

The use of permanent catheterization of the purulent cavity and sanitation with the use of antibiotic therapy is an effective method in comparison with conservative therapy.

When used in a complex for the treatment of endotracheobronchial catheterization of purulent cavities of the lung with sanitation and antibiotic therapy, it accelerates the normalization of all indicators of intoxication and improves the dynamics of reducing the size of purulent cavities by 2-3 days.

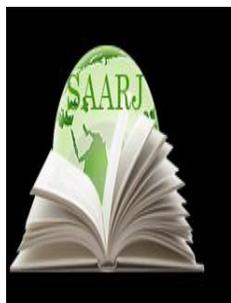
The average duration of treatment for a lung abscess complicated by a bronchial fistula using transstrachial drainage is  $14 \pm 1.8$  days, which is 2-3 days ahead of the duration of treatment for a conservative method of treatment with the use of endobronchial sanitation.

Although there are advantages of a positive effect compared to conservative treatment, patients with constant catheterization of purulent cavities have some complications of this method: in the form of suppuration of soft tissues in the area of microtrachestomy up to 12.5%, acute tracheobronchitis 20.8%, bronchospasm 8.3%, in 16, In 7% of cases, there is an independent extrusion of the drainage in the bronchus (exit of the end of the catheter into the bronchus). Spontaneous loss of microdrainage is observed up to 8.3% of patients. That indicates the need to improve the methods of drainage of purulent lung cavities and which do not have the above disadvantages.

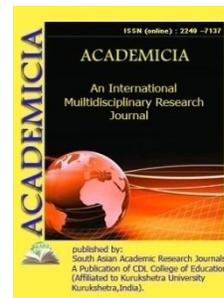
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## CLASSIFICATION OF PHONOLOGICAL OPPOSITIONS OF UNSTRESSED VOWELS IN ENGLISH

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### ABSTRACT

*The classification of phonological oppositions was originally developed by N.S. Trubetsky, the founder of the Prague Phonological School, whose ideas are explained on the example of the German language. Linguists such as V.A. Vasilev, A. Abduazizov classified phonological oppositions on the example of English. Those classifications refer to the stressed position of the vowels. This study is devoted to the problem of classification of phonological oppositions of English unstressed vowel phonemes. The purpose of this study is to explore the extent of forming phonological oppositions of English vowel phonemes in the unstressed position and to classify the identified phonological oppositions. While carrying out of this study, a comparative method was used to compare vowel phonemes with each other, and a descriptive method was used to express their specific features. In the study, simple and complex classifications of phonological oppositions of English unstressed vowels have been developed. The study concludes that distinguishing between simple and complex classifications of phonological oppositions of unstressed vowels is important from both theoretical and practical viewpoints.*

**KEYWORDS:** *A Vowel System, Stressed Vowels, Unstressed Vowels, Phonemes, Phonological Oppositions, One-Dimensional Oppositions, Multidimensional Oppositions.*

### INTRODUCTION

The study of phonological oppositions on the example of unstressed vowels plays an important role in determining the phonological peculiarities of unstressed vowels. The importance of a

special study of the unstressed vowels is even more evident in languages where there is a basis for dividing the vowel system into subsystems according to the presence of stress. English is an example of a language in which there is a basis for dividing the vowel system into subsystems according to the stress is present or not. In this language, the numerical difference between stressed and unstressed vowels serves as a basis for dividing the vowel system into two subsystems. Thus, the system of vowels in English can be divided into two subsystems: 1) stressed vowels, 2) unstressed vowels [1, 112]. The subsystem of stressed vowels differs from the subsystem of unstressed vowels in that it contains 19 phonemes. Due to the transition of all vowel phonemes to the neutral vowel in the unstressed position, the subsystem of unstressed vowels enriches by one more phoneme and consists of 20 phonemes. The distinction between stressed and unstressed vowels makes it necessary to study the phonological oppositions of vowel phonemes in the stressed as well as in the unstressed positions. The peculiarity of the phonological oppositions in the unstressed position is that they are enriched with a neutral vowel that is not found in the stressed position. As a result, the opportunity of forming a phonological opposition of unstressed vowels increases due to the phoneme which is found only in the unstressed position. The peculiarity of unstressed vowels to form a phonological opposition makes it possible to classify these oppositions from different perspectives. The classification of phonological oppositions of vowels can be divided into a simple and complex one, depending on the number of criterion which the classification is based on. The phonological oppositions which are classified by only one criterion can be an example to a simple classification where is the classification of phonological oppositions based on more than one criterion is an example to a complex classification. In this study, the classification of phonological oppositions of unstressed vowels has been approached from both perspectives: a) a simple classification of phonological oppositions of unstressed vowels, and b) a complex classification of phonological oppositions of unstressed vowels.

## MATERIALS AND METHODS

A simple classification of the phonological oppositions of unstressed vowels. Vowel sounds in English are distinguished by three phonological features. They are the features relating to: a) vertical movements of the tongue, b) horizontal movements of the tongue and c) the qualitative and quantitative (long-short) characteristics of vowels. On the basis of these distinctive features, vowel phonemes form the phonological oppositions. The phonological oppositions of vowel phonemes in English are classified by V.A.Vassilyev and A.A.Abdouazizov, in which mainly the stressed position of vowels is dealt. Since in these classifications the vowel oppositions are classified only in terms of the number of phonological distinctive features in one opposition, they can be included in the simple classifications of phonological oppositions. V.A.Vassilyev, taking into consideration the number of phonological distinctive features in one opposition of English vowels, classified them as follows: a) singleopposition; b) double opposition; c) plural opposition, which is distinguished by more than two phonological characters. [6, 183-194]. A.Abdouazizov combined English vowels into the oppositions that differ by one feature according to the horizontal movement of the tongue. He gave nine examples of vowel oppositions according to the vertical movement of the tongue and noted that these oppositions also differ by one feature, but if the qualitative and quantitative features of vowels are taken into consideration, most of these oppositions differ by two features [1, 124-125]. In English, vowel phonemes can also be distinguished by three features in one opposition. For example, the phonemes /ɑ:/, /ʌ/,

which distinguish the words dark /dɑ:k/ - duck /dʌk/, differ from each other according to the distinctive features relating to the horizontal movement of the tongue, the vertical movement of the tongue and the qualitative and quantitative (long-short) characteristics of vowels. Thus, in English, the oppositions of vowel phonemes in the stressed position are divided into the following three subgroups depending on the number of distinctive features in one phonological opposition: a) single opposition, which is distinguished by one distinctive feature; b) double opposition, which is distinguished by two distinctive features; c) triple opposition, which is distinguished by three distinctive features.

## RESULT AND DISCUSSION

In order to determine if the classification mentioned above is true or not in the unstressed positions, we applied it to unstressed vowels and achieved the following results:

Unstressed vowels, like stressed ones, are distinguished by either horizontal or vertical movement of the tongue in single oppositions. For example:

/ə-ʌ/ – mixed - back-advanced: some /səm/ (pr.) - some /sʌm/ (adj.) [1, 123];

In double oppositions, the unstressed vowels are distinguished by both horizontal and vertical movements of the tongue, as well as by either horizontal or vertical movement of the tongue and the quantitative (long-short) feature of vowels in one opposition. Examples of this are the following oppositions:

/ə - ɪ/ – mixed - front-retracted, mid-open (broad variation) - close (broad variation): pepper [ˈpepə] - peppy [ˈpepi];

/ə - e/ – mixed - front, mid-open (broad variation) - mid-open (narrow variation): supplement [ˈsʌplɪmənt] n. - supplement [ˈsʌplɪmənt] v.;

/ə - u:/ – mixed - back, mid-open (broad variation) - close (narrow variation): cooker [ˈkukə] - cuckoo [ˈkuku:];

/ə - ɑ:/ – mixed - back, mid-open (broad variation) - open (broad variation): forum [ˈfɔ:rəm] - fore-arm [ˈfɔ:rɑ:m] n.;

/ɪ - ʌ/ – front-retracted- back-advanced, close (broad variation) - mid-open (broad variation): enable [ɪˈneɪbl] - unable [ʌnˈeɪbl];

/ɪ - ɔ:/ – front-retracted - back, close (broad variation) - open (narrow variation): innate [ɪˈneɪt] - ornate [ɔ:ˈneɪt];

/ɪ - ɒ/ – front-retracted - back, close (broad variation) - open (wide variation): inside [ɪnˈsaɪd] - outside [aʊtˈsaɪd];

/ɪ - æ/ – front-retracted - front, close (broad variation) - open (broad variation): catnip [ˈkætnɪp] - catnap [ˈkætnæp];

/ɪ - u:/ – front-retracted - back, close (broad variation) - close (narrow variation): cookie [ˈkuki] - cuckoo [ˈkuku:];

/ɔ: - ɜ:/ – back - mixed, open (narrow variation) - mid-open (narrow variation): export [ˈeksɜ:t] - expert [ˈeksɜ:t];

/ɔ: - ʊ/ – back - back-advanced, open (narrow variation) - close (broad variation): output [ˈaʊtpɔ:t] - output [ˈaʊtpʊt];

/ʌ - e/ – back-advanced - front, mid-open (broad variation)- mid-open (narrow variation): unlisted [ʌnˈlɪstɪd] - enlisted [enˈlɪstɪd];

/ɒ - i:/ – back - front, open (wide variation) - close (narrow variation): proton [ˈprəʊtɒn] - protein [ˈprəʊti:n];

/ə - ɜ:/ – mid-open (broad variation) - mid-open (narrow variation), short - long (quality and quantity feature): forward [ˈfɔ:wəd] - foreword [ˈfɔ:wɜ:d].

In triple oppositions, the unstressed vowels are distinguished by all the three distinctive features such as the horizontal movement of the tongue, the vertical movement of the tongue, and the qualitative-quantitative characteristics of vowels in one phonological opposition. For example:

/i: - ɪ/ – front–front-retracted, close (narrow variation) - close (broad variation), the qualitative-quantitative features of vowels (long-short): forefeet [ˈfɔ:fi:t] n. - forfeit [ˈfɔ:fit] v.

/ə - ɔ:/ – mixed - back, mid-open (broad variation) - open (narrow variation): addition [əˈdɪʃn] - audition [ɔ:ˈdɪʃn];

The above examples show that vowel oppositions in English can be distinguished by up to three distinctive features even in the unstressed positions. Thus, the oppositions of unstressed vowels can be classified as follows according to the number of distinctive features in one opposition:

- a) singleopposition, which is distinguished by one distinctive feature;
- b) double opposition, which is distinguished by two distinctive features;
- c) triple opposition, which is distinguished by three distinctive features.

#### A complex classification of phonological oppositions of unstressed vowels.

N.S. Trubetskoy's classification of phonological oppositions [9, 73-98], which is interpreted as a complex classification of phonological oppositions [1, 124-125], serves as basis for studying the peculiarities of phonological oppositions of other languages. The application of this classification to the unstressed vowels of English is important in determining the specific features of the vowel opposition in the unstressed position. In this logical classification, oppositions are classified in relation to the entire system of oppositions, according to the relationship between the members of the opposition, on the basis of distinctive force and their occurrence in different positions:

**1.** In the classification of phonological oppositions according to the entire system of oppositions unidimensional, pluridimensional, proportional and isolated oppositions are differentiated. If a set of characters belonging to both members of an opposition cannot be found in another member of the same system, it is called a unidimensional opposition. In English, the feature of mixed in the opposition /ə-ɜ:/, the feature of close (narrow variation) in the opposition /i:-u:/, the feature of close (broad variation) in the opposition /ɪ-ʊ/ is common to both members of the opposition and not found in any other member of this system: /ə-ɜ:/: forward [ˈfɔ:wəd] - foreword [ˈfɔ:wɜ:d], /i:-u:/: he [hi:] - who [hu:].

If a set of features specific to both members of an opposition is found in another member of the same system, it can be an example to a pluridimensional opposition. In English, the features

relating to both members of the vowel oppositions such as /i:-e/, /u:-ɔ:/, /æ-ɔ:/ are found in another member of this system. For example, the vowel feature “front” which is common to both members of the opposition /i:-e/ is also present in the other vowel phoneme /æ/. Also, the common feature of the members of the opposition /u:-ɔ:/ (back vowel) is characteristic of the phonemes /ɒ/, /ɑ:/. The vowel feature “open, (broad variation)” that belongs to both members of the opposition /æ-ɒ/ is found in the other vowel phoneme /ɑ:/. So, the vowel oppositions /i:-e-æ/, /u:-ɔ:-ɒ-ɑ:/, /æ-ɒ-ɑ:/ are regarded as the pluridimensional opposition.

If the relationship between the members of one opposition is exactly similar to the relationship between the members of the other opposition in the same system, it is called proportional oppositions. The relationship between the members of the opposition /i:-u:/ (front vowel – back vowel) being exactly similar to the relationship between the members of the opposition /æ-ɒ/, the oppositions /i:-u:/ and /æ-ɒ/ are considered to be proportional oppositions. On the basis of the distinctive feature “front-retracted – mixed” the oppositions /i:-ɜ:/, /i:-ə/; on the basis of the distinctive feature “mixed – back-advanced” the oppositions /ə-ʌ/, /ɜ:-ʌ/; on the basis of the distinctive feature “open – close” the oppositions /i:-æ/, /u:-ɑ:/ are also examples of proportional oppositions.

If there is not a pair of phonemes which are distinguished on the basis of the distinctive feature of the existing pair of phonemes, such an opposition is called isolated. In the English vowel system, there is not a pair of phonemes which can be an example to this phonological opposition.

2. In the classification of opposition in relation to their members private, gradual and equipollent oppositions are defined. If the members of the opposition are differentiated from each other by one distinctive feature, such an opposition is regarded as private. Such vowel oppositions as /i:-u:/ (front vowel – back vowel), /ɪ-ʊ/ (front retracted vowel – back advanced vowel), /e-ɜ:/ (front vowel – mixed vowel) /ə-ʌ/ (mixed vowel – back advanced vowel), /æ-ɔ:/ (front vowel – back vowel), /æ-ɒ/ (front vowel – back vowel), /æ-ɑ:/ (front vowel – back vowel), /i:-ɪ/ (front vowel, close: narrow variation – front retracted vowel, close: broad variation), /i:-ʊ/ (front vowel – back advanced vowel), /ɪ-u:/ (front retracted vowel – back vowel), /ɪ-ʊ/ (front retracted vowel – back advanced vowel), can be an example to the private opposition.

The phonological oppositions in which it is possible to put other phonemes between their members according to the gradations of their distinctive features are considered to be gradual oppositions. The phonemes /e/ (mid-open: narrow variation), /ɜ:/ (mid-open: narrow variation), /ə/ (mid-open: broad variation), /ʌ/ (mid-open: broad variation) can be placed between the members of the opposition /i:-æ/, the phonemes /ʌ/ (mid-open: broad variation), /ə/ (mid-open: broad variation), /ɜ:/ (mid-open: narrow variation), /e/ (mid-open: narrow variation) can be positioned between the members of the opposition /u:-ɒ/, the phonemes /ɜ:/ (mid-open: narrow variation), /ʌ/ (mid-open: broad variation), /ə/ (mid-open: broad variation), /e/ (mid-open: narrow variation) can be put between the members of the opposition /u:-ɑ:/ according to the heights of the tongue. So, the oppositions /i:-æ/, /u:-ɒ/, /u:-ɑ:/ are the examples of gradual oppositions. In these oppositions a pair of phonemes /i:-æ/ is distinguished as close (narrow variations) – open (broad variation) where mid-open members (/e/ (mid-open: narrow variation), /ɜ:/ (mid-open: narrow variation), /ə/, /ʌ/) are omitted. Likewise the oppositions /u:-ɒ/, /u:-ɑ:/ are based on the close (narrow variation) – open (broad variation) feature according to the heights of the tongue where mid-open members (/ɜ:/, /ʌ/, /ə/, /e/) are omitted.

The oppositions /i:-u:/, /ɪ-ʊ/, /æ-ɑ:/ and /æ-ɒ/ can also be examples of gradual oppositions. Because some phonemes can be placed between the members of these oppositions in accordance with the gradations of their distinctive feature based on the horizontal movement of the tongue. For instance, the phonemes /ɪ/ (front-retracted vowel), /ʊ/ (back-advanced vowel), /ɜ:/ (mixed vowel), /ə/ (mixed vowel) may be positioned between the opposition /i:-u:/ which is based on the distinctive feature front – back whereas the phonemes /ɜ:/ and /ə/ (mixed vowels) can be put between the pair of phoneme /ɪ-ʊ/ which is opposed by the distinctive feature front-retracted – back-advanced. In the same way, the phonemes /ɪ/ (front-retracted vowel), /ɜ:/ (mixed vowel), /ə/ (mixed vowel), /ʌ/ (back-advanced vowel), /ʊ/ (back-advanced vowel) can be placed between the members of the oppositions /æ-ɑ:/ and /æ-ɒ/ according to the horizontal movement of the tongue. The mentioned examples prove that the minimal pairs /i:-u:/, /ɪ-ʊ/, /æ-ɑ:/ and /æ-ɒ/ are also the gradual oppositions.

The phonological opposition is called equipollent if the members of opposition have an incidental – phonologically non-distinctive character in addition to their main distinctive feature. In English, tongue-positions of vowels are inextricably connected with lip-positions. But the lip-position can not be a distinctive feature of vowels because not any minimal pairs based only on it are found in English while the tongue-position is regarded as the distinctive feature because of being able to form a phonological opposition without being accompanied by the feature of lip-position (/æ-ɑ:/). It means that although the oppositions such as /i:-u:/, /ɪ-ʊ/, /æ-ɒ/ are based on both tongue and lip-positions at a time, only the tongue-position is considered to be the main distinctive feature whereas the lip-position is incidental. So, the oppositions /i:-u:/, /ɪ-ʊ/, /æ-ɒ/ are regarded as equipollent by the reason of having an incidental (phonologically non-distinctive) character besides the main distinctive feature.

3. Oppositions are divided into constant and neutralized ones, according to the distinctive force and their occurrence in different positions. The oppositions that keep their distinctive features in any phonetic context are called constant oppositions. Oppositions based on the horizontal and vertical movement of the tongue are considered constant oppositions because they keep their distinctive features in any phonetic context. On the contrary, the oppositions that lose their distinctive features in a particular phonetic context are called neutralized oppositions. In English, the quantitative (long-short) feature of vowels can be neutralized in some phonetic contexts. For example, checked and free vowels in stressed positions are pronounced longer than their unstressed allophones. However, the long vowel /i:/ is pronounced as a half-long /ɪ-/ even in stressed positions when it is surrounded by consonant phonemes /b/, /t/. In this phonetic context the long vowel /i:/ is semi-neutralized because of neighbouring unvoiced consonant /t/. So, the vowel opposition /i:-ɪ/ which serves to differentiate the meaning of the words beat /bi:t/ - bit /bɪt/ is mainly based on qualitative feature in which the quantitative feature is of secondary importance [3, 18].

## CONCLUSION

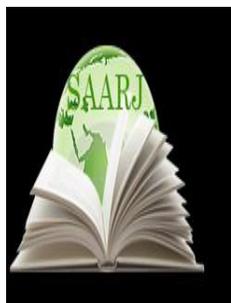
In conclusion, it is necessary to differentiate between simple and complex classification of phonological oppositions of unstressed vowels in English according to the number of criteria for classification. In a simple classification of phonological oppositions, unstressed vowels are classified on the basis of only one criterion, that is to say the number of phonological distinctive features in one opposition. According to the simple classification of phonological oppositions,

English unstressed vowels are classified into a) single opposition, which is distinguished by one distinctive feature; b) double opposition, which is distinguished by two distinctive features; and c) triple opposition, which is distinguished by three distinctive features. In single opposition, unstressed vowels are distinguished by either horizontal or vertical movement of the tongue. In double oppositions, the unstressed vowels are distinguished by both horizontal and vertical movement of the tongue, as well as by either horizontal or vertical movement of the tongue and the quantitative (long-short) feature of vowels in one opposition. In triple oppositions, the unstressed vowels are distinguished by all the three distinctive features of English vowels such as the horizontal movement of the tongue, the vertical movement of the tongue, and the qualitative-quantitative characteristics of vowels in one phonological opposition.

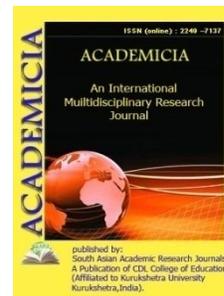
In the complex classification of phonological oppositions, the unstressed vowels are classified on the basis of more than one criterion – the entire system of oppositions, the relationship between the members of the opposition, the distinctive force and their occurrence in different positions. In English, the following types of phonological oppositions of the unstressed vowels are differentiated in their complex classification: unidimensional, pluridimensional, proportional and isolated oppositions according to the entire system of oppositions; private, gradual and equipollent oppositions in relation to the members of opposition; constant and neutralized oppositions in accordance with the distinctive force and their occurrence in different positions. The complex classification of phonological oppositions allows a more in-depth analysis of the distinctive features of unstressed vowels than in a simple classification. So, distinguishing between simple and complex classifications of phonological oppositions of unstressed vowels is important from both theoretical and practical points of view.

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## GENERAL SYNTHESIS METHODS OF SUCCINIC ACID AND SUCCINATE

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### ABSTRACT

*This article discusses the importance of succinic acid and succinate in industry and pharmaceuticals and the order in which they are synthesized. Succinic acid is widely used in the chemical industry as a raw material for the production of important chemicals. Therefore, obtaining succinic acid and its salts from renewable sources is in great demand. Japanese scientists have succeeded in creating such technology. They found that when cyanobacteria are above the ideal temperature, the synthesis of succinic acid in these bacteria becomes more intense. The authors of the work published in Metabolic Engineering used bioengineering methods of metabolic pathways, as a result of which they were able to create the most efficient strain of microorganisms in the world for biosuccinate production and develop technology for its cultivation.*

**KEYWORDS:** *Succinic Acid, Succinic Acid Synthesis, Succinate, D-Metal Succinate*

### INTRODUCTION

The discovery was made under the guidance of Professor Tomohisa Hasunuma (Kobe High School of Technology and Innovation). Scientists have sought to find a reaction that acts as a barrier in the metabolic pathway to convert CO<sub>2</sub> to succinic acid. Subsequently, genetic engineering techniques were used to increase the intensity of this reaction and, accordingly, the production of succinic acid.

The cyanobacteria used in this study (*Synechocystis* sp. PCC 6803) is a favorite model of research worldwide. Japanese scientists have found that the ideal temperature for succinic synthesis by this cyanobacteria is 7 degrees above the temperature at which these cyanobacteria grow optimally. Using dynamic metabolic analysis, they shed light on the mechanism of

succinate formation at high temperatures and showed that phosphoenolpyruvate is involved in the carboxylase (PEPC) enzyme reaction. Using genetic engineering techniques, the group developed a strain of recombinant *Synechocystis*, which has higher PEPC activity than the wild species. By improving PEPC activity and increasing cyanobacteria by 37 degrees Celsius, the scientists were able to increase the rate of succinate synthesis by 7.5 times compared to previous studies. Thus, the production of succinic acid and its salts from renewable sources was achieved biologically.

Succinic acid is produced by electrochemical reduction of maleic acid at the cathode of stainless steel in batch mode in distilled water at a current density of 0.5–1.0 kA / m<sup>2</sup> and a temperature of 50–60 ° C. the product is characterized by crystallization. The result is a product with a melting point of 186-187 °, which meets the requirements of the pharmaceutical industry.

Obtaining succinic acid by oxidation of furfural with hydrogen peroxide (15-30%) in an aqueous medium at atmospheric pressure, without organic solvents and metal catalysts In this process, the use of hydrogen peroxide as an oxidizing agent makes succinic acid synthesis explosive and does not go and is expensive.

Succinic acid is obtained by the reduction of maleic acid in cylindrical rotating lead cathodes at a current density of 2 kA / m<sup>2</sup> in a 5% sulfuric acid solution. Under such conditions, the decline continues with a yield of 95% for the substance and 99% for the flow. Disadvantages of succinic acid electro synthesis include the following.

- the use of sulfuric acid and lead cathode as an electrolyte, which requires additional purification of succinic acid from sulfate ions and lead;
- The process at the rotating cathodes significantly complicates the design of the electrolyzer.

In technical terms, the closest and most effective effect to the proposed method is the electrochemical method of producing succinic acid by reducing maleic acid.

Example 1: 180 ml of distilled water and 32 g of maleic anhydride are placed in a thermostatic vessel and mixed at 50 ° C. Maleic acid, formed as a result of the dissolution of maleic anhydride, is poured into a filter-press electrolyzer for electrochemical reduction. The cathode and anode cavities of the electrolyzer are separated by a cation exchange membrane. A stainless steel plate is used as the cathode, and a lead-silver alloy (1% silver) plate serves as the anode.

200 ml of a 10% sulfuric acid solution is poured into a separate intermediate thermostated vessel and this solution is pumped into the anode area of the electrolyzer.

After allowing the solutions to circulate through the electrode chambers, a constant current with a density of 0.5 kA / m<sup>2</sup> is applied to the electrolyzer at 50 ° C.

In complete conversion of maleic acid, electrolysis is stopped and 214 g of catolite with a concentration of 17% succinic acid is sent to isolation by crystallization. After crystallization and drying, 29.9 g of succinic acid with a melting point of 186-187 are obtained. The yield of succinic acid is 94.5% by substance in the declining phase and 75% by flow.

Example 2 The recovery and separation of the whole product is carried out at a current density of 1.0 kA / m<sup>2</sup> similar to Example 1. In this case, the electrochemical decrease corresponds to 95%

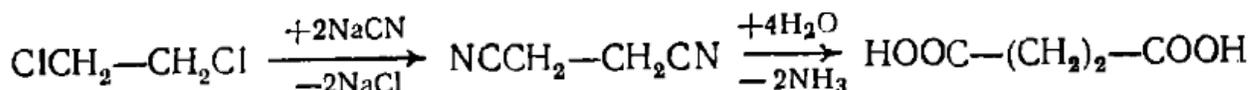
of the succinic acid substance and 70% of the current. The melting point of the product is 186-187.

Example 3 The recovery and whole product separation process is carried out at a current density of 0.7 kA / m<sup>2</sup> and a temperature of 60, as in Example 1. In this case, electrochemical reduction occurs in 95% of the substance in succinic acid and 73% in the stream. The melting point of the product is 186-187.

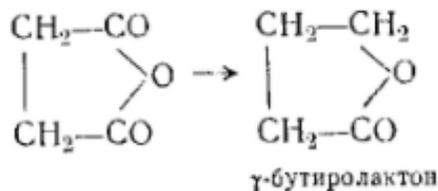
Example 4. The recovery and separation of the whole product was carried out in a manner similar to Example 3 at a temperature of 50 ° C and using maleic acid as the starting compound. In this case, the electrochemical reduction continues with a yield of 95% substance and 75% stream succinic acid. The melting point of succinic acid is 186-187.

Thus, the proposed method for the production of succinic acid ensures a high quality product without additional purification with satisfactory product yield.

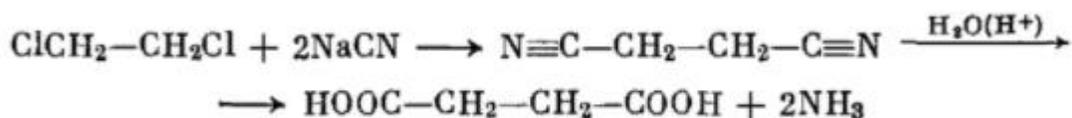
Succinic acid HOOC—(CH<sub>2</sub>)<sub>2</sub>—COOH has previously been encountered as a by-product of the oxidation of paraffins s - g. It can also be obtained from 1,2-dichloroethane via dinitrile



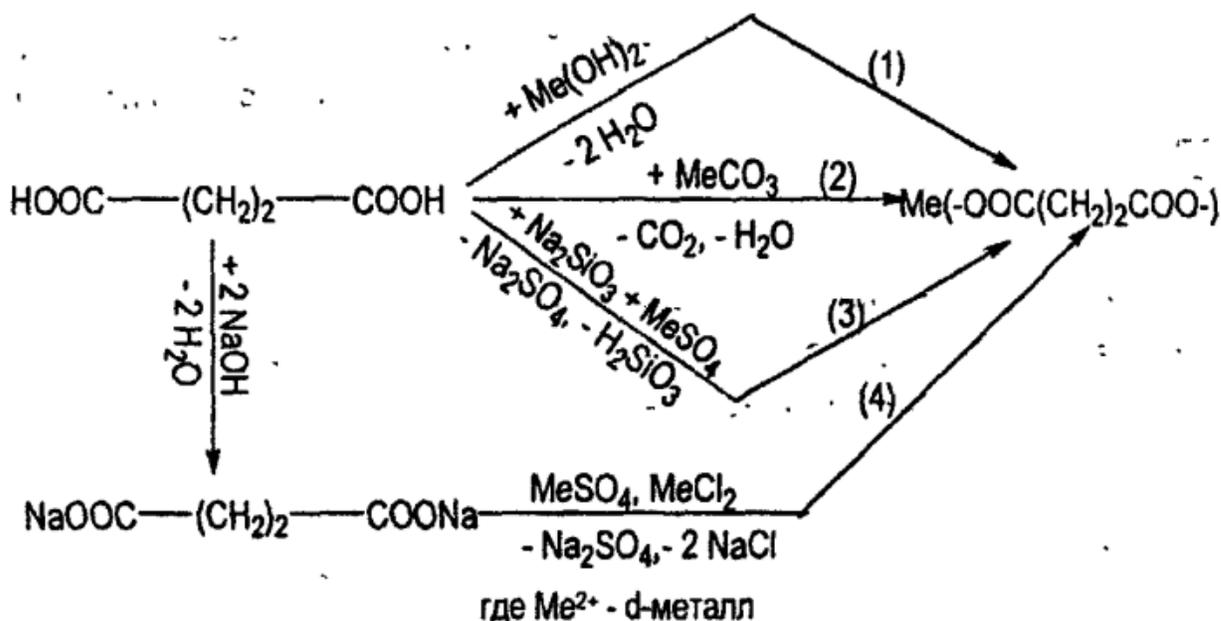
Succinic acid chloride (succinyl chloride) HOOC—(CH<sub>2</sub>)<sub>2</sub>—COCl and succinic acid anhydride are used for various syntheses, for example, succinic anhydride can be reduced to butyrolactone.



Succinic acid can also be obtained by hydrogenation of maleic acid or by synthesis of Conrad by sodium malonic ester.



Salts of succinic acid are called succinate. An analysis of the literature data showed that d-metal succinate is obtained by simultaneous exposure to succinic acid by hydroxides, d-metal carbonates, or sodium silicate and d-metal sulfates, as well as sodium succinate (or ammonium). ) with the inorganic salts of d-metals according to the scheme:



According to the literature, the most commonly used method has been found to be the synthesis of d-metal succinate, an exchange reaction between alkali metal succinate and inorganic d-metal salts. Other methods of synthesis used, such as the reaction of hydroxides of carbonates, oxides, and d-metals with succinic acid, make it impossible to observe the end of the reaction because the starting materials are slightly soluble or completely insoluble in aqueous solutions. Some of these reactions, such as cobalt (II) hydroxide with succinic acid, are very long in terms of time (24 hours).

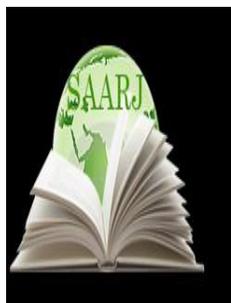
Obtaining salts of higher d-metals than shown in the diagram (4) was the basis of the reaction, because according to the remaining (1,2,3) reactions, mixtures of sparingly soluble hydroxides (1), carbonates (and their hydrolysis products) (2) and the presence of silicic acid (3).

**Method 1.** Sodium succinate was obtained as a substrate. A solution of sodium succinate in water (pH 7.4) is added to the first suspension of iron (II) sulphate at  $85-90^\circ\text{C}$  (pH of ferrous sulphate solution 3.0) in parts in a ratio of 1: 1 and mixed for 30 minutes (pH of reaction mixtures). 6.1). The reaction mixture was cooled, filtered, washed with water, dried, and iron (II) succinate (80%) was obtained in the form of brown crystals. Qualitative reaction with potassium thiocyanate leads to the formation of  $\text{Fe}^{3+}$  ions in the product.

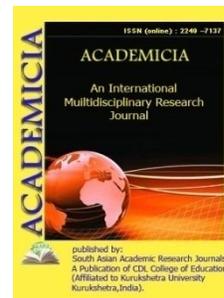
**Method 2.** Succinic acid is obtained as a substrate. An aqueous solution of sodium hydroxide is added to an aqueous solution of succinic acid in a ratio of 1: 2 and heated to a temperature of  $85-90^\circ\text{C}$  (pH of the reaction mixture is 6.44) and ferrous (II) sulfate with vigorous stirring for 20-30 minutes. pH 4.73). The reaction mixture is cooled, filtered, washed with water and dried, iron (II) succinate (90.26% is formed) in the form of yellow crystalline white crystals. Qualitative reaction with potassium thiocyanate does not lead to the formation of  $\text{Fe}^{3+}$  ions.

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**A LIFE DEVOTED TO ART**

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**ABSTRACT**

*Makhmudjon Tojiboev, the creative person who thoroughly mastered the science and art of the makom, the people's artist of Uzbekistan, the owner of the order "Labor Glory", the professor of the State Conservatory of Uzbekistan, the scientific employee of the Center for the art of the Uzbek national makom, who spent about 70% (percent) of 63 years of his life for art of makom. The article describes the personal thoughts of young artist on the basis of interesting information about Mahmudjon Tojiboev.*

**KEYWORDS:** *Uzbek art of makom, time and space-free sets, national immunity, Muhammas of Mahmudjon Tojiboev*

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**INTRODUCTION**

Art is a great resource source of power that leads to the perfection of the human psyche, purifies the heart and soul, develops and beautifies the mind. Therefore, the status of this art is a series that has had its own place in the history of Uzbek art for centuries. As a young performer, the definition of status as an art series made me think deeply. This is because of the fact that art has its own history, just as it has had its own history. Every time we listen to Shoshmaqom, we are proud to be Uzbek. Only when everyone understands and feels this sense of pride can we develop makom art. Below you will find valuable information about our great teacher, honest man, unique voice MahmudjonTadjibayev.

MahmudjonTadjibayev was born in 1957 in the Kuva district of the Fergana region. In 1984 he graduated from the Tashkent Conservatory. He first learned to sing from E.Mamatov, G.Khojikulov, then from O.Otakhonov, O.Alimahsumov, O.Hotamov and F.Mamadaliyev, and learned the secrets of music from T.Alimatov. MahmudjonTadjibayev has been a soloist of the YunusRajabiMaqom ensemble since 1984, and since 2000 he has been working as an associate professor at the State Conservatory of Uzbekistan. In 2000, he was awarded the title of People's Artist of Uzbekistan.

Creator repertoire Shashmaqom ("Saraxbori Navo", "Saraxbori Dugoh", "Mo'g'ulchai Segoh", "Navro'zi Sabo", "Nimcho'poniy and others) and Makom ways of Fergana-Tashkent ("Dugoh", "Chorgoh", "Ushshoq", "Shahnozi Gulyor", "Bayot" va boshqalar), high songs (as "Yovvoyi Chorgoh", "Yolg'iz", "Ey dilbari jononim"), took a seat classic version ("Topmadim", "Asiriy" va "Adoiy", "Chorzarb", "Bozurgoniy"). Also in the creative repertoire of the owner of a wide range of sound, composer of 20 century ("Keldik", "Nazzora qil", K.Jabborov: "Kezarman", F.Toshmatov: "Jonim erursan", M.Murtazoyev: "Dilrabolar", O.Nuriddinov: "Bu oqshom", O.Hotamov and others) have as these poems. As a poetic vocalist, MahmudjonTadjibayev was known for his calm style of performance, lyricism, sound and instrumental balance. The late artist has toured in Asia, America, Europe and North Africa. In 1987, he won the YunusRajabi Republican Competition.

Her son, RuxsoraTadjibayeva, recalls the following about a great teacher with such a unique talent: "The book I saw the most in their hands was Boburnoma. Babur's love for personality and creativity was unique. I've heard it said many times, "When I read Bobur's poems, my heart breaks." Although they were centuries apart, they were close. They even got up early one morning and said that they had seen Babur in their dreams; It's a beautiful garden. There is a table in the middle of the garden. My grandfather ate soup with Hazrat Babur at the same table. They had a wonderful conversation," said RuxsoraTadjibayeva in her memoirs.

Another interesting fact is that M. Tadjibayev was a writer who paid great attention to literature and read ancient words deeply. It is true that art and literature are as close as two wings of a bird, but not everyone understands the secrets of this field. Our late teacher Babur was also associated with the poems of Hazrat Babur. And below, I would like to draw your attention to this puzzle and testify to the mastery of a dead artist, who is not limited by his unique voice.

### **This M. Tadjibayev's poem was designated to Babur's ghazal**

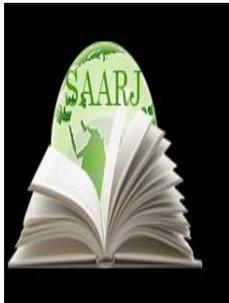
Umrlar dardu hajring sharhini bag'rimga bitgaymen,  
 Aytolmaykimsag'a, pinhondilimsadporaetgaymen,  
 Nechayilzorusargardonseniko'yingdino'tgaymen,  
 Jamolingvasfiniey, oynechaeldineshitgaymen,  
 Ne kunbo'lg'ayvisolinggamenidilxastayetgaymen.  
 Menibechoradinnevchunyuzingnittersuyurgaysen,  
 Boriko'rmakuchunbirborko'zimondinayirgaysen,  
 Firoqingo'tidatokaymenimundoqsorvurgaysen,

Tarahhumyuzidinyuzingniko‘rmakkabuyurgaysen,  
 Xushulkimorazingko‘rgamen, so‘zingeshitgaymen.  
 Chu dardimhaddinoshdi, angadiydoringnimarhamqil,  
 Kechibjurmugunohimdinmenivaslinggamahramqil  
 Qulingdurman mango lutfingnixohbisyoruxohkamqil,  
 Itingdurmansochingzanjirinibo‘ynimg‘amahkamqil,  
 Ki, vodiyyifiroqingichraqo‘rqarmenki, yitgaymen.  
 Ne bo‘lg‘aymanzilivaslingsori men xastanieltsang,  
 Ne qilg‘umdirmenitashlab, aroyo‘lda agar ketsang,  
 Yiroqosmonuyeqattiq, buyanglig‘ mengajabretsang,  
 Tarahhumqilmasang, yoboqmayistig‘nobilao‘tsang,  
 Tazarru‘ qilg‘amen, yoyig‘lagaymen, o‘zganetgaymen.  
 Kishidunyodayetganmubuyo‘llarningadog‘iga,  
 Xatarlarko‘perur, yetmassanab Mahmud sanog‘iga,  
 Rajou – havfbilaemdiketarmenyo‘lyirog‘iga,  
 Muyassarbo‘lmasaboshimniqo‘ymoqlikayog‘iga,  
 Boshimniolibey, Bobirayoqyetganchaketgaymen.

We pay tribute to the indelible memory of MahmudjonTadjibayev, a brilliant artist, professor, People's Artist of Uzbekistan, holder of the Order of Labor Glory, who made a significant contribution to the development of Uzbek national music. the less if how we respect, how venerate, how much we write about this person. The reason is that geniuses, the good, the great do not die. They live in the hearts of their fans. The magic voices of the great teacher will forever remain in the memory of our people. May the Master's Hereafter be prosperous...

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## TECHNOLOGY FOR SOLVING PROBLEMS USING GRAPHICAL METHODS IN MATHEMATICS LESSONS AND CIRCLE LESSONS

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### ABSTRACT

*The use of innovative technologies in the teaching process of all subjects related to mathematics in the world, as well as ensuring the quality of education, the development of creative abilities of students, the practical application of mathematics, various types of problems, including graphic. There is various scientific articles and research on such issues as. The article considers the solution of problems related to the function graphically. This, in turn, is of particular importance in the application of innovative strategies in the teaching of mathematics, in-depth schooling, increasing the activity of students, independent learning, and the widespread application of acquired knowledge in practice. Therefore, the article describes the method for solving graphic problems in the classroom and classroom, the solution to this problem, and is described in detail in the article.*

**KEYWORDS:** *Graphic, Ordinate, Equation, Graphic Method, Matters Coordinate, Parabolic Correct Line.*

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### INTRODUCTION

There are many forms and types of extracurricular activities [23], which can be divided into 2 groups:

- 1) extracurricular activities;
- 2) Extracurricular activities.

Extracurricular activities include math classes, math evenings, math week, quizzes, competitions, posters, and working with additional math literature, and more [24].

Increasing the effectiveness of the lesson will reduce the amount of homework to a certain extent [25]. Students have different types of memory, so some of them will not be able to fully master the material during the lesson [1], [2], [3], and [4]. Many of them must read the textbook independently after explaining the teacher's topic and see and memorize its main idea and structure [25], [5], [6], and [7]. Others need teachers to explain and read the text at home to read the text in class and remember its difficulties. Even if the student has mastered the material in class, it is useful to give him homework, not only to revise the text of the topic but also to observe, conduct homework, give assignments for creative assignments [8], [9], and [10].

Extracurricular activities can be organized in the following ways.

I. Individually: reading textbooks, manuals and additional literature, magazines, preparation of abstracts and problem solving, participation in external Olympiads [11], [12], and [13].

II. Public: Mathematics Olympiads, quizzes; mathematician of the decade; parties; newspaper contest. Students' interest in mathematics depends first to all, on the organization of the teaching process [14], [15], and [16]. Simultaneously, well-organized extracurricular activities can significantly increase students' interest in mathematics. Students interested in mathematics do not have enough knowledge of mathematics. Although the teacher uses new pedagogical technologies, handouts, test assignments, competition lessons, operations, visual aids and teaching at the level of modern requirements, it is not enough for students to get a full education [17], and [18].

Students want to learn more about mathematics, to study the work of mathematicians, to solve the problems of entrance tests to higher education, to solve problems, to know how to use mathematical knowledge in life, and to get acquainted with the latest achievements of science [19], and [20].

### **1.1. Individual extracurricular activities.**

Here individual theoretical and practical work is conducted with the student. Some problems in mathematics are studied. During such sessions, the student is given a broader and deeper knowledge. The student prepares for the Olympiads or prepares to enter the university. This helps achieve the intended goal closely and the student loves to read science [21], and [22].

### **1.2. Extracurricular activities in small groups.**

During such training, a special plan is developed and regular work is conducted. The number of students can be 6–8. Group work: a circle of young mathematicians; work on equipping the mathematics room; preparation for the Olympics; group poster publishing; preparation for university entrance exams as a group, etc [30].

### **1.3. Extracurricular activities are conducted in public.**

This type includes parallel classes, school, inter-school scientific conferences and evenings, Olympiads, math's week, film screenings, excursions to a scientific organization or manufacturing enterprise, and so on [31].

The circle is a basic form of extracurricular activities. Among the extracurricular activities, the circle is more effective and important than others with its long duration and versatility. Students participate in the circle voluntarily. Today, several schools and clubs operate in the country.

Measures to further develop mathematics education include "an in-depth study of important and demanding subjects such as mathematics, physics, chemistry, biology, computer science, and foreign languages." In this regard, the teaching of "Fundamentals of Mathematical Analysis," which is an integral part of mathematics, plays an important role in the development of creative approaches to creative activity, the design of teaching processes, and teaching based on advanced educational technologies. Scientists, such as B.Abdullaeva, S.Alikhonov, M.Barakaev, G.Zlotsky, J.Ikramov, M.Tojiev, T.Tulaganov, D.Yunusova, N.Gaybullaev on improving the content and teaching methods of the department of the basics of mathematical analysis of the course of mathematics research, as well as the importance of graphical problems in mathematics. Several textbooks on teaching the basics of mathematical analysis and the organization of lessons were created by T. A. Azlarov, Sh. Alimov, N. Jabborov, N. Dilmurodov, T. J. Juraev, A. Sadullaev, and others. The creation of textbooks in mathematics for schools, academic lyceums, and higher education institutions is relevant as a scientific study of the features and problems of teaching in the field of improving the quality of mathematics education.

In the CIS countries, Y. I.Kolyagin, E. U.Medeyov, V. I.Mishin, V. M.Monakhov, A. G.Mordokovich, M. N.Roganovskaya, R. S.Cherkasov, P. M.Erdnievthe pedagogical and psychological problems of teaching the basics of mathematical analysis in research work, the importance of graphic problems in mathematics in education. Therefore, in schools, lyceums, and universities, circles are critical in solving problematic graphic problems. Extracurricular activities play an important role in improving the quality of education. Students' interest in science depends first to all on the correct organization of the teaching process. Simultaneously, well-organized extracurricular activities can significantly increase students' interest in reading, including mathematics. In the upper grades, the use of graphic methods in solving text problems in extracurricular activities has a special place  $\frac{x-x_1}{x_2-x_1} = \frac{y-y_1}{y_2-y_1}$  we use the formulas. We devise the coordinates of points A, B, and C, D, and devise these equations  $48x + y = 1008$ ,  $72x + y = 1416$  in this way, we can have this system of equations.

## 2. MATERIALS AND METHODS

It consists of teaching the solution of graphic problems by improving the methods for teaching the basics of mathematics and mathematical analysis in general secondary schools, academic lyceums, higher education institutions. An analysis of the current state of teaching the basics of mathematical analysis in academic lyceums [23], [26], and [27]; The teacher teaches the content of the creative approach to the methodological system (purpose, content, form, means, and methods) of teaching the basics of mathematical analysis (the innovative activity of the teacher, the student's independent learning, comprehension, memory, application, and control) [25]. As a methodological aid to high school students, we recommend graphic problems in extracurricular activities in mathematics [24], [28], and [29]. We will explain them by improving the method of their solution.

**2.1.Issue 1.** The first pool has 750 m<sup>3</sup> and the second pool has 840 m<sup>3</sup>. At 6 a.m., he started pumping water from the first pool with a pump of 48 m<sup>3</sup> per hour, and at 8 o'clock he started pumping water from the second pool with a pump of 72 m<sup>3</sup> per hour. What time does the water in the two pools equal? (Solve the problem graphically.)

**Solution:** The extraction of water by both pumps is a smooth process.

Hence, this process can be graphically described as a straight line. If we know that at 6 a.m. there is  $720 \text{ m}^3$  of water in the first pool, then we mark it with the point A  $(x; y) = A(6; 720)$ , knowing that the water in the pool decreases by  $48 \text{ m}^3$  per hour. The second point on the graph can be found, for example, point B  $(x; y) = B(10; 528)$  corresponding to 10 o'clock (Fig. 1).

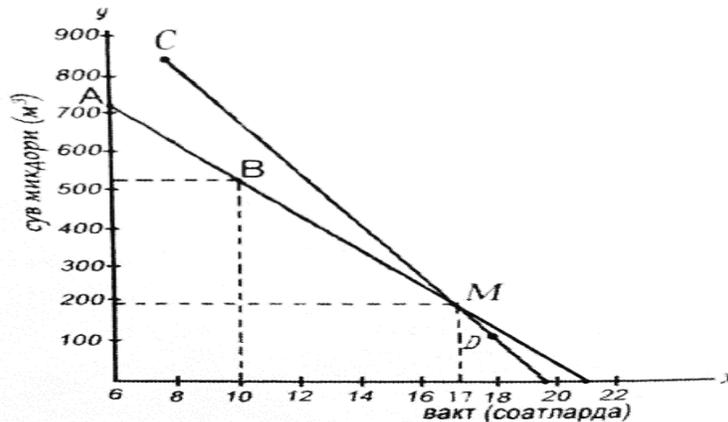


Figure 1 Graph of the relationship between the amount of water in the first and second pools and time

Draw a graph of the relationship between the amount of water in the first pool and time.

From these points, we find the graph we are looking for by drawing a straight line. At 8 a.m., we denote the condition that there is  $840 \text{ m}^3$  of water in the second pool with point C  $(x; y) = S(8; 840)$ , knowing that the water in the pool decreases by  $72 \text{ m}^3$  per hour. The second point of the graph can be found, for example, point D  $(x; y) = D(18; 120)$  corresponding to 18 o'clock. Draw a graph of the relationship between the amount of water in the second pool and time. From these points, we find the graph we are looking for by drawing a straight line. The solution to the problem is the coordinate of the point of intersection of the straight lines AB and CD.

Answer; At 5 p.m., the amount of water in both pools is equal. The point M is the common point of the two graphs  $M(x; y) = M(17; 192)$ .

We will show the complete solution to this problem by the second method for the full mastery of pupils and students.

The equation of the straight-line AB passing through points A  $(6; 720)$  and B  $(10; 528)$  and the straight-line CD passing through points C  $(8; 840)$  and D  $(18; 120)$  in the drawing.

$$\begin{cases} 48x + y = 1008 \\ 72x + y = 1416 \end{cases} \Leftrightarrow \begin{cases} -72x + y = 1416 \\ 48x + y = 1008 \end{cases} \Leftrightarrow 24x = 408 \quad (1)$$

Of which  $x = 17$ . From  $x = 17$ , we find  $72 * 17 + y = 1416$ ,  $y = 192$ :

ANSWER: 17 and 192 are searched.

**2.2.Issue 2.** The object was fired vertically at an initial velocity of  $40 \text{ m/s}$ . How many seconds does the object split at a height of  $60 \text{ m}$ ? (solve the problem graphically).

Solution: From the physics course, if the Havonian resistance is not taken into account, the vertically tilted object is the height  $h$  (in meters) that is thrown after  $t$  seconds.

$$h = v_0t - (gt^2) / 2 \quad (2)$$

can be calculated using the formula, where  $v_0$  is the initial velocity (in m/s), and  $g$  is the free fall velocity at a value of approximately  $10 \text{ m/s}^2$  equal to  $g$  and  $v_0$ ,

$$h(t) \approx -5t^2 + 40t \quad (3)$$

We develop the function (fig. 2).

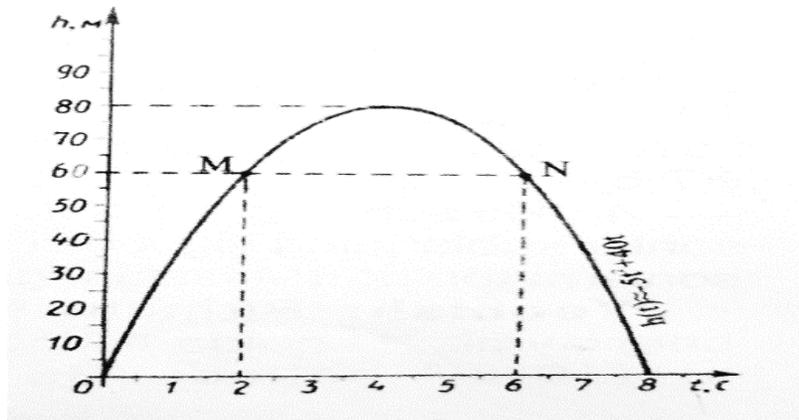


Figure 2  $h(t) \approx -5t^2 + 40t$  Function graph

To draw a graph of a function, we find its zeros and the coordinates for the parabola.  $-5t^2 + 40t = 0$ , henceforth  $t_1 = 0$ ,  $t_2 = 8$ .  $(0; 0)$ , and  $(8; 0)$  we make points.  $t_0 = \frac{t_1 + t_2}{2} = 4$ ,  $h_0 = h(4) = 80$ , and  $(t_0; h_0) = (4; 80)$  we make a point. The end of the graph of this function is at the point  $(4; 80)$ , and the branches passing through the points  $(0; 0)$  and  $(8; 0)$  are downward parabolic. The parabolic shows that an object thrown vertically upwards rises to a height of 80 meters for the first 4 seconds, then begins to descend. The object is twice at a height of 60m from the ground: 2 seconds after the shot and 6 seconds after the shot. So the answer to the question of the problem is as follows: The body will be at a height of 60m after 2 seconds and after 6 seconds. Answer:  $(2; 60)$ ,  $(6; 60)$ .

2.2.1. **Issue 3.** Describe the number 15 as the sum of two numbers so that the product of these numbers is the largest (solve the problem in a graphical view).

Solution; We denote the first number by the letter  $x$ . In that case, the second number is  $15 - x$ , and their product is  $x(15 - x)$ . Let us change the form of this expression:  $X(15 - x) = 15x - x^2 = -x^2 + 15x$

That is the case (Fig. 3. a, b).

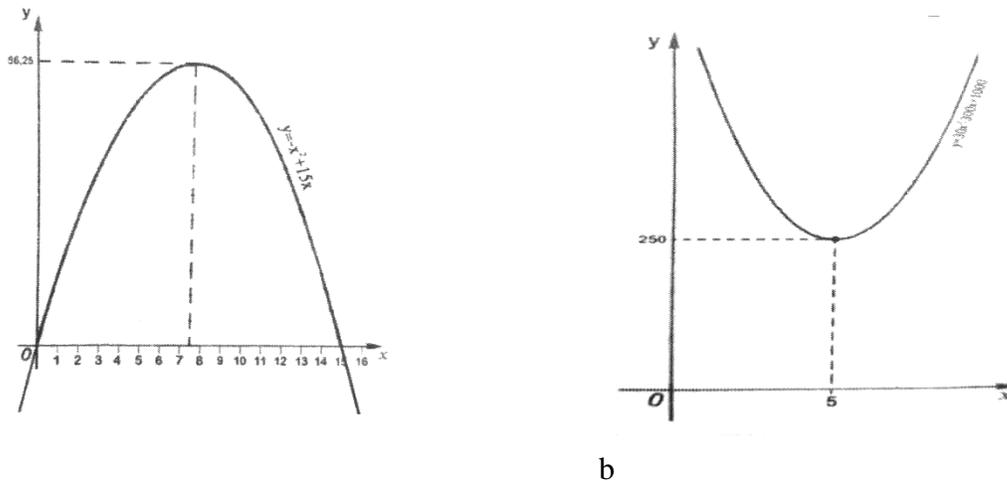


Figure 3  $y = -x^2 + 15x$  function graph (a), and  $y = 30x^2 + 300x + 1000$  Graph of functions (b)

The problem of finding the maximum value of the function  $u = -x^2 + 15x$  is given. To draw a graph of a function, we find its zeros and the coordinates of the parabola.  $-x^2 + 15x = 0$ , where  $x_1 = 0$ ,  $x_2 = 15$ ,  $x_0 = (x_1 + x_2)/2 = 7.5$ ;  $y_0 = y(7.5) = 56.25$ .  $(0;0)$ ,  $(15;0)$ , and  $(7.5;56.25)$  we make points. We pass the parabola through the points made. As can be seen from the graph, a function with  $x = 7.5$  assumes a maximum value of 56.25. So the first number is 7.5 and the second number is  $15 - 7.5 = 7.5$ . The maximum value of the product of these numbers is 56.25, the maximum value  $y(x) = y(7.5) = 56.25$ .

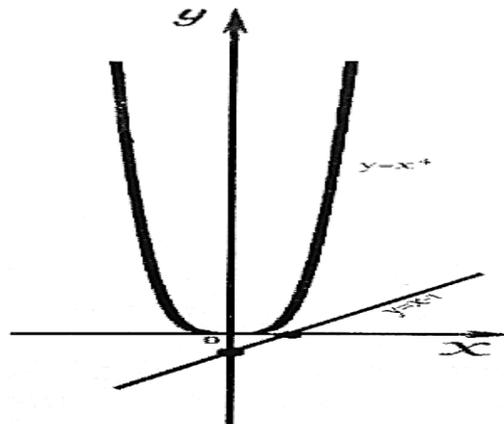
Answer:  $7.5 + 7.5$ .

**2.3.Issue 4.** The distance between the two villages is 12 km. The worker left his village at 9:25 a.m. and reached the second village at 1:15 p.m. The next day he returned to his village. He left at 11 a.m. and arrived at home at 2:40 p.m. How far is the point at which the worker passes at the same time on the way out and back from his village, and at what time does he pass through this point? (solve the problem graphically).

We draw a graph related to the problem.

The point of intersection of two straight lines determines the quantities sought. The drawing shows that the point in question is located 8.4 km from the village and worker passed through this point in 12 h and 06 min. The point N is the point of intersection of the straight lines AV and SD. Answer:  $N(S;t) = N(8.4\text{km}; 12\text{s } 06\text{m})$ . The second way to solve the problem:

$AD = 14\text{h}40\text{min} - 9\text{h}25\text{min} = 5\text{h}15\text{min} = 5.25\text{s}$ ,  $BC = 13\text{h}15\text{min} - 11\text{s} = 2\text{h}15\text{min} = 2.25\text{s}$ . Without drawing  $\Delta ADN \sim \Delta BCN$ ,  $\frac{AD}{BC} = \frac{EN}{NF}$ ,  $\frac{5.25}{2.25} = \frac{x}{12-x}$  in this  $x = 8.4\text{km}$ ,  $y = 11 + m = 11 + 1,1 = 12,1\text{s}$  (Fig. 4).

Figure 4  $y=x^4$ , and  $y=x-1$  Graph of functions

Answer:  $N(S; t) = N(x; u) = N(8.4\text{km}; 12\text{h}06\text{m})$ .

The solution of the problem in the third method: the straight-line AV passing through the points A (0; 9h25min) and V (12km; 13 h 15min) in the drawing and equation of the straight lines SD passing through the points S (12km; 11s) and D (0; 14 h 40min).  $\frac{x-x_1}{x_2-x_1} = \frac{y-y_1}{y_2-y_1}$  using the formula, we construct these equations by placing the coordinates of points A, B and S, D in the formula.

$\frac{23}{6}x - 12y = -113$ ,  $\frac{22}{6}x + 12y = 176$  So we have this system of equations.

$$\begin{cases} \frac{23}{6}x - 12y = -113 \\ \frac{22}{6}x + 12y = 176 \end{cases} \Leftrightarrow \frac{45}{6}x = 63, \text{ henceforth } x=8,4, x=8,4, \text{ and } \frac{23}{6} * 8,4 - 12y = -113;$$

$y=12\frac{1}{10}c$ ,  $y=12\text{h}06\text{min}$  we find that. Answer:  $N(S; t) = N(x; u) = N(8.4\text{km}; 12 \text{ h } 06\text{m})$ .

It was found that the solution to the above problem is to raise the level of teaching the basics of mathematics and mathematical analysis in general secondary schools, academic lyceums, higher education institutions and to teach the solution of graphic problems by improving the methodology of mathematics.

### 3. RESULTS AND DISCUSSIONS

The objective of the topic is to determine the content of the components of the creative approach to the methodical system of teaching (the innovative activity of the teacher, independent learning, comprehension, memory, application, and control of the student and the student) based on dialog between teacher and student, graphics in the classroom and circle problem-solving methodology.

Methods of the topic: In the process of covering the topic, the methods of observation, comparative analysis, experimental testing, modeling, questionnaires, tests, interviews, mathematical and statistical analysis of the results were used.

The scientific novelty of the topic is as follows: the components of the creative approach to the methodological system (purpose, content, form, means, and methods) of teaching the basics of

mathematical analysis (the innovative activity of the teacher, independent learning, comprehension, memory, application, and control) and defined based on expanding the structure of student interaction;

Criteria for logical proof of the theorem and problems (order, membership, application) are determined based on indicators of interdependence (type, essence, classification, feature) of basic concepts in interdisciplinary and educational subjects;

The practical results of the topic are as follows: the current state of teaching the basics of mathematical analysis in general secondary schools, academic lyceums, and schools is analysed, the methodological system of solving these graphical problems is improved based on lesson plans;

Based on the principles and features of improving the methodological system in the teaching of the basics of mathematical analysis using advanced educational technologies, the "Fundamentals of Mathematical Analysis" were explained and recommended for practice through technology of solving graphical problems in the classroom;

The scientific and practical significance of the topic and results. The scientific significance of the results of the topic is explained by the fact that the improved methodological system and lesson plans developed above can be used in teaching the basics of mathematical analysis in the teaching of academic lyceums.

Generally, in the current context, at each stage of education, "what (general content) can be taught and what can be done to achieve this?" and "who should be taught, what exactly should be taught (in each specialty), why should it be taught (goal), how should it be taught (method, form, tool, technology)?" The issue of effective solutions to the problem is one of the important problem.

Nowadays, "what to teach?" rather, "what can be taught and how can it be done?" Apparently, the approach to the organization of the educational process plays a key role in modernizing the teaching of mathematics in academic lyceums.

For example, students should consciously know that geometric formulas are based on mathematical analysis, e.g.

In defining teaching methods, it is recommended to use pedagogical methods, which are divided into three categories, used in the organization of the educational process formed based on DTS based on modern pedagogical technologies.

## CONCLUSION

The first category of methods is called "Traditional methods," which are based on the principle of "delivery" to impart knowledge to students. They include informational-receptive or illustrative-explanatory; reproductive; problematic statement; heuristic or semi-research and study, "narration," "demonstration," "demonstration," "presentation of a report," "question-answer," "debate," and so on.

The second category of methods is called nontraditional or "interactive methods" and is based on the principle of "activation" in the acquisition of knowledge by students. These include "Shatalov's Accelerated Learning Method," "Problem Lesson," "Brainstorming," "Working in Small Groups," "Roundtable," "Cluster Method," "BBB," "6x6," ("3x3," "4x4," "5x5," ...),

“Boomerang,” “Black Box,” “Business Game,” “Role Play,” “Debate,” “Opposite Relationship,” “Intelligent clever,” “Zig-zag,” “Charkhpalak,” “Zinama-Zina,” and many other methods.

The third category of methods is called "Advanced or modern methods" and is based on the principle of "Acceleration and efficiency" of the educational process. These include "Oriented Text," "Programming," the "Technological Map Method," the "Modular Teaching Method," "Intelligence Card" and "Design Method," as well as the "Pedagogical Technology" Method, which combines the advantages of all methods. Explained by the possibility of using an improved methodological system and lesson projects in the creation of a new generation of textbooks. It is required that all science teachers have a sufficient understanding of modern methods and be able to use them correctly and appropriately in the process of pedagogical activity.

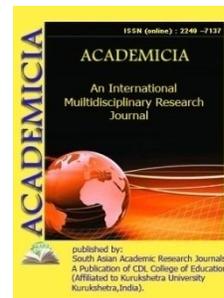
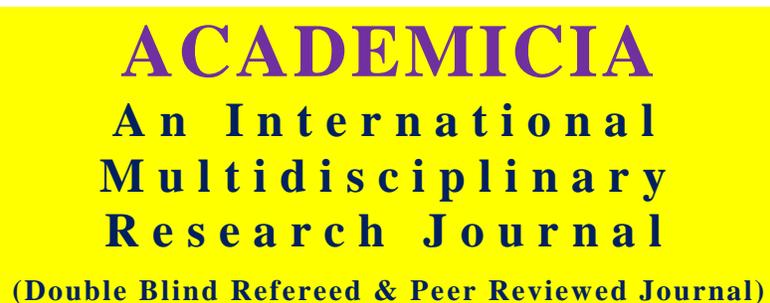
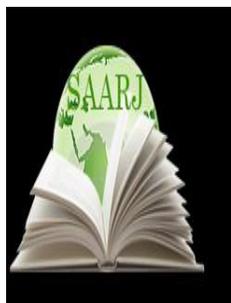
Scientific and methodological recommendations for mastering the basics of mathematical analysis based on the integration of creative approaches of teachers and students based on creative approaches (innovative activities of the teacher, independent learning, comprehension, memory, application, and control) developed.

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## INTER-SUBJECT INTEGRATION AND APPLICATION OF TERMS

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### ABSTRACT

*This article discusses inter-subject integration and the use of terms. And it is also said that to the goal and objectives of this study, the study of the features of the functioning of interdisciplinary terms in various areas of scientific knowledge, the concept of interdisciplinary integration approaches the category of interdisciplinarity.*

**KEYWORDS:** *Interdisciplinary Integration, Interdisciplinarity, Term, Transdisciplinary Level, Complex Interdisciplinarity, Pseudo-Interdisciplinarity, Auxiliary Interdisciplinarity, Complementary Interdisciplinarity.*

### INTRODUCTION

Modern studies of the functioning of the language touch on many aspects, among which one of the most important is the question of lexical composition. The growth of scientific interest is mainly due to the fact that the terminological range of the modern lexical composition is constantly increasing, expanding, completely new realities appear, which are reflected in the language, and modern terminological dictionaries do not have time to reflect all the changes taking place [1].

First of all, it should be noted that, as the analysis of materials reflects, in modern science the concept of interdisciplinary integration is associated mainly with the education system, it is a term that is used in pedagogical science. This concept is understood as “the creation of a new whole on the basis of the identified elements and parts of the same type in several previously different units (academic subjects, types of activities, etc.), and then the adaptation of these elements and parts into a monologue of special quality that did not exist before” [8 ]; “The process of convergence and communication of sciences, which is ... a high form of embodiment of intersubject connections at a qualitatively new level of education” [2].

In other words, at the basis of interdisciplinary integration is the awareness of the need to converge the sciences, teaching, methods of cognition, etc., the formation of a single integral

space. With regard to the purpose and objectives of this study, the study of the features of the functioning of interdisciplinary terms in various fields of scientific knowledge, the concept of interdisciplinary integration approaches the category of interdisciplinarity.

It should be noted that interdisciplinarity is a relatively “young” phenomenon that originated in the 19th century and developed in the last century [5]. If scientists and thinkers of the 19th century emphasized the need for the differentiation of sciences, then at the end of the last century “interdisciplinary synthesis became not a game of the mind, but an urgent need. Unfortunately, the "physicists" and "lyricists" separately did not pass the exam in the twentieth century. In the next century it will have to be taken together ”[4].

At its core, interdisciplinarity acts as a concept in opposition to the concept of a discipline - a field of scientific knowledge, the institutional boundaries of which are determined by the needs of study, the specifics of funding, administration and professional development [3]. These boundaries may change over time.

Individual disciplines, areas of scientific knowledge differ significantly. According to Squires, the differences boil down to the following aspects [9]:

- 1) the object of research: content, topics, problems that are being studied;
- 2) the position of science in relation to the object of research: methods, techniques, procedures that are used in the study process;
- 3) philosophical or reflective nature of research.

A slightly different approach to identifying differences between disciplines is presented in the works of Heckhausen, which identifies seven distinctive parameters [11]:

- 1) "material field" — a set of research objects;
- 2) the subject of research: the point of view from which the discipline looks at the material field;
- 3) the level of theoretical integration: a categorical apparatus that is used to describe the results of research e that is, directly the terms that are used in the field of science;
- 4) research methods that are used, firstly, to obtain observations, results for further study, and secondly, in the process of transforming the observed data;
- 5) analytical tools of science based on logical laws, mathematical reasoning and building models;
- 6) the possibility of practical application of scientific results;
- 7) additional disciplinary "historical" circumstances that affect the formation of the field of scientific activity.

As these approaches reflect, scientific disciplines can differ significantly in their goals, object and subject of research, opportunities for practical application, can use various techniques, methods of study, etc. The fact of their constant development, changes in each separate area of scientific activity remains unchanged: disciplines are not a static whole, showing a constant character in time and space. They are changeable in space, subject to recombinations in time ”[13]. This variability of individual sciences, their variability, transitions into each other allows individual researchers to say that the category of discipline is becoming artificial, that today science is breaking up into a postdisciplinary world [10].

Awareness of this variability, the variability of individual disciplines, the need to overcome the crisis of the postdisciplinary scientific world led to the formation of an interdisciplinary approach aimed at integrating certain areas of scientific knowledge, "smoothing" the differences identified earlier in order to derive qualitatively new scientific knowledge.

In modern scientific literature, interdisciplinarity is understood as "a collective term that unites all forms of scientific cooperation, leading to the violation of the institutional boundaries of individual disciplines, areas of scientific knowledge" [3]; "The process of integration of a number of (two or more) sciences, accompanied by diffusion (overflow) and unification of the various approaches, theories, methods of analysis existing in each of them" [14] and, of course, terms.

The result of such a synthesis, merger is "the emergence of a new, conceptually formed (with a specific name), area of knowledge, which some experts call the" interdisciplinary area of knowledge "(MOH)" [6]. The main task of interdisciplinarity, interdisciplinary integration is to strengthen the relationship between disciplines, weaken the separation of scientific fields, identify gaps in knowledge of each individual discipline, create a new field for the derivation of knowledge, as well as test research methods that are used in each separate scientific field.

Interdisciplinarity is not universal; it can be of a different nature, pursue different goals. Heckhausen identifies the following types of interdisciplinarity [11]:

- 1) disorderly interdisciplinarity, which consists in the disorderly use of knowledge, terms, methods of various sciences;
- 2) pseudo-interdisciplinarity arises when separate disciplines are engaged in the study of the same topics, use the same methods, often duplicating each other, but at the same time they argue that this is — a synthesis of two independent areas of scientific knowledge;
- 3) auxiliary interdisciplinarity: this type of interdisciplinary integration can be said in a situation when research methods of one science become a source of knowledge for another field of science in the absence of close theoretical integration;
- 4) complex interdisciplinarity is manifested in the synthesis of two or more areas of scientific knowledge, which in the study of the same problems will use different methods, supplementing, specifying, specifying the results obtained;
- 5) additional interdisciplinarity arises when the subjects of study of different fields in different sciences coincide, the intersection concerns the theoretical integration of disciplines;
- 6) combined interdisciplinarity is carried out when different areas of scientific knowledge agree on the subject, levels of theoretical integration and methods of cognition that will be used in the learning process.

As you can see, in modern foreign literature there are several types of intersubject integration. Within the framework of this dissertation research, of particular interest is complex, additional and combined interdisciplinarity, which imply the functioning and use of intersectoral terms.

Scientists also focus on the heterogeneous, differentiated nature of interdisciplinary integration, which makes it possible, following VA Nekhamkin, to single out several levels in its structure —

“units of the vertical structure of interdisciplinary knowledge, fixing the degree of its generality and the boundaries of prevalence in scientific knowledge” [5 ]:

1) intra-sphere interdisciplinarity: as a rule, interdisciplinarity, the tendency of various fields of scientific knowledge to integrate is formed initially at the disciplinary level. Intrasphere interdisciplinarity presupposes the synthesis of sciences of one sphere of knowledge: humanitarian or natural. The proximity of the fields of scientific knowledge determines the trend towards integration. The result of such a synthesis is the emergence of such sciences as physical chemistry, chemical physics, psycholinguistics, historical psychology, etc. The result of the synthesis of such sciences is the erosion of the narrowly limited framework of the traditional areas of scientific knowledge, the formation of qualitatively new ideas about the object and subject of research. For example, as noted by VM Rozin, “a sociologist now cannot conceive of society without resorting to cultural studies and communication theory” [7].

2) inter-sphere interdisciplinarity reflects the integration of sciences, the spheres of the cognitive cycle, the integration of natural and human sciences, which results in the emergence of such areas of scientific knowledge as biopolitics, sociobiology. The first attempts to derive scientific knowledge at the junction of natural and humanitarian sciences were undertaken back in the 19th century, when, for example, the model of a "social organism" appeared, which was used to study society. As we can see, in terms of terminology, it is not so much the transfer of terms from one area of scientific knowledge to another that is noted, but the derivation of new terminological units based on the synthesis of terms of both sciences. In general, it is important to note that already at this level of interdisciplinary integration, the development of terminology, a "common language" becomes a serious problem;

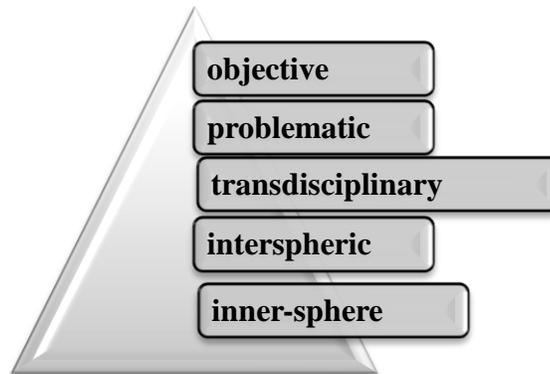
3) the transdisciplinary level, at which the extrapolation of cognitive models into natural, humanitarian, technical, etc. sciences in general is carried out. At this level, the problem of developing a common language, developing and testing the categorical apparatus is aggravated;

4) the problem level of interdisciplinarity, at which the solution of a certain practical problem becomes the point of integration of various sciences, areas of practical activity. As an example of the formation of a new field of scientific knowledge at this level, we can cite globalistics, founded by representatives of the Club of Rome to solve specific problems related to global problems and globalization processes. Scientific knowledge at this level of interdisciplinarity has a pronounced practice-oriented character, integrates both scientists and a complex of various sciences.

The main problem is the need to develop a theoretical and methodological foundation, to develop a universal methodology;

5) the object level of interdisciplinarity, at which the formation of new areas of scientific knowledge is set by the very object of research in various sciences. Such disciplines include cratology, futurology, propetology, etc.

In a graphical form, the structure of interdisciplinarity as a phenomenon of scientific knowledge can be presented in Fig. 4:



**Figure 4. Levels of interdisciplinarity of scientific knowledge**

Today, each of the levels of interdisciplinarity is going through different stages of its historical development. The most developed is the inner-sphere level, which originated in the 19th century. The object level of interdisciplinarity was formed only at the end of the last century, today it is in a state of its intensive development.

At each level of development of interdisciplinarity, certain problems arise with the development of a terminological apparatus. The most developed direction of interdisciplinarity of cognition, areas of scientific knowledge is the inner-sphere, which is characterized by an intensification of the processes of implicit transterminologization, in which the meanings of terminological units are synonymous, but not identical.

Starting from the inter-sphere level, the problem of developing a common terminology becomes a significant problem, which only gets worse as the manifestations of interdisciplinarity become more complex. As an example of inconsistency in the understanding of intersectoral terms, differences in scientific languages of representatives of different scientific fields, we can cite the results of an experiment conducted by Bracken and Oughton in 2006 [3]

Physicists and sociologists took part in experimental work aimed at developing interdisciplinary terminology as a basis for the implementation of interdisciplinary research. Accordingly, we are talking about interdisciplinary interdisciplinarity, work at the junction of natural and humanitarian knowledge. Scientists were invited to visit the river Esk. When visiting, physicists described in detail the physical processes that occur in the reservoir, the research carried out, research methods and tools. Based on the materials of the speech, sociologists began to ask questions that were far from what the physicists wanted to say. Despite the fact that sociologists understood the logic of the described processes, the latter were associated with the field of physical science, which did not allow them to explain these processes in the logic of any sociological concept, theory, as a result of which confusion arose both among physicists and among sociologists ... Accordingly, we can conclude that even at the level of inter-sphere interdisciplinarity, the development of a unified approach to the terminological apparatus faces significant difficulties.

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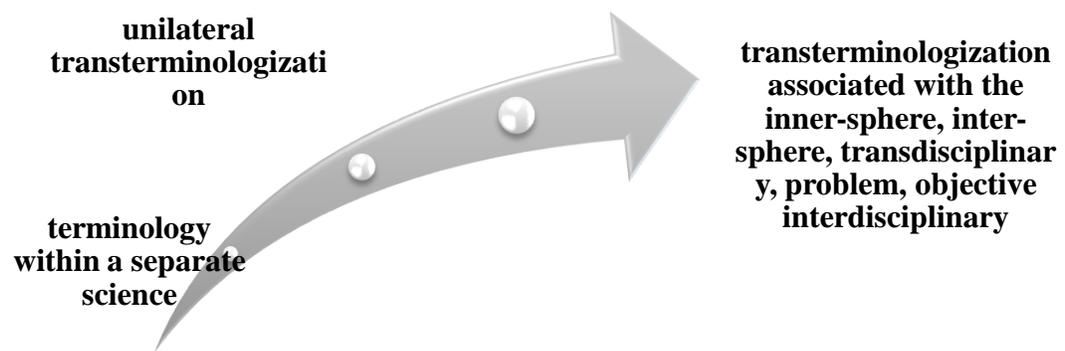
inter-sphere interdisciplinarity, the development of a unified approach to the terminological apparatus faces significant difficulties.

Consequently, today an obvious contradiction is formed between the development of interdisciplinarity, the proclamation of a course to expand the boundaries of certain areas of scientific knowledge and the impossibility of implementing an interdisciplinary approach to research, the study of certain objects, processes of socio-cultural reality largely due to the lack of a "common language", the discrepancy of special languages, conceptual apparatus of representatives of various scientific communities.

As a rule, the formation of the scientific terminology of certain sciences is the result of a long evolution [15], in the process of which the conceptual apparatus of science is developed, the meaning is coordinated between scientists who use a lexical unit. However, as the level of interdisciplinarity increases, an almost complete reworking of the categorical apparatus is carried out. Moreover, the terminological substantiation of related, interdisciplinary areas of scientific knowledge largely depends on the stage of development of the level of interdisciplinarity. Xu et al. in their study, the following stages of the formation of the terminological apparatus are distinguished, depending on the degree of development of interdisciplinarity [12]:

- 1) The latent period, when the formation of terminology is carried out within the framework of one discipline, the tendencies for integration are at the stage of their initiation, formation. At this stage, the terminology of the concepts of a separate area of scientific knowledge or practical activity is carried out;
- 2) Embryonic phase — at this stage, the number of publications, works devoted to the study of certain objects, processes increases, knowledge of one area of scientific knowledge, fixed in terminological units, begins to penetrate into other areas of scientific knowledge, the initial stages of transterminologization are carried out, at which other areas of scientific knowledge or practice are beginning to borrow terms from another area. In other words, at the initial stages, transterminologization is predominantly one-sided. Interdisciplinarity is slowly developing, terminological units are being transferred from traditional theoretical sciences to applied ones;
- 3) Mature phase — at this stage, the number of works performed in various fields of scientific knowledge increases, the terms of one science begin to be used in others, new meanings of terminological units are formed.

Accordingly, in a graphical form, the periodization of the development of terminological systems in the logic of interdisciplinarity can be represented in Fig. 5:



**Figure 5. Stages of development of terminological systems in the logic of interdisciplinarity**

As you can see, in the process of development of terminological systems under the influence of interdisciplinarity, they go a rather long way, starting from the stage of terminology, the formation of terms for conceptualizing scientific knowledge within a separate field of scientific knowledge, to the period of functioning of the terminological polysemant in various sciences.

It is important to add that the results of the study by Xu et al. did not reveal the presence of a direct correlation between an increase in the number of scientific works and an increase in the use of certain borrowed terminological units in other areas of scientific knowledge [12]. In other words, the basis of the process of transterminologization is not an increase in the number of works, but other factors, presumably, the significance of the term, its correspondence to the essence of the designated scientific concept, which suggests that the process of metaphorical rethinking lies at the basis of transterminologization.

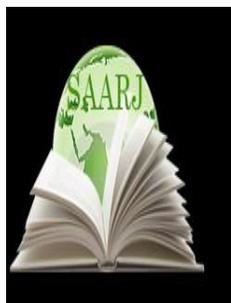
Thus, on the basis of the analysis carried out, it can be concluded that today interdisciplinary integration, interdiscipline as a phenomenon that involves the synthesis of several sciences in order to solve the most complex, significant, urgent problems based on the implementation of various approaches to research, the use of various methods study, which will allow to overcome the one-sidedness of certain areas of scientific knowledge, will ensure the complexity of a comprehensive study of the object. In turn, the formation of interdisciplinarity is carried out at several levels: inner-sphere, inter-sphere, transdisciplinary, problematic and objective. Strengthening the interdisciplinarity of all levels actualizes the problem of developing a theoretical and methodological apparatus for new areas of science. Unfortunately, the development of a unified terminology at all these levels is one of the most significant problems of our time, which remains unresolved to this day.

If the study of terminology in the case of intrasphere interdisciplinary integration seems possible when studying denotations that representatives of various fields of scientific knowledge put into the concept, there are significant differences in the understanding of terminological units already at the interspheric level. The situation is aggravated by the fact that the formation of terminology is carried out in stages, at the initial stage, the process of terminology is carried out, the formation of scientific concepts within the framework of a separate field of scientific knowledge, and only then the term begins to be borrowed by other sciences, and the reasons and mechanisms for which one term is borrowed, and the other remains highly specialized, remain not fully studied, understandable at the present stage of terminology.

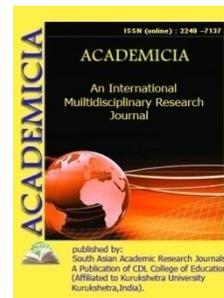
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## EFFICACY OF ROSUVASTATIN AND EZETIMIB COMBINATION FOR DIABETIC DYSLIPIDEMIA IN PATIENTS WITH TYPE 2 DIABETES

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### ABSTRACT

*One of the necessary drugs for the treatment of diabetic dyslipidemia affecting lipid metabolism is hydroxycis-methylglutaryl-coenzyme A-reductase inhibitors (statins) [2] and ezetimibe, which blocks the absorption of cholesterol in the epithelium of the small intestine, thereby preventing erythematic enterohepatic circulation of cholesterol [2,4]. Their effectiveness in correcting atherogenic dyslipidemia (DLP) and preventing macroangiopathies has been studied in patients with diabetes mellitus (DM). The aim of this study was to study the lipid-lowering efficacy of the combination therapy of rosuvastatin with ezithymibe in patients with type 2 diabetes mellitus*

**KEYWORDS:** *Diabetes Mellitus (DM), Lipid-Lowering Therapy, Rosuvastatin, Ezetimibe, Total Cholesterol (TC), Low Dencity Lipoproteins (LDL), High Dencity Lipoproteins (HDL).*

### INTRODUCTION

Diabetes mellitus (DM) is a chronic progressive disease that has taken over in 21st century a truly pandemic spread. According to the latest data, the number of patients with diabetes in the world has more than doubled over the past 10 years, and by the end of 2017 exceeded 425 million people. According to the forecasts of the International Diabetes Federation, 629 million people will suffer from diabetes by 2045 [ 1 ]. The prevalence of cardiovascular diseases (CVD) among patients with type 2 diabetes is 2–4 times higher than people without diabetes, they are the cause of death in more than 65% of patients [ 2,3,5,6 ]. The most dangerous consequences of diabetes are its systemic vascular complications - nephropathy, retinopathy, damage to the main vessels of the heart, brain, arteries of the lower extremities. These complications are the main cause of disability and mortality in patients with diabetes. The high prevalence of CVD among patients with type 2 diabetes is due to a cluster of risk factors for atherosclerosis, which are based on insulin resistance, dyslipidemia, arterial hypertension, increased activity of the blood coagulation system, visceral obesity and hyperglycemia [ 7,8 ]. However, at present, not

everyone agrees that hyperglycemia has a decisive importance in the development of atherosclerosis in patients with type 2 diabetes [ 2,9 ]. The British prospective diabetes study (UKPDS) showed that the compensation of carbohydrate metabolism reduces the risk of microvascular complications without significantly affecting the macrovascular complications in patients with type 2 diabetes. At the same time, this and other studies clearly demonstrated the relationship between the level of total cholesterol (TC) and low density lipoproteins (LDL) cholesterol and the risk of developing macrovascular complications both in the general population and in patients with type 2 diabetes [ 10,12,13,14 ]. Analysis of results of a multicenter randomized, placebo-controlled studies enrolled patients with type 2 diabetes, suggests a positive effect of the application of lipid-lowering therapy using the of inhibitors HMG CoA - reductase both as primary and secondary prevention of cardiovascular disease in these patients [ 14 ]. At the moment there is evidence that anti-atherogenic properties of HMG inhibitors CoA - reductase caused not only by their effect on the lipid profile. The pleiotropic antiatherogenic effects of some representatives of this class of drugs are described that do not depend on the main mechanism of their action, in particular, the effect on atherosclerotic inflammation [4,5,6]. However assignment of HMG CoA - reductase inhibitors in clinical practice for correction of the lipid metabolism in patients with diabetes type 2 remains extremely rare [4]. Rosuvastatin is the most effective statin currently available. However, patients with coronary artery disease may not achieve targets on monotherapy [10,14]. The study compares the efficacy of rosuvastatin monotherapy with rosuvastatin and ezetimibe combination therapy.

**The aim** of this work was to assess the efficacy and safety of Rosulip plus 10/10 mg in patients with diabetic dyslipidemia .

## MATERIALS AND METHODS

We screened 35 patients with type 2 diabetes with confirmed dyslipidemia ( $LDL \geq 2,6$  mmol/l and triglyceride  $\geq 1,7$  mmol/l) II A type (by Fredrickson), treated in the department of endocrinology clinic 3-TMA . Among them, 12 are men and 23 are women. The duration of the disease ranged from 1 to 10 years, the average age was  $56.6 \pm 9.8$  years. Patients with severe concomitant diseases and micro- and macrovascular complications were not included in the study. Also, apparently 10 healthy individuals were examined, 53.5% of this group suffered from ischemic heart disease, 88.4% - arterial hypertension.

Most of the patients received aspirin, B-blockers and angiotensin - converting enzyme inhibitors. All patients were overweight - their body mass index (BMI) exceeded  $25 \text{ kg} / \text{m}^2$ . Overweight was diagnosed in 11 (31.4%) patients, obesity in 24 (68.6%) patients ( $BMI \geq 30 \text{ kg} / \text{m}^2$ ). The average waist circumference was  $105.1 \pm 2.0$  cm for men,  $108.3 \pm 3.0$  cm for women. The majority of patients 19 (48.5%) received sulfonylurea and metformin as hypoglycemic agents, 12 (34.2%) - iDPP4, 7 (20.0%) received insulin in combination with metformin . Considering that all patients were diagnosed with decompensation of the disease, the hypoglycemic therapy was corrected, so 60% of patients were transferred to insulin therapy.

All patients underwent general clinical examination. Fasting and postprandial glycemia was studied using the glucose-oxidase method. The study of glycated hemoglobin (HbA1c) was carried out according to the Fluchiger method . Lipid metabolism indices were determined by the enzymatic method using a set of reagents from the company "Human" (Germany) on the

analyzer "Randox" (Great Britain). The data obtained were processed on a computer using the statistical software package "Statistika-6".

In terms of age and duration of the disease, patients in both groups did not differ from each other. Patients complained on increased blood pressure, dry mouth, thirst, frequent urination, recurrent pain in the heart, headaches, and excess weight.

### Results of own research

So, according to the data of carbohydrate metabolism, all patients have an increase in fasting and postprandial glycemia and HbA1c, which are increased by 41.0, 43.2 and 43.5%, which indicates diabetes decompensation.

**TAB. 1BIOCHEMICAL PARAMETERS OF BLOOD IN PATIENTS WITH TYPE 2 DIABETES BEFORE TREATMENT**

Index	Control n - 10	Before treatment n- 35
Fasting glycemia, mmol / l	4.2 ± 0 . 48	7.1 ± 0.37 *
Postprandial glycemia, mmol / l	5.8 ± 0.67	10.2 ± 0.33 *
HbA 1 c ,%	4.5 ± 0.5	7.9 ± 1.0 *
TC, mg / dl	3.7 ± 1.0	6.6 ± 1.2 *
LDL, mg / dl	1.85 ± 0.04	3.15 ± 0.09 *
HDL, mg / dl	1.53 ± 0.03	1.21 ± 0.05
TG, mg / dl	1.11 ± 0.03	3.93 ± 0.09 *
Atherogenic coefficient	2.02 ± 0 ,09	4.71 ± 0.25 **
ALT	0.30 ± 0 02	0.30 ± 0 02
AST	0.18 ± 0 01	0.18 ± 0 01

Note: n is the number of examined patients;

\* - presence of reliability (  $P < 0.05$  ), \*\* (  $P < 0.01$  )

By analyzing the lipid spectrum in patients with type 2 diabetes, was observed hyperlipoproteinemia- a significant increase in lipid metabolism as compared with the control group.

At the same time, the content of TC in the blood was 34.0% (  $P < 0.05$  ) higher than in the control group, LDL increased by 37.5%, TG by 40.6% (  $P < 0.01$  ). The content of HDL cholesterol was 60.2% (  $P < 0.05$  ) lower in the main group than in the control group (Table 1). The obtained results of an increase in atherogeniclipoproteins such as LDL, TG and a decrease in the level of antiatherogenic fraction - HDL in patients with type 2 diabetes, coincided with the data described in the literature [ 12 ] .

The distribution of patients with type 2 diabetes depending on BMI revealed that the level of LDL cholesterol was 16.8% higher in the group of patients with a BMI > 30 in comparison with overweight, and the level of HDL cholesterol in the same group was 26% (  $P < 0.05$  ) lower than in the studied group (table 1 . 2 ). The TG level was 29.0% higher (  $P < 0.05$  ), it was reflected on the atherogenic coefficient which was 24% higher (  $P < 0.05$  ). Thus, the results showed that with

an increase in the patient's body weight, the lipid profile worsens, which is reflected in the development of micro- and macrovascular complications of diabetes [ 9 ].

**TABLE L . 2 CLINICAL CHARACTERISTICS OF PATIENTS AND BIOCHEMICAL PARAMETERS IN PATIENTS WITH TYPE 2 DIABETES, DEPENDING ON BMI**

Indicators	control n-10	BMI < 30, n- 11	BMI> 30, n- 24
Age, years	54.9 ± 8.9	55.9 ± 7.6	54.7 ± 8.3
Duration of the disease, years	-	6.9 ± 4.8	7.5 ± 3.9
Fasting glycemia, mmol / l	4.2 ± 0.48	7.7 ± 1.9 *	7.5 ± 2.0 *
Postprandial glycemia, mmol / l	5.8 ± 0.67	11.2 ± 3.9 *	12.9 ± 4.1 *
HbA1c ,%	4.5 ± 0.5	7.8 ± 2.1 *	8.3 ± 2.4 *
TC, mmol / l	3.7 ± 1.0	6.1 ± 1.2 *	6.3 ± 1.7 *
LDL, mmol / l	1.85 ± 0.04	3.18 ± 0.09 *	3.45 ± 0.07 *
HDL, mmol / l	1.53 ± 0.03	1.2 ± 0.05	0.81 ± 0.08 *, **
TG, mmol / l	1.11 ± 0.03	3.2 ± 0.4 *	4.5 ± 0.9 *, **
Atherogenic coefficient	2.02 ± 0.09	4.0 ± 0.7	4.68 ± 0.79 *, **

Note: n is the number of examined patients;

□ □ the presence of reliability in relation to control ( P < 0.05)

\*\* - the presence of reliability in relation to the group with BMI <30 ( P < 0.05)

The distribution of patients with type 2 diabetes by the duration of the disease showed that LDL cholesterol, depending on the duration of the disease, was increased in relation to the control group, but these indicators did not differ among themselves. Triglycerides in the group with duration of the disease from 6 to 10 years were increased by 28.2% ( P < 0.05) compared with the group under 3 years and by 22.5% ( P < 0.05) compared with the group 3-6 years. This is confirmed by the literature data, which describes the deterioration of the lipid spectrum with a predominant increase in triglycerides in the lipid spectrum of blood compared to total cholesterol in diabetic dyslipidemia [ 5 ]. The level of HDL cholesterol was 36.0% ( P < 0.05) lower in the group of patients aged 6-10 years compared to 3 years of illness. This is reflected in the atherogenic index, while the AI in the first group was increased by 60.0%, in the second by 65.4% and in the third - 65.3%, respectively (Table 3).

**TAB. 3 CLINICAL CHARACTERISTICS OF PATIENTS AND BIOCHEMICAL PARAMETERS IN PATIENTS WITH TYPE 2 DIABETES, DEPENDING ON DURATION OF THE DISEASE**

Indicators	control n-10	Up to 3 years old, n-10	3- 6 years , n-14	6-10 years old n-11
Age	54.9 ± 8.9	52.9 ± 4.1	56.4 ± 5.9	54.7 ± 8.2
Duration of the disease	-	1.9 ± 1.5	4.9 ± 1.8	8.4 ± 2.8
Fasting glycemia, mmol / l	4.2 ± 0.48	6.9 ± 1.33	7.1 ± 1.37	6.8 ± 1.27
Postprandial glycemia, mmol / l	5.8 ± 0.67	11.8 ± 3.3	9.9 ± 3.7	13.0 ± 3.1 *
HbA 1 c ,%	4.5 ± 0.5	8.5 ± 2.4 *	7.9 ± 1.9 *	8.3 ± 2.7 *
TC, mmol / l	3.7 ± 1.0	6.3 ± 1.7 *	6.0 ± 1.5 *	6.6 ± 1.1 *, **

LDL cholesterol, mmol / l	1.85 ± 0.04	3.0 ± 0.3 *	3.4 ± 0.3 *	3.2 ± 0.5 *
HDL cholesterol, mmol / l	1.53 ± 0.05	1.4 ± 0.06	1.2 ± 0.05	0.90 ± 0.07 *, **
TG, mmol / l	1.11 ± 0.03	3.4 ± 0.9 *	3.7 ± 0.4 *	4.7 ± 0.9 *
Atherogenic coefficient	2.02 ± 0.09	3.5 ± 0.9	4.0 ± 0.5	4.0 ± 0.6

Note: n is the number of examined patients;

□ □ availability of reliability ( P < 0.05)

Thus, a relationship was revealed between the content of lipid metabolism indicators with indicators of carbohydrate metabolism, the duration of the disease and BMI. This probably indicates a connection between the atherogenesis process and the patient's body weight. The obtained results coincided with the data described in the literature [ 7 ].

Assessment of the cardiovascular risk category (CVR) is extremely important for the development of optimal patient management and the appointment of adequate therapy that can maintain an optimal level of LDL cholesterol. In accordance with the provision of agreed recommendations ESC / EASD diabetes, pre-diabetes and cardiovascular disease ( CVD ), adopted in 2019 , it should be considered that the patients with diabetes allow to a group of high and very high risk of CV-complications, the patients with diabetes and whether one risk factor of CV disease or damage to target organs should be considered as a very high risk group, and all other patients with diabetes - as a high risk group [ 9 ]. Achieving the target level of LDL cholesterol below 2.5 mmol / L (for patients with high CVR ), and even more so below 1.8 mmol / L, is a rather difficult task, which dictates the need to use the most effective statins in high doses. The use of rosuvastatin at a dose of 20 mg led to a 34% decrease in LDL cholesterol levels, while the risk of CV events decreased by 23%, and the difference with the group of patients receiving placebo was statistically reliable[ 9 ].

With insufficient effectiveness of statins in achieving the target level of LDL cholesterol in patients with type 2 diabetes, it is possible to use combination therapy: adding to statin therapy the ezetimibe . The latest belongs to the class of cholesterol absorption inhibitors. The mechanism of action of ezetimibe is that it prevents the absorption of cholesterol at the level of the villous epithelium of the small intestine. In connection with a decrease in the intake of bile acids and food cholesterol from the intestine into the liver, the uptake of cholesterol by hepatic cells from the blood serum increases, due to which its content in the blood decreases [ 11 ].

In this regard, for the treatment of patients with type 2 diabetes, along with hypoglycemic and complex therapy, patients were divided into 2 groups: group 1 - 17 patients, rosuvastatin was added to the treatment complex at a dose of 10 mg / day , group 2, these are 18 patients , they added a combination of rosuvastatin and ezetimibe ( Rosucard plus 10/10). The patients took a lipid - lowering drug, 1 tablet per day in the evening for 3 months. Dose adjustments were made in a month and 3 months until the target blood lipid level was reached .

The safety of therapy was assessed by the number and type of registered undesirable side effects, as well as by identifying clinically significant changes in blood biochemical parameters: an increase in the level of hepatic transaminases by 3 times or more. After a month and 3 months, 32 ( 91.6 %) patients were re-examined , the remaining 3 ( 8.4 %), due to various personal reasons, did not appear for a second examination.

During the study, there were no cases of exacerbation of angina attacks, an increase in blood pressure, changes in heart rate, a significant decrease in body weight and BMI.

On the background of the therapy with Rosuvastatin and Rosuvastatin with ezetimibe, after a month, were not revealed significant changes in the lipid spectrum were revealed. Also, there were no changes in the liver enzymes in the blood. In connection with this, the patients were encouraged to continue Lipidlowering therapy.

During treatment, positive changes in carbohydrate metabolism were observed in both groups. Thus, HbA 1 c in groups 1 and 2 decreased by 17 and 19%, respectively.

The results showed that in groups 1 and 2 there were positive changes in carbohydrate and lipid metabolism. In group 1, there was a decrease in TC by 19.8%, LDL by 16.0%, and TG by 23.1% (  $P < 0.05$ ) (Table 4 ). The concentration of HDL in the blood did not show significant changes. However, there was a tendency to its increase by 15.2%. This all reflects on atherogenic index , which was reduced by 32% (  $P < 0.05$ ).

In group 2, TC was reduced by 22% (  $P < 0.05$ ), LDL by 23%, triglycerides by 49% compared to the indicators on admission and by 32% in relation to group 1 (  $P < 0.05$ ). It is known that the target values of LDL should be below 2.5 mmol / L, at which the risk of cardiovascular diseases developing reduces by 2 times [ 9 ].

HDL cholesterol increased by 15% in relation to the indicators at admission and by 23% in relation to group 1 (  $P < 0.05$ ). The atherogenic index decreased by 60 and 44%, respectively, and by 32% in relation to group 1 (  $P < 0.05$ ), which indicates a decrease in total cholesterol and an increase in the amount of "good" lipids of HDL cholesterol.

**TABLE 4 BLOOD BIOCHEMICAL PARAMETERS IN PATIENTS WITH TYPE 2 DIABETES ON THE BACKGROUND OF COMPLEX THERAPY WITH THE INCLUSION OF LIPID-LOWERING THERAPY**

Index	Before treatment n- 35	1st group n- 16	2nd group n-1 6
Fasting glycemia, mmol / l	7.1 ± 0.37	6.4 ± 0.73	6.2 ± 0.23
Postprandial glycemia, mmol / l	10.2 ± 3.33	9.3 ± 2.5 *	8.09 ± 0.1 *
HbA 1 c , %	7.9 ± 1.0	7 , 3 ± 0.54 *	7.2 ± 0.8 *
TC, mg / dl	6.6 ± 1.2	5.8 ± 1.2	5.2 ± 0.9 *
LDL, mg / dl	3.15 ± 0.09	2.98 ± 0.09 *	2.48 ± 0.04 *, **
HDL, mg / dl	1.21 ± 0.05	1.47 ± 0.09 *	1.84 ± 0.07 *
TG, mg / dl	3.93 ± 0.09	2.9 ± 0.23	2.05 ± 0.04 *, **
Atherogenic coefficient	4.71 ± 0.25	3.2 ± 0.19 *	1.89 ± 0.11 *, **
ALT	0.30 ± 0.02	0.31 ± 0.0 7	0.30 ± 0.02
AST	0.18 ± 0.01	0.26 ± 0.0 6	0.22 ± 0.01

Note: n is the number of examined patients;

□ □ the presence of reliability (  $P < 0.05$ ) in relation to the group upon admission

□ □ \* the presence of reliability (  $P < 0.05$ ) in relation to group 1

Blood biochemical parameters - AST, ALT did not change significantly.

In group 2, where patients took rosuvostatin with ezetimibe, a decrease in LDL levels was found during the observation period ( $p < 0.05$ ). The average level of LDL at the beginning of the study was  $3.15 \pm 0.09$  mmol / l, at the end -  $2.48 \pm 0.04$  ( $p < 0.05$ ). During the period of treatment with Rosucard plus, out of 16 examined patients, 10 (62.5%) reached the target LDL level by the end of the term, the rest of the patients were recommended to increase the dose of the drug to 20/10 mg / day. During the period of treatment with Rosuvastatin, out of 16 examined patients, 7 (43.7%) reached the target LDL level by the end of the period, the rest of the patients were also recommended to increase the dose of the drug to 20 mg / day.

Thus, the ability to reach the target level of LDL in the short term for the treatment of combined drug P ozukard plus, its safety and tolerability, as well as a favorable ratio of "cost / benefit" can be recommended as one of the drugs of choice among lipidlowering drugs.

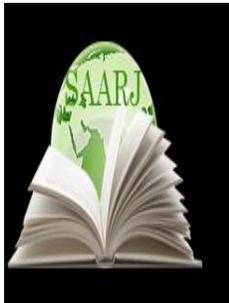
### CONCLUSIONS:

1. A study of lipid metabolism in patients with type 2 diabetes revealed a significant increase in total cholesterol, triglycerides and atherogenic fractions of lipoproteins - LDL by 34.0, 40.6 and 37.5%, and the content of anti-atherogenic lipoprotein fractions - HDL by 60, 2% was lower compared to the control group.
2. Was revealed relationship between the content of lipoproteins of various classes with the duration of the disease and BMI of patients.
3. The combination therapy of rosuvostatin and ezetimibe 10/10 mg is an effective drug for the treatment of diabetic dyslipidemia, with a decrease in TC by 22%, T - by 32%, LDL by 49% and an increase in HDL by 23% compared to the group with rosuvastatin monotherapy. where the lipid spectrum indicators also improved, but not significantly.
4. Good tolerance of the combined drug, favorable cost / effectiveness ratio allows Rosulip plus 10/10 mg to be recommended as one of the drugs of choice in the treatment of diabetic dyslipidemia.

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## LEXEMALISM AS A DIACHRONIC EVENT

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### ABSTRACT

*This article discusses the fact that the phenomenon of lexemeization is one of the main factors in the enrichment of the Uzbek language, the use of lexemation as a diachronic phenomenon. In the Uzbek language, historical words are involved in the process of lexemes, from which new words are formed and mean independent meanings in the later stages of development.*

**KEYWORDS:** *Uzbek Language, Diachronic, Lexemes, Affixoid, Affix, Speech Process, Linguistic Processes, Historical Development.*

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### INTRODUCTION

Every change and renewal in the language has its own historical basis - the period of emergence, the style of origin. In this sense, the phenomenon of lexemeization also existed in the earlier stages of development of the Uzbek language. In other words, the occurrence of the phenomenon of lexemeization cannot be studied in isolation from the processes of historical development of language. The fact that several units used in the modern Uzbek language in the form of a single word have become a single word is also related to the continuous use of syntactic structures, which are their materials, at different stages or stages of language development. Of course, it is more difficult to restore the previous form of each lexemeled word, to give it a clear description on this basis, but it is possible to give some linguistic insights into the syntactic structures coming to the status of a word. These processes are discussed below.

It is known that words such as *room, obod* in the Uzbek language took part in the lexicalization process and included *printing, library, observatory, tavern, embassy, prison*; words such as *elobod, manzilabad, musulmonobod, Khalkabad, Nurabad, Hamzaabad, Zafarabad, Mirabad* were made. However, in the further development of the Uzbek language, it is observed that the words became more active in the process of word formation, the process of shifting to the affix rather than their independent meaning, and they began to be called affixoid.

Indeed, in connections such as *printing, library, observatory, customs, embassy, enterprise, temple, toilet, dormitory, pharmacy*, the word **room** did not participate in an independent sense. It is lexemed together with the word before it, meaning a particular organization, institution, address in general. If these words are translated into Russian, it is even more noticeable: *printing house – типография, library – библиотека, observatory – обсерватория, customs – таможня, embassy – посольства, business – предприятие, temple – церковь, toilet – туалет, bedroom – общежитие, pharmacy – аптека*.

Here is a translation of other words made in the same pattern: *bakery – пекарня, teahouse – чайная, dovecote – голубятня, lobby – приемная, corral – коровник, greenhouse – цветник, workshop – мастерская, hospital – больница, vigilance – втрезвитель* and others. In the second case, the room unit becomes more affixed. If the word *hotel* is used differently in Russian as *гостиница* and *гостиня*, and in one of these two cases *it means a reception office, a place where guests live*, in the other *a place where guests are housed in a house or a place where guests rest / sleep*. Therefore, it is difficult to say that the combination of word components such as *cattle, pig, sheep, chicken, calf, barn or beverage, toilet, living room* is involved in the process of lexeming. Only the fact that the first component of these words, as noted above, is in a metonymic state can ease the problem. On the contrary, we can say that the words *gamkhona, khayolkhana, khilkhona, eskhona* are the product of a lexeme phenomenon in the true sense.

But we cannot equate room and well-being affixes with affixes such as *-oy, -gul, -jon, -toy, -boy, -bibi, -xon, -bonu, -poshsha, -beka, -niso*. Because the latter are involved not only in the process of word formation, but also in the formation of subjective forms of evaluation, and therefore do not participate in the process of lexemation [7.117-138].

Lexicalization has existed in the Uzbek language since ancient times, and it has regularly contributed to the enrichment of our language. In the ancient Turkic language, there is a word *kayin*, which means "wife's relatives (relative to her husband)". Mahmud Kashgari specifically noted that the word *kayin*, which is not used independently in the Uzbek language, was formed by replacing the consonant *z* in the original word *kazyn* [Devon, I, 383] with the consonant [2.68]. The word *kazyn* is associated with the word *katun*, which means "woman" [Devon, I, 388]. L.A. Pokrovskaya, who specifically studied the terms of kinship in Turkic languages, notes that in some Turkic languages the word *kayin* means only "wife's relatives", and "husband's relatives" also came later [3.71]. The combination of this word with the words *sister, mother, older sister, brother, cousin* was the basis for the emergence of new lexemes for husband and wife, which mean each other's relatives. Their appearance in the modern Uzbek literary language is as follows: *father-in-law, mother-in-law, sister-in-law, brother-in-law*. These words have become a word in modern Uzbek, and the first part of them, as noted above, is not used alone.

The following examples also prove that it is a historical process for word combinations to undergo a lexeme event and become a single lexeme over time: *alchak = al + chak*. According to the "Short etymological dictionary of the Uzbek language", the first part of this word **al** is historically found in Turkic languages: used in the sense of 1) "cunning", 2) "soft-natured", "gentle", "subtle", "weak", 3) "low", "lower part". The second part, **chak**, was also an independent word that originally meant "dimensional, small". Currently, only the first meaning of the Uzbek language is unique [2.7-8]. Even some of the words *buyunturuk, buysun* are not used independently today. "A *buyunturuk* is a hammer that is attached to the neck of a working

animal". *The yoke of the bull was worn out.* This word is said to be made by adding the suffix *-turuk* to the noun of *buyun*. Originally, the word was formed by combining the compound neck stem into a word (the stem horse is made from the verb type stem with the suffix *-uk*); *boyun + turuk = boyunturuk*. In the Uzbek language, the vowel *u* in the second syllable is replaced by the vowel *i*: *boyunturuk > boyinturuk*.

*Buysun - "obey". Some employees disobeyed the instructions of the head of the department.* The word originated in the Old Turkic language as a result of the combination of the word *boyunsu* into one word; after being combined into a word, the *un* part of the word *boyun* is no longer pronounced: *boyinsu- > boysu*; finally, the identity ratio maker was added: *boyun + n = boysun-*. In the ancient Turkic language, the verb *sum* means "give", so the *boyunsu-* originally means "obey" and figuratively means "obey" "[2.37].

Dictionaries also contain words that occur only in the units of lexemes, but which are not used separately: such as *donabay* (with pieces), *ishbay* (depending on the case), *kunbay* (daily), *yilbay* (depending on the year), *soatbay* (depending on the time). These examples are taken from parts 2, 3, 4 of the "Short etymological dictionary of the Uzbek language" by Sh.Rakhmatullaev, M.Kadyrov (Tashkent, 1998-1999): *single* (part 2, page 21), *printed* (part 2, page 21), *boots* (part 2, page. 28), *silence* (part 2, page. 56), *windmill* (part 2, page 73), *far away* (part 3, page. 44), *slate* (part 4, page. 67), *the frog* (part 4, page 123) and etc.

However, the same understanding of the reasons why the second part of these words is not observed in the modern Uzbek literary language, mainly in isolation, is incorrect. For example, the *bay* lexeme in the words *donabay*, *ishbay*, *kunbay*, *yilbay*, *soatbay* means "agreement between both parties in trade and employment"..... It is the second component of a compound word and indicates how it is connected. [6.141] This was the case in the lexeme *bay*, *to make bay*, *bay money* can be used independently in the composition of compounds, but such a situation is almost non-existent in modern Uzbek speech. It was replaced by the word *contract*. Hence, the reason why this lexeme does not occur in an independent form is due to its low use in speech.

The fact that the second part of the lexeme *single* is not used separately can also be explained in a certain sense for the same reason. However, there are other reasons for this. "This word is a form of the singular form formed by the addition of the suffix *-akay* to a *bar* compound consisting of the word *bar*, which originally means a *number* and means *times*, and now the grammatical suffixes in it are inseparable: [(*bir bar*)+*akay*]+*i+ga*= *birbarakayiga*; then the consonant *b* at the beginning of the second syllable is replaced by the vowel *a*: *birbarakayiga > birvarakayiga*".

The reason why the two parts of the word *bosvoldi* are inseparable is due to the phenomenon of shortening in the Uzbek language. This lexeme was originally formed as a result of the conversion and lexemization of the compound verb "conquest" and had a completely new meaning - a type of melon. The formation of the headless lexeme is related to colloquial speech. According to the "Uzbek Explanatory Dictionary", the word is formed by combining the thumb with one word. The preposition is involved with the meaning of 'first'; it was a multi-step sound change during the formation of the compound word: first the consonant *b* at the beginning of the word *finger* is replaced by the consonant *m*, then the consonant *m* at the beginning of the second syllable is replaced by the consonant *d*, then the consonant *r* is replaced by the consonant *l*: *bash barmaq > bashmardaq > bashmaldaq*. [2.28] The fact that the word *finger* in the Uzbek

language has taken the form of *maldak*, which is incomprehensible in the speech process, naturally made it impossible to use it alone. The meaning of the word is known only when it is approached from the point of view of etymology and pronunciation of the Uzbek language.

In addition, in the modern Uzbek literary language there are *yelvizak*, *frog*, and the fact that the second and first components of the same words used in the same way are not used alone is a metaphor, and the fact that the first and second components of the words *far away* and *slag* are not used separately is due to the fact that they have undergone various phonetic phenomena in pronunciation and are historical. But the words *what should I do*, *why is that*, *where*, *which side*, which are similar in form to these words, cannot be confused. Because they are not units that have undergone the phenomenon of lexemes.

In language, such phenomena are observed that both components of a lexemed word cannot be used independently. For example: Let's take the word *jimjiloq*, which means "the smallest finger" = *jim* + *jiloq*. This can be explained in terms of what event. "This noun is made up of the ancient Turkic word **chim**, which means "minimum amount", and *choluk*, which means "small hand": *chim* + *choluk* = *chimcholuk*; later, under the influence of the word *lame*, which means "without one hand," the word was pronounced in the form of a sparrow, and then the vowel *o* in the second syllable was changed to the vowel *y* and the vowel *a* in turn to the vowel *i*: *chimcholaq* > *chimchalaq* > *chimchilaq*. Finally the consonants *ch* are replaced by the consonants *j*: *chimchilaq* > *jimjiloq* [2.56-57].

Not only phrases but also sentences are lexemed. Take the word *beshikkerti*, for example. "This joint is formed by combining the word back of the noun is cradle into one word; **-di** is written according to the pronunciation of the sound *t* in the tense: *beshikkertdi* > *beshikkerti*" [2.19]. The words *beshiktervatar*, *beshkotarar*, which are subject to lexicalization, are actually formed by adding the adjective **-ar** suffix to the words *beshik tebrat*, *besh kotar*.

In this regard, it is important to cite the following views of A. Gulyamov: "One of the types of construction that is very close to word formation is lexical-syntactic generation. In this case, the emergence of a new word is in the nature of a phrase, some sentences, the elements in it are completely merged to form a whole. For example, *while* (actually: having and cutting), *self-aware* (self-aware) - *selfishness*, anyway (all - noun, one - verb). Apparently, such construction is also related to phraseology, and new word formation occurs as a result of the lexemation of phrases and sentences. Both affixation and conversion can be involved in making it this way. For example, *the mother was overjoyed to hear that the boy was returning from the field*. (In such "integration" the affix *-lik*: *-lig* + *üs* is often used) [5.25].

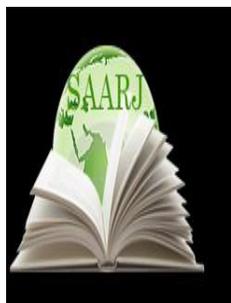
Renowned linguist Otto Espersen had a number of problems in general linguistics, focusing on the interrelationship of logical and grammatical categories, and also on the lexemeization of an entire sentence. The peculiarity of these sentences (units in the form of proverbs, proverbs) is that they are not re-created in the process of speech, but are introduced into speech as a ready-made unit [1]. Many Uzbek proverbs and phraseological units are examples of this. Here are some examples: *The blind find the blind in the dark. The tag of patience is gold. Hunger and hunger have nothing to do with it. If he grows bigger than his mullah, he will set fire to his tent. Do not dust before the herd. The king's love fell on the frog. Like a fall on a donkey.*

Thus, the phenomenon of lexemeization is one of the main factors in the enrichment of the Uzbek language, which leads to semantic-methodological shifts in the meaning of words; the

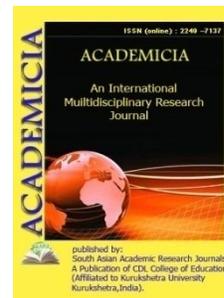
participation of such units in different syntactic encircles leads to the expression of different meanings in different situations. The closeness between things-events, concepts expands the scope of use of words, which are their expression, and, consequently, the scope of meaning. The fact that their use in later meanings is becoming more common in the language leads to the full assimilation of this second meaning by language users.

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## DETERMINATION OF FAT AND NON-OIL SUBSTANCES IN THE BODY OF YOUNG ORGANS

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### ABSTRACT

*This article calculates the amount of fat in the body of students through experiments and observations, the purpose of which is to study the adaptation of the body to the prevention of obesity, sports, and the results of experiments on orientation in the most appropriate direction.*

**KEYWORDS:** *Body Composition, Fat Content, Water Content, Athletes, Student Girls, Solids, Anthropometry, Body Composition Study, Computer Tomography, Magnetrezonas Tomography Spectopy, Bioimpedans Analysis Method, Caliprometry, Hydrostatic Densitometry, Three-Dimensional Body Scanning.*

### INTRODUCTION

In recent years, measures have been taken in the country to promote physical culture and sports, promote a healthy lifestyle, create the necessary conditions for physical rehabilitation of people with disabilities and ensure the country's worthy participation in international sports arenas. Measures are being taken in our country to promote physical culture and sports, create the necessary conditions and infrastructure to promote a healthy lifestyle, especially among young people, to ensure the country's worthy participation in international sports arenas. The Laws of the Republic of Uzbekistan "On Science and Scientific Activity" <sup>1</sup> and "On Education" <sup>2</sup> provide instructions in this regard. At the same time, it is necessary to implement specific programs to promote public health in physical culture and sports, attract young people to sports and select

talented athletes, form national teams with skilled athletes who provide high results in sports, and additional conditions for coaches. There is a need to create conditions. Consistent measures are being taken in our country to promote physical culture and sports, create the necessary conditions and infrastructure to promote a healthy lifestyle, especially among young people, to<sup>3</sup> ensure the country's worthy participation in international sports arenas. The World Health Organization also defines overweight and obesity as “abnormal or excessive fat storage that can lead to health problems”.<sup>3</sup>This also indicates that the topic is dedicated to a very important issue.

## **MATERIALS**

There are also a number of systemic problems and shortcomings in the organization of physical culture and sports, which hinder the effective implementation of state policy in this area and the full use of the country's existing sports potential. In the training of mature personnel, it is important to study their body composition in order to select them in advance, to what extent they are suitable for the chosen sport and in what sport they will achieve good results physiologically. Also, if we follow the research of foreign experts, it was noted that children who do sports are more physically active in adulthood than children who do not do sports in childhood.<sup>4</sup> Although sports are popular among children, there is evidence that activity decreases, especially during adolescence. It is also more common among girls than boys.<sup>5</sup> There are two main health-related frameworks for focusing on physical activity (PA)<sup>6</sup> in adolescents and young adults<sup>4</sup>: first, strengthening physical health and well-being at these stages of life; the second is to promote physical activity to improve future health by increasing the likelihood of being active for a lifetime.

## **Methods**

The structure of the human body is systematically poorly studied in our Republic. Our goal is to determine the amount of fat in the body by studying the body composition of young people, on the basis of which they select and direct to sports. So far, there are the following methods of studying body composition. Currently, body composition is carried out in a five-level model.

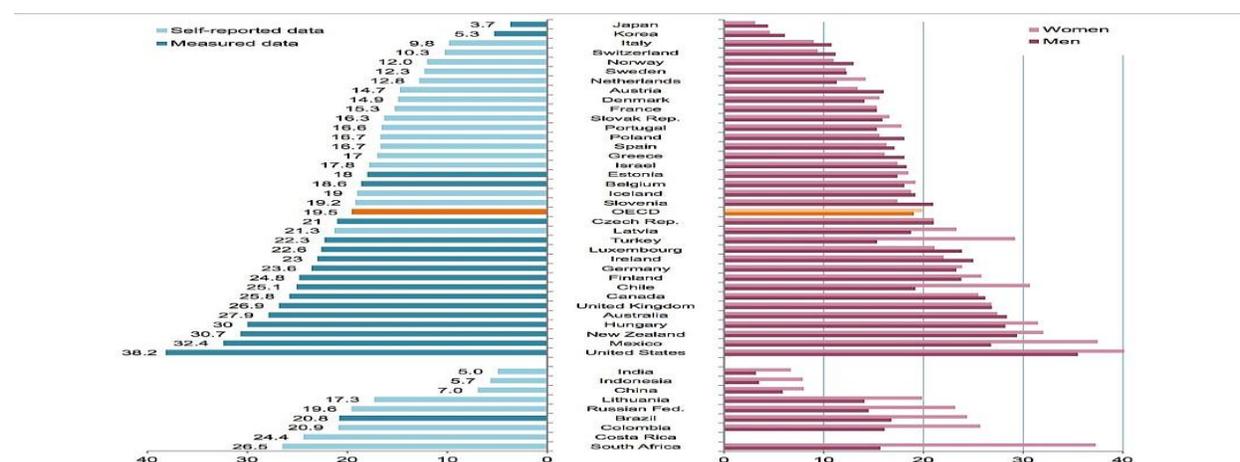
1. The study of the elements in the body.
2. Study of molecular levels in body composition.
3. Study in the cells of the body.
4. Study of body tissues.

### **5. Study of body composition throughout the body.**

The study of body composition in the whole organism is studied in the following ways: anthropometry, study of natural radioactivity of body composition, computed tomography, magnet resonance tomography, spectopy, bioimpedance analysis<sup>7</sup> <sup>4</sup>method, calipometry, hydrostatic densitometry, three-dimensional scanning of the body, blood enzyme, isotopes absorbiometry, neutron activation analysis is applied. Of these, we used calipometry to study the amount of fat in girls 'bodies.

The human body should contain 10-15% fat. Foods contain 50-100 g of fat, and fats are converted into various fatty acids in the digestive tract. Glycerin is rapidly absorbed in them due to their solubility in water. The rest of the breakdown products are absorbed in combination with

bile acids. In the cell, glycerin selectively combines with the fat-forming substances found in the human body to form fat. Freshly synthesized fats accumulate in the large and small fat sacs in the abdomen and around the kidneys, as well as under the human skin, without entering the liver through the lymphatic vessels. Accumulated fat goes into the bloodstream to the liver, where it is hydrolyzed, activated in the presence of Atf and used as an energy material after complex changes. If these processes do not occur completely, the fat enters the body in 3 places in the abdominal cavity and passes to the liver, heart and other organs. various diseases begin to develop. The most dangerous of these are diabetes, nerve and liver diseases. Documents prepared by the United Nations World Health Organization clearly show that one in two people on earth is obese. Most of the Semigans are in the United States, Mexico, New Zealand, and Hungary, while the least are in Japan and South Korea. Below are the materials from that report. On the left, there are diagrams for%, and on the right, for every 100 people. The figure shows that 38.2% in the United States are obese, 32.4% in Mexico, 3.7% in Japan and 5.3% in Korea.



*Women-hungry red*

*Men - dark red*

**Figure 1. The obesity rate of the world's population.**

To achieve this goal, the existing methods for determining the amount of fat in the human body are tested and tested in models that meet the requirements, in order to determine the amount of fat in the human body and compare it with foreign work done in the field.

Results

**TABLE 1. ACCORDING TO EXPERIMENTS, THE AMOUNT OF FAT IN THE BODY OF ATHLETES IN DIFFERENT DISCIPLINES IS AS FOLLOWS<sup>8,5</sup>**

Types of sport	<i>Fat Tissue</i>		<i>Muscle Tissue</i>		<i>Bone Tissue</i>	
	kg	%	kg	%	kg	%
football	7,57±1,7	10,25±2,02	37,5±2,4	50,7±2,4	11,6±1,1	15,8±0,9
<i>Hammer throwing</i>	22,2±6,4	19,6±5,5	54,8±5,05	49,4±2,22	14,6±1,3	13,2±1,5
<i>Short-distance running</i>	6,5±1,4	9,81±2,15	32,7±2,5	49,6±3,4	10,6±0,8	16,12±1,75
<i>Long-distance</i>	6,5±1,5	10,1±1,94	30,0±3,2	49,96±2,0	9,5±1,10	14,96±1,29

<i>running</i>						
Hockey	9,47±2,8	11,3±3,3	43,3±3,6	52,14±2,0	12,7±0,7	15,27±1,21
Volleyball	9,41±1,9	10,5±1,8	45,8±3,6	51,15±1,9	13,7±1,5	15,2±1,43
Баскетбол <i>Basketball</i>	12,9±2,4	13,7±2,5	47,3±6,9	49,3±2,4	16,4±3,1	17,2±1,4
<i>Water polo</i>	13,2±2,2	14,8±2,2	44,1±2,7	49,9±2,3	14,13±0,9	15,7±0,7
<i>Mountain slope</i>	19,9±2,6	13,7±3,5	35,4±4,6	48,7±2,5	12,01±1,4	16,5±1,02
<i>Skating</i>	9,2±2,3	12,01±2,5	38,6±3,7	50,5±2,6	11,8±1,3	15,4±0,7
<i>Gymnastics</i>	5,3±0,16	9,2±0,1	31,3±0,5	49,7±0,3	9,4±0,4	14,9±0,3
<i>Wrestling (up to 63 kg)</i>	5,8±0,16	9,2±0,1	31,3±0,5	49,7±0,3	9,4±0,4	14,9±0,3
<i>Wrestling (heavyweight)</i>	19,4±8,7	16,21±5,8	59,9±2,1	50,8±1,3	16,98±2,0	14,4±0,5
<i>Swimming (100 m)</i>	8,2±1,7	10,7±1,7	40,5±3,0	54±0,1	14,5±1,2	22±1,6
<i>Swimming (100 m)</i>	6,4±0,8	8±0,5	33,4±3,0	51,4±0,4	12±2,6	20,6±1,6

To determine the fat in the human body, it is necessary to measure the skin-skin layers of the skin. To do this, the left hand is measured in mm by pulling the skin to 1 cm with two paws. On the chest - on the large pectoral muscle (not measured in women), taken from the shoulders and back, elbows thick, 5 cm from the right side of the abdomen to the navel, from the thighs while sitting on a chair, from the back to the right side of the shoulder blade, from the right side of the hip bone. The results obtained in all dimensions should be divided by 2. The obtained measurements are calculated by the following formula:

$D = Sdk$ , where: S is the body surface area, square meter, d is the sum of all measurements

K - cons. 1.3

For girls,  $d = (d1 + d2 + d3 + d4 + d6 + d7) / 2.7$

For guys  $d = (d1 + d2 + d3 + d4 + d5 + d6 + d7 + d8) / 2.6$

Since body level depends on weight and height, we use Boyda formulas. The table below shows the height and weight of the girls who participated in the experiments.

**TABLE 2. HEIGHT AND WEIGHT OF STUDENT GIRLS**

№	Last name, first name and surname	Height cm	Weight, kg
1	Ne'matjonova X	164	54
2	Akbarzoda D	163	55
3	Olimjonova Sh	157	54
4	Isaeva N	170	59
5	Shaxbozova G	164	56
6	Yusupova D	170	65

7	Dilbarova A	167	57
8	Nabieva M	162	50
9	Mamasidiqova M	162	54
10	Omonova M	168	57
11	Khomidova X	164	54
12	Eshimboeva M	164	54
13	Saloxitdinova Sh	158	56
14	Muminova G	164	46
15	Solieva X	160	50
<b>Total</b>		2457	823
N		15	15
Average		163,8	54.8

The amount of skin and fat in the body of students is determined by the following formula.

**TABLE 4. THE SKIN ON THE BODY OF STUDENT GIRLS IS THE TOTAL AMOUNT OF FAT LAYERS**

№	Last name, first name and surname	Ed <sub>1-7</sub>	Ed <sub>1-7</sub> : 14
1	Ne'matjonova X	51.33	3.66
2	Akbarzoda D	52.5	3.75
3	Olimjonova Sh	51.91	3.71
4	Isaeva N	52.36	3.74
5	Shaxbozova G	52.22	3.73
6	Yusupova D	56.98	4.07
7	Dilbarova A	56.28	4.02
8	Nabieva M	49.84	3.56
9	Mamasidiqova M	57.52	3.68
10	Omonova M	52.08	3.73
11	Khomidova X	46.06	3.29
12	Eshimboeva M	51.94	3.71
13	Saloxitdinova Sh	52.78	3.77
14	Muminova G	48.72	3.48
15	Solieva X	49.0	3.50
Total			54.86
Average			3.66

The amount of fat in the body of student girls, kg

Table 5.

$D = S d k$

№	Surname, name, middle name	S	d	k	D
1	Ne'matjonova X	2.039	3.667	1.3	9.72
2	Akbarzoda D	2.035	3.75	1.3	9.90
3	Olimjonova Sh	2.014	3.71	1.3	9.72
4	Isaeva N	2.164	3.74	1.3	10.62
5	Shaxbozova G	2.081	3.73	1.3	10.08
6	Yusupova D	2.282	4.07	1.3	11.70

7	<b>Dilbarova A</b>	1.964	4.02	1.3	10.26
8	<b>Nabieva M</b>	1.947	3.56	1.3	9.00
9	<b>Mamasidiqova M</b>	2.032	3.68	1.3	9.72
10	<b>Omonova M</b>	2.115	3.73	1.3	10.26
11	<b>Khomidova X</b>	2.040	3.29	1.3	8.72
12	<b>Eshimboeva M</b>	2.040	3.71	1.3	9.72
13	<b>Saloxitdinova Sh</b>	2.059	3.77	1.3	10.08
14	<b>Muminova G</b>	2.912	3.48	1.3	8.64
15	<b>Solieva X</b>	1.939	3.50	1.3	9.00
Total		31.663	54.86		148.14
Average		2.110	3.66		9.876

**Experimental results on the amount of fat in the body of students, the amount of fat under the skin and the amount of water**

TABLE 6.

№	Last name, first name Фамилияси ,исми	Fat-free substances, kgкг	Subcutaneous fat layer, kg	Amount of water in the body.l
1	<b>Ne'matjonova X</b>	39.41	0.270	33,6
2	<b>Akbarzoda D</b>	39.74	0.227	34,2
3	<b>Olimjonova Sh</b>	39.41	0.270	33,6
4	<b>Isaeva N</b>	41.05	0.304	36,6
5	<b>Shaxbozova G</b>	40.00	0.400	34,8
6	<b>Yusupova D</b>	43.02	0.338	40,2
7	<b>Dilbarova A</b>	40.39	0.291	35,4
8	<b>Nabieva M</b>	<b>38.10</b>	<b>0.238</b>	<b>31,2</b>
9	<b>Mamasidiqova M</b>	<b>39.41</b>	<b>0.270</b>	<b>33,6</b>
10	<b>Omonova M</b>	<b>40.39</b>	<b>0.291</b>	<b>35,4</b>
11	<b>Khomidova X</b>	<b>39.41</b>	<b>0.270</b>	<b>33,6</b>
12	<b>Eshimboeva M</b>	<b>39.41</b>	<b>0.270</b>	<b>33,6</b>
13	<b>Saloxitdinova Sh</b>	<b>40.00</b>	<b>0.285</b>	<b>34,8</b>
14	<b>Muminova G</b>	<b>36.78</b>	<b>0.200</b>	<b>28,8</b>
15	<b>Solieva X</b>	<b>38.10</b>	<b>0.238</b>	<b>30,1</b>
Average		<b>594.62</b>	<b>4.162</b>	<b>509.58</b>
Total		<b>39.64</b>	<b>0.277</b>	<b>33.972</b>

## CONCLUSION

Following the experiments, we can conclude that the experimental anthropometric measurements were conducted in a group of girls studying in the field of Physical Culture at the Faculty of Physical Culture of Fergana State University. The anthropometric measurements to determine the amount of fat, fat-free substances and water in the body of girls were analyzed by selecting and applying specially selected mathematical and statistical formulas. The mean parameters of the 15 girls who participated in the experiments are given below.

*Height - 163.8 cm*

*Weight - 54.8 kg*

*The body surface - 2,110 square meters*

*The amount of fat in the body is 9,876 kg*

*The layer of fat under the skin is 0.272 kg*

*Fat-free substances in the body - 39.74kg*

*The amount of water in the body of girls is 33,972 liters.*

The arithmetic mean values of the materials from all experiments and observations were recorded accordingly in the tables. According to statistics, the average amount of body fat in girls is 5.414%. This was achieved as a result of their years of involvement in sports and exercise, which prevented them from becoming obese. These girls rank high in the world in terms of obesity in the ranking of obesity.

The study of fat, fat-free substances and water in the body of the student girls allowed to draw the following conclusions.

1. The amount of fat in the body of student girls depends on their height. As they grow taller, the amount of fat in their body increases.

$$X = 8.72, y = 164 \quad S^2_x = 8.38 \quad S^2_y = 5.74$$

$$r = 0.72 \quad t_{st} = -78.9 \quad P = 0.001 \quad t_{kp} = 1.94.$$

1. **The amount of fat in the body of student girls is more dependent on their weight.**

$$X = 8.72, Y = 164, S^2_x = 0.83 \quad S^2_y = 4.92$$

$$r = 0.92 \quad t_{st} = -29.9 \quad P = 0.004 \quad t_{kp} = 2.44$$

2. **The total amount of fat in the body of girls has a direct effect on the amount of fat under their skin. The reduction of the total amount of fat in the body of girls leads to a decrease in the amount of fat under the skin:**

$$X = 9.8, Y = 0.22, S^2_x = 9.8, S^2_y = 0.0017, \quad r = 0.75 \quad t_{st} = 29.9, P = 0.008, t_{kp} = 1.85$$

3. **Girls' body level also affects the amount of fat in their body. The larger the body level, the more fat there is in the body.**

$$X = 10.18, Y = 0.206 \quad S^2_x = 0.83 \quad S^2_y = 0.07$$

$$r = 0.92 \quad t_{st} = 28.2 \quad P = 0.06 \quad t_{kp} = 1.94$$

4. **The increase in body weight of girls leads to an increase in body water:**

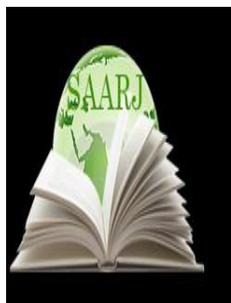
$$X = 9.58, Y = 33.8, S^2_x = 0.53 \quad S^2_y = 6.11$$

$$r = 0.85 \quad t_{st} = -35.9 \quad P = 0.001, t_{kp} = 1.89$$

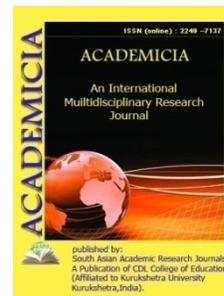
Domestic and international studies show that there is a correlation between bodybuilding performance and physical performance of athletes.

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## PRODUCTION OF ARKOK (ENLAMA) HAIR WOOL FABRICS ON MODERN FLEXIBLE FABRIC KNITTING MACHINE IN TEXTILE

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### ABSTRACT

*The article describes the specifics of producing raw velvet fabric on a modern Somet Thema Super Excel machine. The basic technological parameters of the loom were adopted and a sample of vilvet fabric was produced. Cotton yarns were used as body and back yarns*

**KEYWORDS:** *Tanda, Arkak, Arkakwool, Decorative, Ornamental, Cotton, Silk, Man-Made Fiber, Weaving, Ground Arqaq, Milk, Raw Velvet, Avrli.*

### INTRODUCTION

Backed woolen fabrics are commonly referred to in the vernacular as velvet and are used as consumables: shirts, suits, decorative (ornamental, beautiful) items.

People living in Central Asia have used velvet fabrics made of natural yarns as shirts, suits, jackets, coats, blankets for young and old, as well as various items for use in wedding decorations. These fabrics have been widely used as clothing with a unique charm, especially in autumn and winter. Cotton, silk and man-made yarns were also used for the body and back yarns.

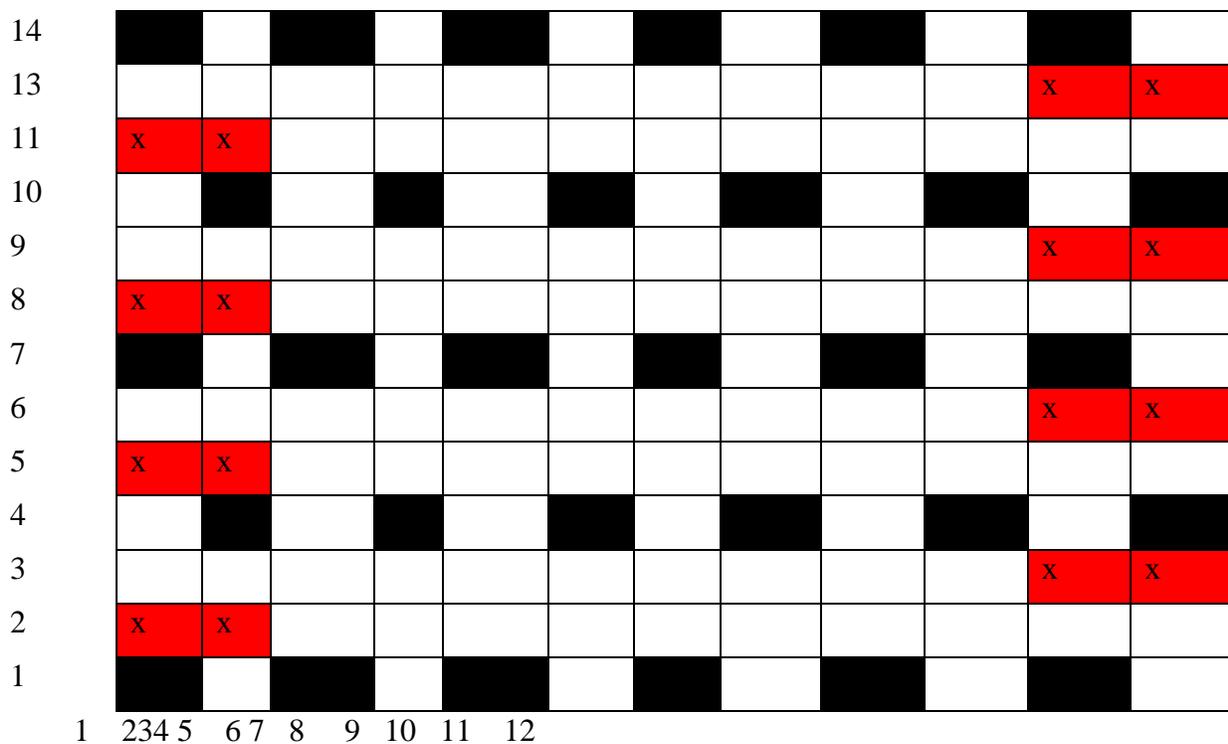
### THE MAIN FINDINGS AND RESULTS

In this scientific work, the possibilities of weaving velvet fabric on a modern Italian loom using 29x2 textile yarns for the back yarn with a 25x2 textile for the tanda yarn were tested and woven

patterns were produced. The number of twists of the body thread was given to 750 back twists. He also carried out scientific research on the production of heavy velvet fabrics using tan yarns embroidered in the avrband method as tanda yarn and obtained a state patent. These tissues differ from other tissues by the shortness of the hairs. The formation of hairs in these tissues is carried out in the process of decoration using special equipment. These fabrics can also be woven on simple knitting looms. The convenience of modern computer-controlled looms makes it easy to change the density of the back yarns when weaving fabrics.

In Figure 1 below, the raw velvety texture is cut. a) Tissue weaving, b) weaving section in the direction of the back yarns.

In the tissue mowing program, the reinforced satin 12/9 was selected in the picture for the hair back base mowing, and the fabric mesh was obtained for the ground mowing mowing. The back yarn report is 6 and the tan yarn report is 12.



a)

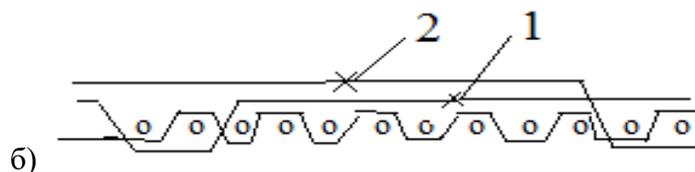


Figure 1. Harvesting of raw velvet fabric. a) braid, b) braid section in the direction of the back threads.

In the cutting section Fig. 1 b) when the first ground backing thread is thrown, the ground backing thread is formed in the fabric backing, when the second and third backing threads are

thrown, the satin backing threads are formed along the satin cut. The hair back threads are cut from the places indicated by numbers 1 and 2 in the picture. The result is a backy hairy tissue.

The report of the back yarns can be determined according to the equation given in [1].

$$R_A = (2+1) \cdot 2 = 6 \text{ ип.}$$

The report of the body threads can be determined by the following formula for the given weave

$$R_T = R_{A_{\text{сос.Т}}} = 12 \text{ ип.}$$

where  $R_{A_{\text{сос.Т}}}$  is the report on the basic thread weave.

The problem of weaving velvet pleated woven fabrics and their weaving with the help of looms is given in [2], but the problem of obtaining velvet textures on modern looms is not mentioned. On something loom, the tension of the yarns, the density of the back yarns, the weaving of the fabric are entered into a computer program.

A copy of the woven fabric is shown in Figure 3

$$P_{\text{тук.аркок}} = 288 \text{ тук/см, } T_{\text{танда}} = 25 \times 2 \text{ текс, } T_{\text{аркок}} = 25 \times 2 \text{ текс,}$$

$$P_{\text{танда}} = 240 \text{ ип/дм, } P_{\text{аркок}} = 200 \text{ ип/дм, } N_{\text{о-тиф}} = 60, Z_{\text{тиф}} = 4 \text{ ип.}$$

Figure 2 below shows the introduction of a mowing program into the computer of an Italian Somet machine.

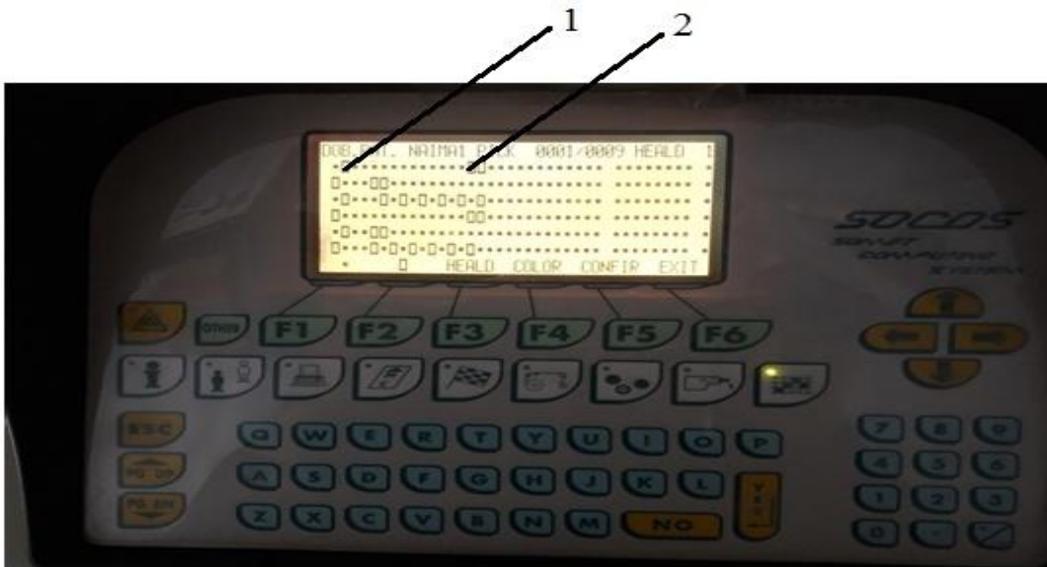


Figure 2. Computer monitor of the Italian Somet machine and built-in mowing program

In the weaving program in the picture, the number 1 is the rise and fall of the branches of the gum thread, the weaving of which is a canvas. The satin weaving program is included in the fabric center mowing program 2. A copy of the woven fabric in the new structure is shown in Figure 3.

As can be seen from the pattern of the woven fabric, in the selected weave, a small striped stripe 1 in the direction of the threads of the body and the hairy threads 2 next to it are cut during the

finishing process. The avrband pattern on the body threads provides an attractive appearance of the fabric due to the unique colors under the feathers.

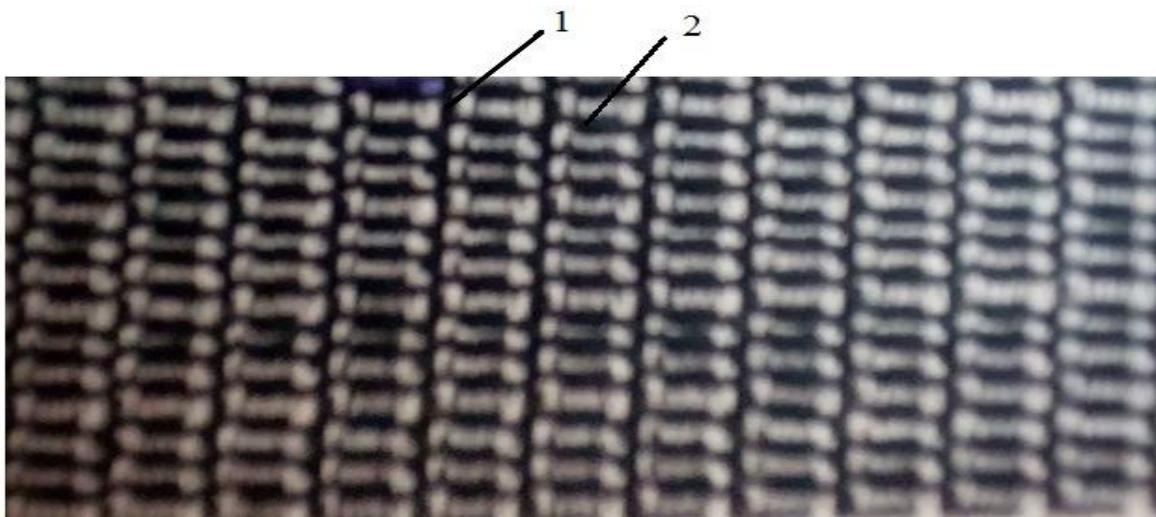


Figure 3. A replica of velvet (raw velvet) fabric woven on something loom

Also in this study, tissue patterns were woven in five variants at 20 textile without changing the linear density of the tan yarns.

Accordingly, options 1-5 were included in the machine program as 16, 20, 24, 28, 32 with a density of 1 cm on the back yarns and tissue samples were taken.

The physical and mechanical properties of the woven fabric in the new variants were tested on modern equipment of the certification laboratory CENTEXUZ of the Institute and the test results were checked for compliance with GOST 29298-2005. The standard requires that the tensile elongation of the tan yarns be 441 (N) and 245 (N) for the back.

The test revealed some of the main properties of the fabric: resistance to tearing and elongation of the body and back yarns, as well as air permeability. The strength of the body threads is shown in Figure 4 (a), the strength of the back threads is shown in Figure 4 (b), and the histogram for air permeability is shown in Figure 4 (c).

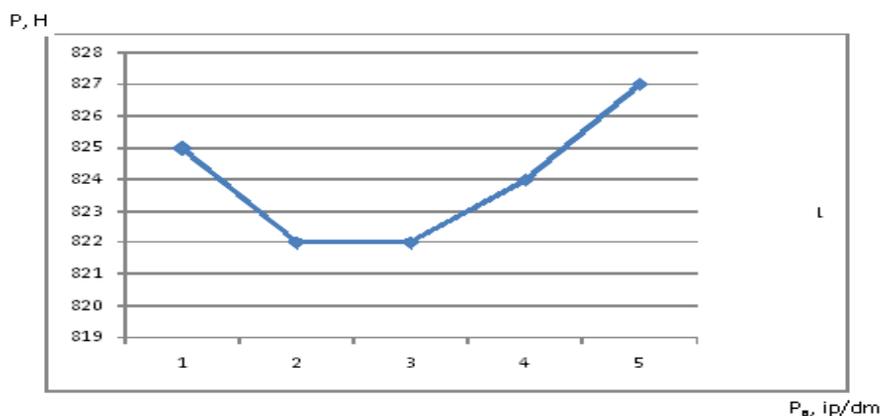


Figure 4. The elongation at break of the body threads

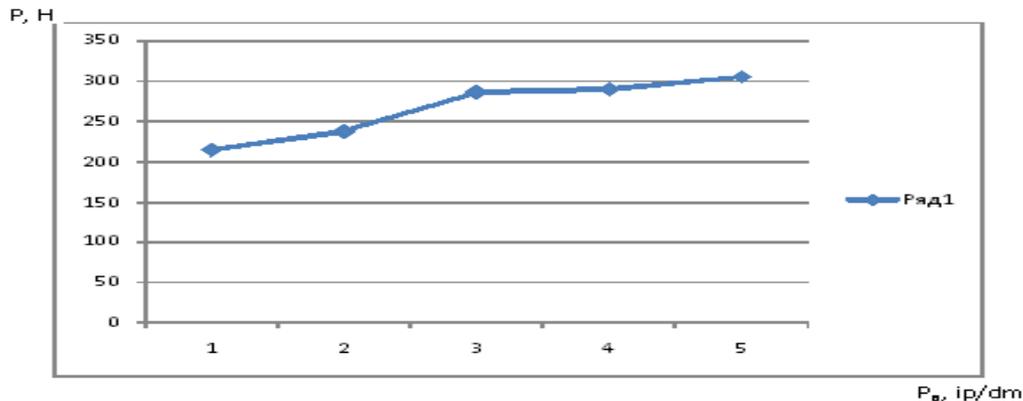


Figure 5. The elongation at the break of the back threads

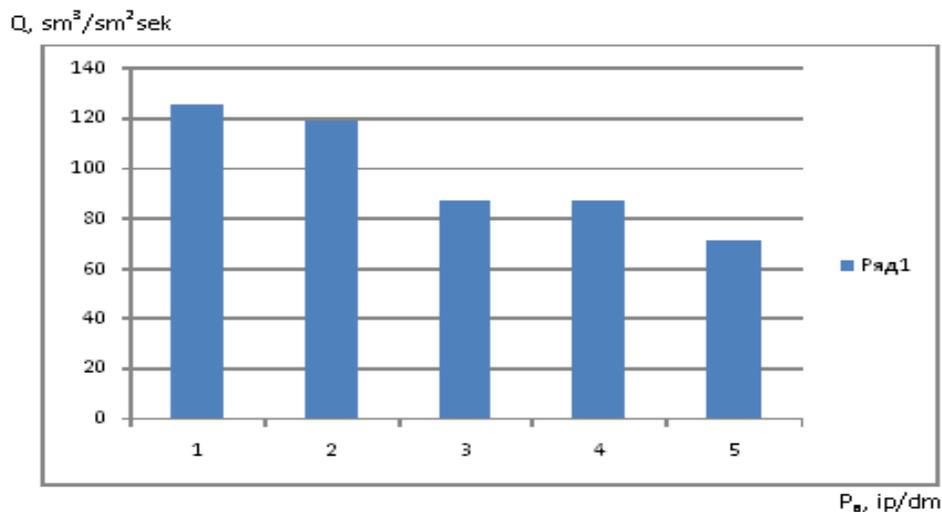


Figure 6. Air permeability of tissue

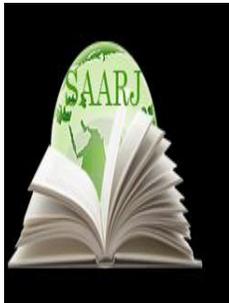
It can be seen from the graphs that the strength of the fabric meets international requirements, i.e. the strength of the tan yarns is at least 820 N. was 290 N in variant 4 on the back yarns. Analysis of tissue width shows that Figure 4 (a) explains the reasons for the variation in the width of the tissue of the tanda yarns due to the lack of strength between the tissues at the expense of the device that holds the width of the tissue. Figure 4 (b) the increase in the strength of the back yarns of the fabric is explained by the change in the density of the back yarns. Figure 4 (c) explains that the air permeability option 1 is the highest and the tissue density is the lowest.

## CONCLUSIONS

1. Its weaving parameters have been determined for weaving raw velvet fabric on a modern loom.
2. Raw velvet fabric on the loom was developed on the basis of the program, a new structure of raw velvet fabric was developed and the properties of the fabric produced in different variants were checked on the basis of international standards. As a result, the properties of the woven fabric met the international standard on the surface density of the fabric.

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## THE OCCURRENCE OF TRANSPOSITION IN A POETIC TEXT (ON THE EXAMPLE OF USMAN AZIM'S POETRY)

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### ABSTRACT

*This article reveals the methodological and functional-semantic features of transpositive words used in the poems of the People's Poet of Uzbekistan Usman Azim. The analysis of some transpositive words based on the principle of economy is also analyzed.*

**KEYWORDS:** *Transposition, Migration, Lexeme, Language Of Art, Writer's Style, Writer's Skill, Poetic Originality, Individuality, Thrift, Precision, Brevity.*

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### INTRODUCTION

In the process of creating a work, a creator not only skillfully uses simple, vernacular words of our language, but also becomes a word-creator. Although he uses the riches of the vernacular, he finds new words in his place, dresses the existing words, shows all his brilliance, finds new meanings that give spiritual nourishment to human nature and consciousness. Every word in a work of art gives the reader an aesthetic pleasure [5.11]. The poet should use such units in writing his poems that each word should express the whole height, color, melody, charm and subtleties of meaning of the poem, as well as the aesthetic impact of the poem. This means that the poet can absorb the idea only if he can choose the right word without using the words he encounters in the process of conveying the idea to the reader. Given that language is the heart of the writer's style, the study of the linguistic features of a work of art in relation to its subject, idea, and image will inevitably lead to the identification of the most important aspects of the writer's style [2.92]. One of the peculiarities of a writer's skill is that the meaning he wants to express in a poem can be assigned to a single word, the use of different descriptive means, or the unity of a certain word group to express the meaning of another word.

### Main part

In his poems, Usman Azim uses metaphor, metonymy, synecdoche, analogy, adjective, animation, and various repetitions, as well as transpositive words. Transposition is one of the means of enhancing the individuality of the writer's style and the aesthetic impact of the language of the work of art.

In the communicative process, linguistics observes that a unit in a particular word group adopts grammatical categories specific to another word group. According to J.Eltazarov, the highest form of inter-family communication is inter-family migration, which is associated with the universal laws of language. Language transformation is one of such laws [3. 146].

Transposition refers to the fact that a word belonging to a certain category has a semantic and grammatical character that is specific to another word group, weakening the function semantics [6. 183].

We can see that the term transposition is given different names in different linguistic sources.

In O.S.Akhmanova's "Dictionary of Linguistic Terms" it is noted that the terms "transition", transposition, conversion are used to move between word groups [1. 320, 480, 202].

Linguist Azim Hodzhiev in his "Explanatory Dictionary of Linguistic Terms" shows the use of the terms migration, conversion, transposition for the type of migration at the vocabulary level. Transposition – (word derived from the Latin *transpositio* – substitution) when it is said that the grammatical categories are used in a non-specific task, it is indicated that in the case of the conversion event there will occur "the formation of a new word by transferring a category lexeme to another category-specific form-building paradigm" [9.48, 45, 94]. The term "conversion" is widely used in the book "Grammar of the Uzbek language", not transposition. "Conversion is the name of a specific event in which the word is used in another category function without changing its form" [8.44]. Apparently, both the dictionary and the grammar use terms such as *migration*, *conversion*, and *transposition* for the lexical type of migration.

The poet Usman Azim used transpositive words in his poems. In some of his poems, he also uses lexical economy, which is a form of transposition.

Boryapman sog'inib seni,

Seni sezib borlig'im bilan.

*(I'm going to miss you,*

*With whom I noticed you.)*

Ko'karishning zumrad yolqini,

Yomg'ir yuvgan ruhimga to'lgan.[7.156]

*(Emerald mane of bruises*

*The rain is full of my washed soul. [7.156])*

*Kumush* shudring to'shaldi tongga,

Yer yuziga junjikkan havo. [2.277]

*(Silver dew covered the morning,  
Air blowing on the ground. [2.277])*

Yil o'tar... Sayrga chiqqan

Kelinlarday tizilib,

*(A year later ... He went on a trip*

*Lined up like brides,)*

Gul libosli daraxtlar

Boqqanida suzilib. [7.301]

*(Flowering trees*

*Filtered in the pasture. [7.301])*

Hali temir so'liqlar

Lablaringni yirtmagan,

*(Still iron*

*Didn't tear your lips,)*

Hali mixlar jizillab

Tuyog'ingga kirmagan[7.305].

*(The nails are still scratching*

*Not in your hooves. [7.305])*

Ko'kda o'lgan qushning yoshiday

«Oh»im uchar cheksiz bo'shliqda.

*(Like the age of a dead bird in the sky*

*My "oh" is flying in infinite space.)*

Go'yo ketgan shodmon lahzalar,

Go'yo g'ussa fasliyetganday [7.311].

*(Happy moments gone by,*

*It is as if the season of grief has come. [7.311])*

Lexemes such as *emerald, silver, flower, iron, and grief* are categorically related to the word noun. It acts only as an attribute, that is, as a determiner, in relation to the word to which it is connected. It is well known that attributively requires a definite relationship. Units are transposed only when they are bound to a definite and come in a compound state.

Considering the transpositive words used in these poems, the following changes were observed when used in conjunction. A change in the syntactic position of a unit, a determiner instead of being used in the possessive and complementary functions specific to the noun; as a result of the

change in syntactic position, the categorical meaning of the transpositive word also changed, and it was observed that it served as a qualitative character instead of a noun specific to a noun. The special sign of the units that move from the noun phrase to the adjective noun is **N>At**, a condition called adjectivation.

At the same time, there is a lexical saving in the poems of Usman Azim. Thrift and transposition are closely related. Savings have been observed in transposition. In linguistics, in particular, the careful use of lexemes in terms of meaning and content creates conciseness. Conciseness, on the other hand, creates clarity.

The economical use of units is widely used in the language of fiction, especially in poetry. The savings not only increase the aesthetic effect, but also serve to maintain weight balance, as well as provide tone. For example,

Yaraqlab ochildi yovuz tumanlar,

Moviy koinotdan keldi nurli sas:

*(Evil districts opened up,*

*A bright voice came from the blue universe:)*

Sizni baxtsiz qildi, ruhi yomonlar [7.110]

Ayriliqning g'ussasi

*(He made you miserable, evil spirits [7.110]*

*The grief of separation)*

haddan ziyoda, yolg'izim.

Bul azobning dashtida

*(too much I'm alone*

*It is in the wilderness of torment)*

Qoldik piyoda, yolg'izim.

Yurdim-u yetolmagaymen –

*(We're on foot, alone.*

*I can't walk -)*

buhajrso'ngsizerur,

Voh, sabrborganqurib,

*(it will melt forever,*

*Wow, the patience is running out,)*

etmasiroda, yolg'izim.

Tanholikningdashtida

*(insufficient will, alone.*

*In the desert of solitude)*  
 jimlikilaxushdo‘sto‘l,  
 Shar-u g‘avg‘oetmagay  
*(die a good friend in silence,*  
*Don't make a fuss)*  
 ishqinifoda, yolg‘izim.  
 Qo‘y, falakningcharxini  
*(love expression, alone.*  
*The wheel of the universe)*  
 har dam malomataylama,  
 Anglagin – ulgohziyoda,  
*(don't blame me all the time*  
*Understand - more and more,)*  
 gohriyoda, yolg‘izim[7.116].  
 Tushlargakirdifaqat,  
*(sometimes lying, alone [7.116].*  
*Only in dreams,)*  
 (Faqattushda!) muvaqqat  
 Dunyoningyorug‘lari.  
*((Only at noon!) Temporary -*  
*The lights of the world.)*  
 Umrnitalabborar, [7. 139]  
 Momo, shu chaqaloq – shu bir parcha jon  
*Qirq beshda Berlinga borib o‘ladi [7.287]*  
*(It takes a lifetime, [7. 139]*  
*Mom, this baby is a piece of soul*  
*Forty-five died in Berlin [7.287])*

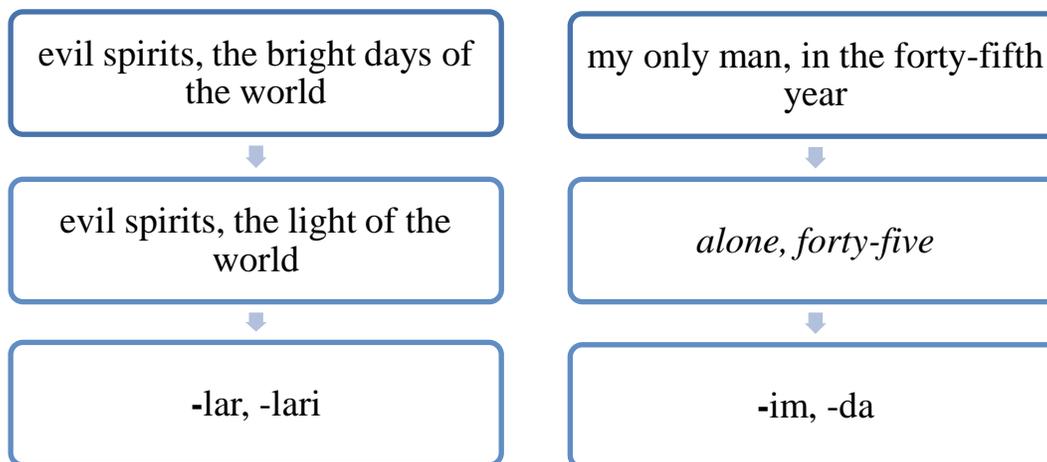
The transpositive units used in the repetitive form of this clause, such as the evil spirits, the lonely (6 times used), the lights of the world, and the forty-fifth, are a shining example of lexical economy. Because in the structure of the sentence, these units have an attributive function. An attributive function, on the other hand, requires a definite relationship to the determinant. Although the detainee was in this condition, the interrogator also acted as a temporary detective, as required by the circumstances. In fact, in the verses, the evil spirits, the lonely man, the bright

days of the world, in the forty-fifth year, were to be used in a compound form. Categorically, it comes as a jump and syntactically as a motivator.

In poetry, the categorical change of quality, its use in another function, gave rise to categorical migration, that is, morphological transposition. In examples, the definite article is a transitive word, and the definite article is a subjunctive word, used instead of a compound. In the above poem, the poet uses the lexeme of loneliness in this case with the demand for weight, based on the principle of economy, which is a form of transposition. The need for syllables is also taken into account in the use of any unit in poetic verses. In the verses, the -im form of possession has always meant dependence.

There is also a fire of quantity (forty-five) in the poem. In fact, it is a rare occurrence for a number to perform the function of another set of words. However, in the expression of human age, the noun phrase, which came after the number phrase, fell due to the demand for economy and weight. This jump in the poem does not present any difficulty to the reader. This is because it is very common in public discourse.

Immigration of the number is observed once. It is well known that "the transition of different word groups to one word group represents an emigration migration (EC), and the ability of each word group to move to other word groups represents an immigration migration (IM)" [3.23]. The ratio of EC and IC units in a number is 1: 0. The special sign of the units that have moved from the number phrase to the noun phrase on the basis of economy is **Num> N**, which is called substantivization.



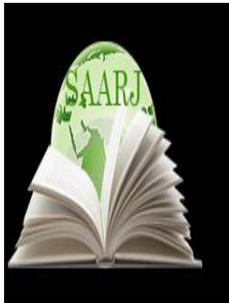
## CONCLUSION

1. The transpositive words used in the poems of Usman Azim are used as a means of providing the features of the language of the work of art: simplicity, simplicity, freedom, variety, imagery, as well as the emotional-expressive effect of the poem. It plays an important role as a means of enhancing the linguistic potential of a poetic work and demonstrating the artist's use of words.

2. In Usman Azim's poems, the short and succinct use of units in form does not affect the meaning of the poem, but is used as one of the means to enhance the poet's unique style, the aesthetic impact of the poem.

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## A PROMISING CONCEPT OF ENSURING THE DIALECTIC OF TRADITIONAL AND MODERN VALUES IN SOCIETY

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### ABSTRACT

*This article scientifically and philosophically analyzes the need to combine traditional and modern values in ensuring the stability of society. The article critically analyzes the existing management methods and examines in detail their negative impact on the stability of society. And in the formation of an environment of stability in society, the criteria of a new concept of traditionalism based on traditional and modern values were studied and recommendations were developed.*

**KEYWORDS:** *Values, Tradition, Traditional Values, Modern Values, Social Stability, Capitalism, Socialism, Liberalism, Democracy, The Concept Of Tradition, Directions Of Development, Islam, National Idea.*

### INTRODUCTION

Today's global reality is the highest stage of human development, at which the development of relations between people and the world is based on new trends based on the need to form a single universal consciousness. Human history has created various doctrines based on the needs of a particular period. Humanistic ideas developed in doctrine in sync with the growth of human self-esteem. In particular, unlike slavery and feudalism, human rights and freedoms were guaranteed to some extent under capitalism and socialism, while under liberalism and democracy they were fully guaranteed. As humanity approached the realization of its "dignity" in the course of historical development, social doctrines are also born. But humanity is tired of such unstable doctrines, because new doctrines such as modernization, liberalism, democracy have turned into

a "tool of government" in the hands of individuals and groups, sometimes discarding the traditions and values of certain ethnic groups, sometimes unable to distinguish human feelings from animal passions. In particular, such teachings, which are considered the achievements of three thousand years of human development, today appear as a factor that intensifies antagonistic conflicts between nations and peoples, creating a state of mistrust and indifference in the minds of ordinary people. In particular, the "reins" of such teachings can fall into the hands of individuals or groups, imposing values that are alien to the way of life and thinking of a particular nation or people, which can lead to the gradual emergence of social nihilism

### **Main part**

The choice of the values of Western society as an "ideal model" for members of our renewed society, following their example in defining socio-political relations, in our opinion, is unacceptable for representatives of civil society, consisting of independent thinkers and staunch believers. For example, the current development of many Southeast Asian countries means the development of modern values based on traditional values, and not a "celebration" of Western values in the full sense of the word. These countries abandoned modern values in reforming the socio-political life of society and chose the path of development based on their traditional values (social responsibility, hard work, patience, mutual assistance, compassion). At the same time, it was necessary to completely abandon Western "patterns" and use local opportunities. In his book *The Clash of Civilizations*, Samuel Huntington, an American political scientist, argues that as the English language penetrates deeper into the social life of Singapore, there is a growing risk that the West will be influenced by the Western environment. "After much debate, the government developed a system of moral and ethical criteria based on a five-point tradition:

First, the superiority of the nation and society over the group and individual;

Secondly, the family is the basic unit of society;

Thirdly, respect for the individual and social support;

Fourth, compromise instead of debate;

Fifth, racial and religious harmony "[1].

All features of this system are consonant with the essence of tradition, proving once again that social development should be based primarily on national foundations. The principles of individuality, the supremacy of interests over human "values" or "unlimited" human rights and freedoms that are characteristic of modern societies have been replaced by traditional values such as "respect for the individual and social support".

Today, the attitude towards foreign languages in our country, especially English, is based primarily on our traditions, values and customs, and when our state restores them and develops methods and theories for their effective use in our socio-political reforms, they become the driving force of our national politicians. The Japanese state also created the "Japanese miracle" because it defines its social development on the basis of a system of traditional values (obedience to elders in society, social responsibility, social loyalty, the strength of national honor).

When modernizing the country's socio-political system, modern values are used (bicameral parliament, political prudence, pragmatic thinking, liberal and democratic principles) and the system of socio-political traditions characteristic of all peoples of the East (localism and kinship,

political limitations, hierarchical relations in government) strength, unconditional obedience to elders, intellectual dependence on an official) is a complex process that requires a lot of time and effort. Failure to resolve this situation gradually can lead to certain types of conflicts between social actors. In our opinion, these social conflicts are, first of all, a struggle between modern values based on new liberal-democratic principles, with the characteristics of a traditional society based on "unconditional execution" in management, and a modern society based on a market economy, in which profit is more important moral values. the appraiser is found in traditional societies.

A dialectical analysis of the socio-political, economic and spiritual aspects of traditional and modern values in the prevention of these social conflicts is a necessary requirement of reality:

- The formation of a new attitude towards hierarchical relations in public consciousness;
- Harmonization of all traditional values with the realities of time and space;
- The renewal of some traditional values in the spiritual life of society (indifference, simplicity, reliability, intellectual dependence);
- To declare an open mass struggle against the shortcomings of our mentality;
- achieving fair competition in all spheres of society in a market economy and thus creating a society based on economic and spiritual equality, which is different from the Western economic society.

Today, modern values, formed on the basis of traditional values in the socio-political development of our country, are the basis of a new "model" of our national development. But the state in any form is faced with a system of a number of socio-political problems during the period of transformation. In this situation, especially the intellectual intelligence of a political leader, his strategic knowledge will be of great practical importance. The consequences of not being able to see these problems in time can be seen in the example of the Rose Revolution in Georgia, the Orange Revolution in Ukraine and the Red Revolution in Iraq.

Contemporary values can serve social development only if they are in harmony with the traditional values of the nation, which is a historical and cultural paradigm. This is a policy pursued without regard for traditional values, alien to the suffering and psyche of the nation, and which people perceive as violent. It is easy to understand that today in many CIS countries there is a desire to see in the future a system of values formed in Western Europe and the United States. This is especially evident in changes in the socio-political, economic and cultural spheres of society. Most dangerous is that all aspects of the Western way of life are perceived as "modernization". A superficial attitude towards these "modern values" creates shortcomings that impede social growth. For example, the emergence of such negative phenomena as lumpenization (loss of identity), bribery, corruption, moral degradation (devaluation of the traditions of "humanity", drug addiction, AIDS, human trafficking), social depression, dissatisfaction with their way of life, social responsibility and social responsibility causing weakening ... One of the most important aspects of traditional values is the recognition of social responsibility. The stability of the way of life and activity of a particular ethnic unit is ensured through a responsible approach to the traditions and values of reality. That social responsibility fulfills several functions in traditional societies. Jonas analyzed: "the preservation of human

relations, the establishment of social partnership, the establishment of sustainable development” [2].

The fact that in our society there are also people who have become slaves to their own interests without a sense of social responsibility reduces the effectiveness of the results of today's reforms. “The most important thing is that everyone living in our country, every family today feel the influence of our reforms in their lives. To do this, leaders at all levels must work for every citizen to ensure his or her vital interests, without chasing interests, numbers, paperwork. Then our enlightened elders, dear fathers and mothers, dear women, dear children, great-grandchildren, our entire multinational people will be pleased with us ”[3].

Of course, the period of transformation of society causes a number of socio-economic contradictions in the minds of real people and can even cause nihilistic sentiments in the minds of those who are deprived of certain rights and freedoms, privileges and property. In such a situation, a nation or an ethnic group that is not indifferent to its fate must create the barriers to change these negative situations for the better. In such conditions, it is advisable to combine modern values with the traditions and customs of the local ethnos. By "modern values" we mean "a set of moral, political, legal values" [4].

The reforms carried out in Uzbekistan are the basis for the formation of a new system of spiritual and moral values in the minds and hearts of our people, which in the process of globalization stimulates the renewal of the means of protecting national pride from foreign influence. In this sense, the traditions and values that have been observed in the minds of people for centuries, as well as the value of traditional methods of economic management, are growing. In particular, in the minds of our people, the need for today's innovations to be based on national traditions and values is becoming a national concept. In the most difficult moments of the past, people rely on traditions and values, receive spiritual support from them, and therefore always try to preserve them. Tradition has played an important role in the regulation of social relations in human history. Traditions determine the social behavior of an ethnic unit. They give spiritual fuel to the feelings of the members of the ethnic group. These conclusions can be confirmed by the results of the following sociological survey: “73.5% of the respondents consider customs and traditions as a source of spiritual nourishment. 71% of them admitted that “following customs and traditions is the key to a positive upbringing, 64% of them said that they could participate more actively in ceremonies related to customs and traditions, and 39% regret that their work, family and household chores do not allow them to actively participate in ceremonies associated with national traditions ” [5]. In this sense, taking these factors into account in the process of modernizing society is important for increasing the effectiveness of reforms.

In a world where material values are of paramount importance, the study of the spiritual aspects of the relationship between man and the universe is becoming a conceptual topic today. This requires the formation of traditional philosophy that studies the psyche and the manifestation of ethnic unity in social philosophy.

Today, the issues of preserving the national gene pool, ethnic unity, the formation of the national idea of our country require the study of national traditions as a separate area.

In our opinion, along with liberalism and democracy, traditionalism is an important phenomenon in the modernization of the political life of society today. The prevailing socio-political consciousness in our society tends to unilaterally analyze the concepts of

fundamentalism, fanaticism, and conservatism. In our opinion, the study of such doctrines as fundamentalism, fanaticism, conservatism, traditionalism is an objective necessity, just as it is necessary for the future development of our society, the study of such doctrines as modernization, globalization, liberalization, democracy.

However, in the study of traditions in our country, there is a one-sided attitude, that is, no attention is paid to the peculiarities of creativity, but rather the tradition is expressed as a legacy of the totalitarian regime, "sarkit". A. Kadyrov explains the influence of tradition on social and political development: "Thanks to independence, society's interest in the past and the search for its spiritual roots are growing. For almost ten years, we have been discovering various scientists and noble people from the yellow pages of history. This is, of course, necessary for understanding national identity. But it also means a call to return to medieval spirituality, to traditional society. Traditional society is a society that encourages silence again, to be a believer, to be obedient, to be patient. Traditional society is a society based on the law of repetition of all aspects of human life. This leads to stagnation. Of course, it is logically wrong to take these views as absolute truth. Because the values that the world offers us today do not and cannot have the same characteristics as our traditions, such as patriotism, kindness, benevolence, vitality, impartiality, the desire to preserve identity. This is due to the fact that, although traditions have formed naturally over the years as the real needs and aspirations of a particular nation and people, all the values that are being created now are largely the product of the consciousness of groups that value "value" over "value" serves interests and purposes. Proof of this can be seen in the thousands of "strategies" in the ideological arena of the modern world.

Since the communist ideology of the former totalitarian regime was based on conservative ideas, today the scientific community of our country views the tradition as a relic of conservatism. The main issue is the need to form a new dialectical approach to traditionalism associated with conservatism in the context of the restructuring of the value system in our country.

Tradition manifests itself in the thinking, lifestyle, aspirations of these ethnic communities. It is the unity of these factors that forms the basis for the formation of convention. Under the influence of these factors, an ethno-national traditional environment is formed: national sports, national folklore, creative initiative, folk medicine and pedagogy, holidays and religious rituals, national moral ethics and cooking, connecting the past and present of the people.

The subject of a tradition is a certain ethnic unit or social group, and the object is a system of values, traditions, customs, rituals and socio-spiritual values passed down from generation to generation. The process of renewing old traditions and values between generations based on the principle of continuity and the law of denial-denial ensures the sustainability of the tradition.

Breaking the eternal connection between the subject and the object of the process of traditionalism can lead to social nihilism. In today's era of renewal, maintaining a balance between subject and object of tradition is a strategically important issue.

## CONCLUSION

Based on the above considerations, today's reality requires the study of the positive features of the tradition and its implementation in practice. In our opinion, it is advisable to take into account the following:

- a comprehensive, extensive study of traditions;

- Theoretical and comparative study of local and foreign experience in this area;
- Preservation of national and moral traditions leading to spiritual maturity;
- Compliance with the requirements of the law of denial of dialectics when creating a new value system.

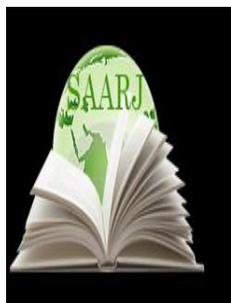
The tradition is based on the exchange of the most important and significant social and spiritual experience between generations on the principles of continuity, formed under the influence of a creative approach to the social life of an ethnic unit in a certain space and time.

In our opinion, the process of uniting a certain ethnic unit and encouraging the next generation to a creative life for prosperity, a process that renews the world based on traditional values in accordance with reality, is called traditionalism.

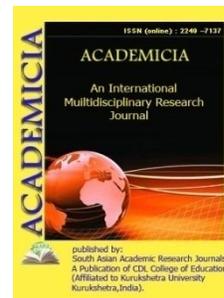
Analysis of the socio-philosophical aspects of the phenomenon of tradition shows that this is a concept with its own principles, categories, functions, social structure and topics of discussion that are unique to other doctrines, that is, the ability to live.

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## 1920S-1930S RELIGIOUS ISSUES IN THE LENS OF PERIODICAL PRESS PHOTOS

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### ABSTRACT

*The article describes how religious themes were reflected in photographs of Uzbek periodicals of the 1920s-1930s. It is well known that the policy of the Bolshevik Party denied religion, its role and significance in the life of society. In this regard, anti-religious information and propaganda activities were carried out in periodicals. In carrying out this task, the mediation of periodic photographs was also widely used. This article provides a number of examples from periodicals covering religious topics. On the basis of these examples, the types of images, the essence of the content, functions, methods of depiction, objects dedicated to the issues of religion are analyzed.*

**KEYWORDS:** *Periodicals, Cartoons, Photographs, Soviet Power, Propaganda, Religion, Clergy, Believers, Religious Ceremonies, Criticism.*

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### INTRODUCTION

In the 1920s-1930s, photographs found their place in the system of periodicals. Initially, the photographs appeared in only a few issues of the magazine during the year, but gradually began to appear in every issue of the magazine. The first pictures were made for advertising, and gradually they reflected some areas of production, some issues of domestic and foreign policy, government and department heads. The number of photos in the pages of periodicals and the scale of the issues covered in them became more and more important, and they served as an appendix to articles and reports or as an independent propaganda tool. Thanks to written and graphic materials, periodicals served as propaganda for the Soviet government and the Communist Party, for their ideas, programs and instructions, as well as for mobilizing the population to fulfill the current tasks of society in changing conditions. One of the main directions of the Soviet government's propaganda work was anti-religious. The purpose of anti-

religious propaganda was to eliminate the influence of religion and religious scholars among the population. The policy of the Bolshevik Party denied religion and its role and importance in the life of society. In Soviet propaganda, clergy were interpreted as one of the main “enemies” in the way of building socialism. Priests were included in the “class / social enemies” link in this system in research studies of the “enemy” image in the Soviet era [1, 2] (more universal, ideological / political links of this image are also highlighted). In the graphic materials of periodicals, propaganda against them was decided differently. In general, posters, cartoons (caricatures) in newspapers and magazines prevailed in graphics. Photo opportunities were also used in periodicals for anti-religious propaganda. In the anti-religious propaganda, the objects of satire are shons, Sufis and other clergy, as well as judges who conduct court proceedings on the basis of Sharia, religious prayers, holidays, and ordinary believers who perform them. For example, in the picture attached to the article “Village spoilers” in the 71st issue of the newspaper “Poor Farmer” in 1926, a farmer who was working the land was wearing a turban. He is depicted waving his hand as if he were standing on a rat-like creature with a rosary around its neck, and is given the caption, “Judge not in vain.” One of the main tasks of anti-religious propaganda was to systematically exclude clerics from the socio-political life of the society. As a result, the newspaper's cartoons portray clerics as people who try to maintain their privileges in the shadow of “foreign elements” who have infiltrated party ranks and councils, [14] and who quickly find common ground with other “hostile elements.”

### **The Main Findings and Results**

From the pictures and the comments given to them, it is possible to trace the areas in which the struggle for change was linked to the struggle against religion. The issues of collectivization in the village, increasing the social activity of women, the promotion of a new life, protection from religious influence in the upbringing of children are raised. In the 1920s and 1930s, the conditions of ideological struggle with religion were also linked to the issue of women. In the resolution of the first congress of the Communist Party of Uzbekistan (b) held in Bukhara on February 6-12, 1925, the political and economic liberation of women was carried out simultaneously with the struggle against the medieval living conditions of women. It is said that it can only succeed if it counteracts its influence on the ignorant, illiterate indigenous population [4]. The fact that the disenfranchisement of women has been preserved for centuries, that it has become a tradition of life, and that the negative impact of religion on women's liberation has been highlighted in newspaper photos. During this period, the image of a woman enslaved by religion, striving for freedom and social equality despite the opposition to freedom, the negative impact of religion and clerics on the liberation of women [19], the positive role of Soviet reality in all these and other issues of society [10].

Various issues showing discrediting of religion were covered in periodicals in the form of images and comments to them. Scholars have tried to convince public worshipers that they have deceived the public [12], that the clergy are indifferent to problems, that they do not share in the suffering of the people, [15] and that religion has been interpreted as a way to poison the people. Newspaper photos also show dilapidated buildings in Russia [12] or women's clubs [10], workers' kitchens in Tver [12], demolished temples in Tashkent [8], a polyclinic in Tashkent [18], a school [8, 16], and a sewing cooperative in Khiva religious structures such as the mosques used [12] were photographed.

Through anti-religious propaganda in newspapers, propaganda in the form of not celebrating Eid, sacrificing, slaughtering sheep, not fasting, and emphasizing their medical, material, and spiritual harm is also seen. For example, in the June 4, 1928 issue of the newspaper "Red Uzbekistan" under the headline "Workers did not celebrate, they did not make sacrifices" were published photos, articles and reports of anti-religious propaganda. The photos show the anti-religious propaganda held at the Tashkent Tram Company on the day of Eid. The photos show the factory workers listening to a lecture in their clubs on the day of Eid, and after the lecture, the workers are organized to rest and gather without celebrating Eid. [12] The idea of propaganda and propaganda of these pictures is aimed at giving specific instructions to other similar enterprises, organizations on how to protect and repel the population from the influence of religion during mass religious ceremonies, holidays. Also, the sacrifice and slaughter of sheep was tasted by the priests [12, 18], this method is expressed through satirical humorous images that do not allow a person to cross the bridge and take him to heaven [12, 18]. There was also a propaganda urging people not to perform fasting and related rituals like Eid. One of the cartoons depicts a man fasting and swollen in the middle of the night after iftar, surrounded by his wife and children. Thus, in the monthly magazine "The Ungodly", the column "The Ungodly Gurzisi" is entitled "Can you find such people?" Articles and photos under the headings "Bordi keldi gaplar" ("It's time to talk"), in particular, people who do not give up religious prayers, especially those who continue to pray, are ridiculed in a peculiar way [7, 8].

There are also excerpts from performances that denounce religion and ridicule it, staged at various festivals and other events. For example, one of the newspaper's photos shows that on May 1 in Tashkent, a performer with a white beard and a turban and make-up played the role of Eshan on a donkey. Both Eshan and the donkey are surrounded by large and small spectators with shawls on their heads. The caption reads, "Donkeys and donkeys should cover their headscarves." [12] After an article on the organizational aspects of the carnival on the night of August 29, 1935, there are photos from the carnival [17], a picture of the ugly image of Eshan with the caption "Hazrat Eshan". According to the article that told about this carnival, tens of thousands of people attended the carnival. However, as interesting as it may seem, only one or two Uzbeks met at this carnival in the capital of Uzbekistan. The reason for this is that no explanatory work was carried out among the indigenous workers and their working wives to attract them to the carnival [17].

Anti-religious propaganda was also carried out by contrasting science with it. The article titled "Religionless Tashkent" about the anti-religious exhibition opened at the Tashkent Red Army House is a photomontage above the exhibition. "The aim is to show the difference between science and religion, that the evidence of religion is as strong as the evidence of religion is weak," the article says. [13]. Another of the newspaper's photographs shows tourists and spectators visiting a section of the Central Museum against Religion entitled "Islam and Its Reactionary Essence."

The photographs depict religious organizations, clergy as a counter-revolutionary force against the people, as "enemies" such as khans, amirs, tsarist officials and the rich. For example, in one of the works in the newspaper "Red Uzbekiston" the priests were depicted among the khans, courtiers and tsarist officials fleeing from Bukhara and Khiva, which were abolished by the Soviet government [14].

The paintings also show the connection between the clergy and other counter-revolutionary internal and external forces, in particular national chauvinism and the clergy [14, 20], interpretations such as the ideological leadership of the clerics [20], the guide of the “enemies” [14], humorous images described as concomitant [14] are common. In such a humorous way, the anti-Soviet campaigner is portrayed with social fascism, the king with a war-preparing commander, the ruling nation with chauvinism, the national chauvinism with a mullah, the negative image with a negative image. They appear to be under the iron-clad pillars that have shaped the country’s thirteenth-century development, moving under the banner of marching under the banner of marching, collectivization, social competition, and more, fulfilling the five-year plan in four years. The caption to the painting reads, “We are overcoming any obstacles.” Due to the problems of opposition in foreign policy, there are also photos of religious scholars in foreign countries with sarcastic comments. In particular, in addition to the article “The Vatican is” out of politics “(!)” In the 1st and 2nd issues of the magazine “The Ungodly” in 1932, “The Vatican is” out of politics only gives a “white blessing” to the fascist flags! All demonstrations are not forbidden. In Italy, police armored vehicles were on display, and the pope’s representatives gave them “white blessings” with sarcastic comments. Political propaganda in newspaper photos has also developed by contrasting the images of “hero” and “enemy.” In this case, the force against the “enemies” that hindered the new marriage was the image of the Red Army, workers and peasants [7, 14]. In one of the paintings, the rich man runs away from the red soldier who hangs Eshan with the tip of his rifle, while the “old” intellectual (probably an illiterate figure in the dark who follows Eshan and the rich man) is hiding under a small rock. Behind the Red Army is an eastern city with the sun shining on the right, and a red army lined up on the left [10].

The method of depicting negative and positive images, which was widely used in the visual arts in the early years of the Soviet era, is the repeated use of similar elements in all forms of propaganda to quickly identify them - heroes, friends and enemies, such as clothing, appearance, facial expressions. The rest is to describe by ways of expression in a related group. For example, the images included in the category of “enemy” are described in general, and in some unnamed photos, the image of a priest in a turban can be recognized. In one of the newspaper’s cartoons, a farmer wearing a bed and a belt is lying at his feet, famous-looking people in the ranks of “enemies” are being thrown on the floor, saying, “These manure must be completely eliminated.” Among them you can see the familiar image of Eshan, a rich man with a big turban. The second picture shows a farmer scattering real manure, saying, “This manure can be used” [14].

Defamation of “enemies” is a number of ways to exaggerate negative qualities, such as the depiction of facial expressions, body in a very funny, ugly, cruel or bizarre way, stealing money from images and comments [14], drinking [14], bad quality or manifested in giving additional descriptions such as interpretation by analogy [14]. Sometimes, in order for them to be able to recognize images, to distinguish them when many images are depicted in one place, it is written on the appropriate image, for example, on his shoulder [14, 20].

Newspaper articles contain various reports and information about the harmful effects of religion, those who continue to follow it, and attached pictures with appropriate content. For example, “Izboskan district education should be ridiculed. Let the teaching staff be cleared of class enemies. In the article entitled “Those who discredit public education should be prosecuted

immediately”, among the causes and manifestations of shortcomings in the field of education, “the teaching staff is a criminal, a trader, a pervert, a thief and similar contamination with class enemies, a number of shortcomings, such as teachers giving large sums of money, marrying women, and holding sharia-compliant weddings, and one of the teachers teaching children religious prayers instead of revolutionary songs. The article is accompanied by a cartoon depicting three people, one of whom was drunk, one of whom was playing the dutar. One of them is reminiscent of the image of a mullah in a turban and robe. The caption reads: “Cultural work in Izbaskent” [15]. Real and artistic images can be seen in the pictures of the newspaper where the idea of anti-religious propaganda was put forward. The ideological content and impact of the pictures is enhanced by the comments given to them.

Newspaper articles are often criticized for adhering to various religious rites and customs. But not all of them have pictures attached. For example, in the article “Violence from Shakhrisabz”, a couple of members of a Jewish sect were accused of committing a number of wrongdoings among the poor, drunkenness, and injustice in taking the lands of rich peasants. He was criticized for taking teachers home when his daughter died and for tearing his collar, for mourning at home for eight days without working, and for cutting off his son in a temple. ”[13] The article “Preparing for March 8” makes a similar criticism. It says that Khalilov, the head of the Uzbekbirlush district office, a member of the party, had a big wedding on the occasion of circumcising his nephew. “Kokand has never seen such a big holiday, such a wedding, such a soup, such a bread. At this wedding, Kokand’s greatest Ishans blessed and forgave his ties with the Communists. There are still those who diligently obey the laws of God and the prophets! ” [12], the article quotes. It again criticized the county officials for doing things like marrying a second wife and giving the bride a large sum of money instead of being a role model.

Periodicals also covered the trials of clerics and clerics through articles and photos. The article “Eleven Counterfeits Shot” states that a mobile session of the Supreme Court sentenced several mullahs, traders and rich people to be shot in an attempt to assassinate a local official in the village of Naryn Kapa, Andijan district. [13]. In the article “Famous Numanjon Eshan answered sitting on a black chair”, Numanjon Eshan, who had thousands of followers in Samarkand, Tashkent, Kazakhstan, Afghanistan and Fergana, said that 228 tanob husbands in Behbudi were taken during the liquidation of idle farms, where a cooperative named after Ikramov was established it is said that after the seizure of many other possessions, it began to move in the opposite direction due to distress. Numanjon Eshan poisoned and killed Ergash Rakhmatov with the help of another batyr Kadyr Hamidov, in addition to concealing groundwater, there was a backlash among the public, sentenced to death by firing squad for causing the disintegration of the newly formed collective farms, and his son was deported from Kashkadarya for five years at the request of the prosecutor to put an end to his provocations from now on. The case of Kadyr Hamidov, who was sold to Eshan and took part in poisoning Ergash Batrak, is under investigation. Ergash Rakhmatov, a member of the artel who was poisoned to death, was an active batrak and was instrumental in locating the lands hidden by the rich, the Eshans and the Mushtumzars. [13]

## CONCLUSION

The study notes that anti-religious propaganda led not only to the exclusion of priests from public life, but also to massive repressions against priests and ordinary believers [5]. The use of

inhumane means such as coercion, the use of political means, the use of coercive measures, persecution, intimidation, imprisonment, deportation and physical extermination in the conduct of anti-religious propaganda, the administrative means of combating religion are widespread, including the closure of mosques; the banning of all religious ceremonies and holidays, even national folk holidays, is said to have been banned [3].

Periodicals, one of the most important means of propaganda, carried out anti-religious information and propaganda activities. The negative influence of religion and religious scholars on the life and development of society, as well as the positive role of Soviet reality in this regard, is emphasized. At the same time, the possibilities of periodical printing were widely used not only in the form of written materials, such as articles, news, but also in its pictorial, artistic and photographic means. The paintings, which played a very influential role in the field of information and propaganda of that period, were widely disseminated among the masses through the periodicals and played a special role in promoting the ideas and instructions of the Soviet government.

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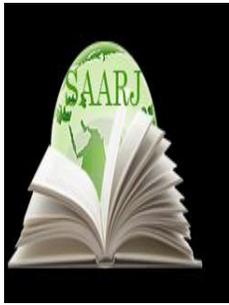
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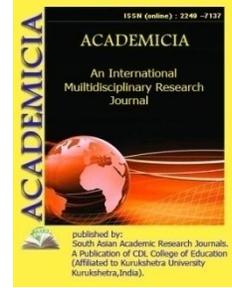
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**A REVIEW ON STUDY OF ROLE CONFLICT IN PRIVATE SECTOR**

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**ABSTRACT**

*This paper discussed about role conflict across with different industries. Literature review on Role Conflict has been done to identify what types of problems are facing by employees across different industries. The study has been done Moreover, the paper is also written to examine that the areas which has not been touched and less discussed and have a potential to carry out further research.*

**KEYWORDS:** *Role Conflict, Role Ambiguity, Role Stress, Institutions, Employees, Organization*

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## 1. INTRODUCTION:

Toady's organizational life is stressful. Workplace life is a composition of work pressure, hectic schedules, long meetings, unhelpful environment, sometimes critical and over-demanding seniors, incompetent colleagues and many others. Work related stress is an outcome of the intense work pressure put on the employees over a period. When the pressure becomes excessive, employees perceive a threat to their wellbeing and experience unpleasant emotions such as fear, anger or anxiety.

Role conflict is made up of two important words 'Role' and 'Conflict'. These two words have their own meanings. First, meaning and origination of term conflict should be clear. Then in later section role will also be discussed.

Every Job role has some contradictory requirements within the same role or bunch of roles. The term itself defines Role conflict means clashes between person role or between two person's roles. Differing expectations, beliefs, requirements and attitudes lead to incompatibilities. **For example**, A working mother is a mother, employee as well as wife. These are three major roles which she serves harmoniously but sometimes these roles demand different responsibilities.

The idea of the research on 'Role conflict' has come up with the concept of 'Role Taking Theory'. This was the first concept which evolved in the year 1913 by George Herbert Mead. This theory discussed when one person feels fit him or her in other's role. Gradually Mead's work take-up by Katz and Kahn in the year 1966 where roles of employees are differentiated on the basis of the perception of their colleagues in 'expected' and 'required' roles. This leads to repercussions in form growing dissatisfaction, lowering in commitments and productivity and many more. So, in the fast-growing and developing world, role conflict is playing a very crucial destructive role in the growth of the organizations. Though many studies have been done on this current issue and many solutions have been suggested in those researches, but the problem is still same. This paper will simply understand the problem of role conflict among the members of faculty and explores the different dimensions of demographics.

## 2. LITERATURE REVIEW:

- Conflict is ever present process in every human relation (Loomis & Loomis, 1965). Conflict is used as a negative connotation.
- Study on 217 university lecturers of Dammam, it is to examine relationship with individual role stressor (role overload, role conflict and role ambiguity) with psychological strain. It has been concluded that Role conflict stressors increase strain in university lectures (*Jdaitawi et. al. 2014*).
- Clerical work in the colleges and universities is getting increased day by day. Paper discussed mainly about types of role conflict, comparison between govt. and pvt. Institutions and strategies to manage these problems. (Rajarajeswari, 2010).
- Study on salesperson's discussed about Right person on the right job can minimize the problem of role stress in the different organization (Weeks & Fournier, 2010)
- Another study on salesperson's discussed about male and female distinction. They have discussed No Best policy can influence job satisfaction (Boles et. al., 2003).

- Role conflict increases in non- formalized roles. With work experience increase there is a significant decrease in role ambiguity (Minnick, 2013).
- This paper discussed about training can be one of the solutions which can clear the dilemma and confusion among staff in hospitality staff in gambling venues (Hing, 2011).
- There was a study held on hotel managers, discussed that positive climate diversity leads to less role conflict and role ambiguity but more in job satisfaction (Madera, 2013)
- The result has been seen that dual career couples are facing more stress, work family conflict and work overload rather than single career couples (Elloy, 2003)

### 3. Research Methodology:

- This paper is descriptive study.
- This is review based paper and through literature review some conclusions has been drawn.

### 4. Conclusions:

Role Conflict is inevitable in social structures. Each conflict is unique in its nature, so one method cannot be applicable for all types of role conflict. Open communication, positive climates of work organization, confusion and dilemma, right person on right job can lead minimization of role conflict.

### 5. Recommendations:

- a) Right recruitment minimizes the effect of role conflict.
- b) The roles should be clear at all the levels in the organization.
- c) The organizational support is necessary for minimizing the role conflict.
- d) Supervisors and seniors should make a lucrative environment.
- e) The organization should make an environment where employees should be able to express ideas, view-points freely.

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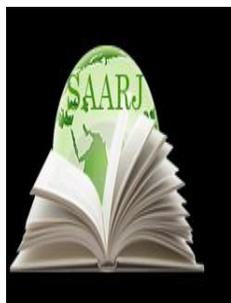
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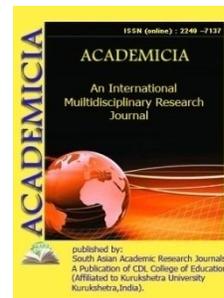
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## THE ROLE OF LEGAL INFORMATION COMMUNICATIONS IN STATE AND PUBLIC MANAGEMENT

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### Abstract

*The main objective of the legal communication is to participate in the implementation of the concept of improving the legal services system in the development of democratic principles of the state power in the Republic of Uzbekistan. As well as facilitating the effective implementation of the fair legal system.*

**KEYWORDS:** *Legal State, Innovation, Democracy, Legal Services, Communication, Public, Community, State, Decision, Orders, Statements, Advantages*

### INTRODUCTION

The level of information of the society is becoming so important from the socio-political, economic, is a dual point of view that the study, research and drawing appropriate conclusions of the problems related to this extremely complex and multifaceted process requires special approaches from experts.

In the state's management and society, we can see it that the issues of shaping the modern worldview are strengthening as a legal culture, a form of mass communication. One can be proud of the fact that the tasks performed by the modern structures of state and society, typical of today's requirements, are the well-being of the people, peace, tranquility and prosperity of the state, the growing interest of people in a new life. The chief value of human rights and freedoms, which are the reflection of the state and society, and the further improvement of the laws reflect the fact that human perfection is glorified on this basis. The first President of our country Islam Karimov, in his book "Man, his rights, freedoms and interests are the highest value", said: "How

vital is the lifeblood of our Constitution, which is a mirror of the political thinking and intelligence of our people, our national values and at the same time, we have repeatedly made sure that it fully complies with universal requirements”(1, 62). Today, the state of Uzbekistan, which has reached the level of development, growth, as well as one of the most advanced countries in the world, is making great strides in the spiritual, educational, economic and political spheres. In addition, his leadership in the field of state and public administration, with its entrepreneurial spirit and aspirations, encourages the people to be more united, the author's goal is in line with his ideas: “We must all get rid of the complications of indifference and indifference in our lives. for the fate of his family and for the future, we must resolutely fight against the obstacles that stand in the way of our development”(2.65). In the system of democratic reforms and development of civil society, there are educational resources such as further enhancing the right to govern, improving the political system, raising the morale of the people with legal knowledge, expressing their views on the laws developed by the state. When everyone in society does not understand the legal process, persuading ideas contrary to humanity in their minds leads to a sire to believe in various nonsense, with the desire to encourage people to act together: “Today, a rational approach to life It is not about propaganda, but about opening people's eyes, awakening independent thinking in their hearts and minds”(3,67). The author explains his ideas in a broader and simpler way. There is a great need to understand and follow the great meaning of this sentence. Islam Karimov, the first President of Uzbekistan, said in his book that the fate of man, his place in society, and his rights and freedoms, and the guarantee of a peaceful life by the state are of the highest value. It is important not only to define this strict requirement in our laws and legal norms but also to apply this priority principle in our lives. (4, 62-63). And in another place he points out the extremely harmful aspects of ideological views to people's lives: “We are abandoning ideological views that are alien to our national nature, relying on our Constitution to build a new life, a new society, its constitutional foundations, and principles.” (5, 61-62). The issues of creating a modern structure (systems) of government and society are a serious issue on the agenda today as a priority task. It is emphasized that "the task of every leader is to understand the policy pursued in our country, its priorities, strategic goals, to think about the future of our people, to create appropriate conditions for this" (6, 51). These sources are not limited to works, of course, the new head of state has been working on these issues since his first day. This is evidenced by the fact that the virtual forms are working on the basis of clear and unambiguous instructions, and the tasks performed are accountable to the people.

### **THE MAIN PART**

The issue of social life and the perfect man in the management of the state and society: the value of the individual, his place in society, the cultural and spiritual formation of his worldview, diligent study of modern and technical sciences, free and independent expression of views, the right to vote , is notable for the fact that the law serves to uphold its human dignity. "We make it a priority to ensure the interests of man and his interests, to strengthen peace and tranquility in our society, the environment of compassion and humanity, to address pressing issues of concern to many" (7, 82). If we take a deeper and more detailed look at the issue of shaping the modern worldview, we can see that “Man is a unique creature who embodies both material and spiritual qualities and traits in his image. It is a great and mysterious miracle of the Creator.

That is why his inner world, the full understanding of the qualities and attributes bestowed on him, is a complex matter of little understanding of time. It was necessary to generalize such views and ideas, to bring out the aspirations of man during the day, to compare the material and spiritual worlds necessary for his life with the secondary wing of a bird in flight (8, 67). Indeed, it is clear to all of us today that the role of spirituality in human and social life has been the subject of controversy over the value of the girl during the applications made by great thinkers and scientists. For example, "The theoretical views of Socrates and Plato, Epicurus and Democritus, the Chinese scholars Confucius and other scholars, who present the files of antiquity, are well known from the history of science" (9, 65) - defined the ecological situation, ma I know I don't want to look for known signs. they do everything in their power to prove that they are right. If you refer to different periods of social development, the testimony of sources recorded in historical works is a system known in the context of contradictions that highly imply such assessments, as well as the status of the official administration of states. "Yesterday's history is a school of life for us, a clear mirror," he said. We learn from it, draw conclusions, and determine the path to the future" (10, 112). I believe that our ability to focus on a recent issue, democratic reform and the development of civil society, is our right to govern - consider the recent work that the state is doing with our state today. "in a state of continuity: along with the "practical implementation of the concept of" from a strong state - the head of a strong civil society" (11, 11) on improving the system of state and public administration" Introduction of the ongoing situation in implementing the current work of the social life of the community - political life in the day-to-day visit, the practical growth of the state support in the initial situation, the improvement and efficiency of public administration; should be aimed at improving the documentation process and is continuing to treat the person who continues to treat the person who continues to provide the priority of working in the Society, designed to put into practice the principle of "Power is in Justice". It was created by officials involved in the creation of state buildings, which will be carried out by the new state, which should be built as a priority issue related to improving the living standards of the population, ensuring peace, harmony, and stability in the country.

Analyzing the development of the rule of law and legal norms in the management of state and society based on legal principles, we are proud that the leaders of the state and society led by great state leaders, following their current tasks, put forward the slogan "We are the children of great masters."

In the work of Abu Nasr Al-Farabi, we quote a source written by Plato: "Doctrines should be the major work to be done step by step and with other measures in the affairs of state. This doctrine should first apply to people who are engaged in falsifying the customs of the period. These falsifications can cause certain defects in people and children who are not familiar with the law. If the teachings and teachings of the law are carried out gradually and consistently, then they will give excellent results" (12, 88). It is noteworthy that today, during such a gradual transition, the leaders of our country, in order to inform the people about the constitutional doctrine, annually implement a law and make it a political tradition to call it the name of the year.´

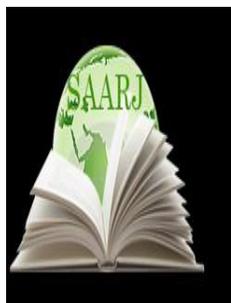
## CONCLUSION

In conclusion, it should be noted that the legal system introduced in the world and in Uzbekistan today has been formed for many centuries and has achieved great results over time, and the fruits

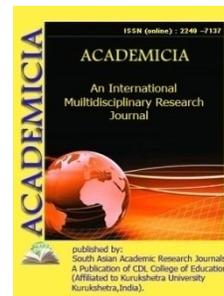
of these results are being implemented by the leaders of our country. We have reached the time dreamed of by the great thinker, scientist Farobi. It is impossible to describe the formation of the "City of Noble People" in our country, the repeated publication of his works, the formation of the image of a perfect man in the education of young people.

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## HYDROGEOLOGICAL REGIME OF THE BUKHARA OASIS

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### ABSTRACT

*Information about the formation of the Bukhara oasis, its hydrogeological regime, climate, soils is given. In this state, the author discloses information about the hydrogeological regime of the origin of the Bukhara oasis, the soil climate. Its hydrological regime is the birth of the Bukhara oasis, the soil provides information about the climate.*

**KEYWORDS:** *Bukhara Oasis, Zarafshanriver, Desert, Climate, Soil, Salinity, Canal.*

### INTRODUCTION

Ancient manuscripts and monuments of history and culture development of the agricultural culture of South-West Asia in the valleys and oases of Central Asia, including the Bukhara oasis. According to V.G. Saakov, in the lower reaches of the Maosif (Zarafshan) River at the end of the 2nd - beginning of the 1st centuries. BC. due to the construction of irrigation facilities, new lands were developed. As a result of these works, the Bukhara oasis was formed, from where a beautiful view opens.

According to the famous historian Muhammad Narshakhi, the main reason that the Bukhara oasis has become such a fertile land is the fact that the Maosif (Zarafshan) river originates in high mountains and contains many muddy streams. Academician Gulyamov (1974), as a result of archaeological research, scientifically substantiated the fact that the city of Bukhara is located in the middle reaches of the Shokhrud channel, which was formed in the middle of the first millennium BC.

Despite the fact that the irrigated lands of the Bukhara oasis have been used for agriculture for centuries, the problem of changes in the physicochemical and mineralogical composition of soils under the influence of the Shokhrud, Vobkentdarya and Shafirkan canals is one of the least studied areas. The irrigated lands of the Bukhara oasis are located in the desert and occupy the central part of the KyzylKum. Due to its distance from the ocean and the open sea for thousands of kilometers, Bukhara is one of the typical arid countries.

Bukhara region is one of the countries included in the inner basin and is located on the border of the transition from a temperate climate to a subtropical one. This geographical position of the region has a significant impact on the climate. That is, the regional atmosphere in the summer is formed under the influencedry tropical air, and in winter - under the influence of cool air coming from the north, temperate latitudes.

The average annual air temperature is 150C. The hottest month - July - 28.6 ° C - 32.6 ° C, and the coldest month - January - 0.4-1.5 ° C. In sandy and rocky deserts on some summer days, the temperature rises to 66-74 ° C .

Annual precipitation is 125.5 mm, falling mainly in winter and spring. High temperature and dry air lead to strong evaporation. Evaporation from the water surface is 2057 mm per year. The bulk of moisture is observed during the growing season (until September), which corresponds to 1648 mm. During this period, it is very important to maintain soil moisture. Because during the growing season, the total temperature is 4500-5600oC.

Differences are observed when comparing air temperature with soil surface temperature. If the surface temperature of the soil is higher than the air temperature for 10 months (in the Bukhara oasis), then in the remaining two months (November and December) it will decrease. However, in the Karakul oasis, the soil surface temperature is high all year round.

The beginning of freezing of the soil surface occurs on average in November. The last frost is in April.

A small difference in vibration between the soil surface and air temperature occurs in December at 0.20 C, and a large difference is observed in July at 70 ° C. In autumn and winter, the difference between the soil surface and air temperature is small. The drop in soil surface temperature per night reaches 20-250 C.

As a result of observations, it was found that the climate of the Bukhara oasis is adapted for the care of irrigated crops, but has some drawbacks. A small amount of precipitation and nighttime temperature fluctuations lead to salinization of the surface soil layer and the occurrence of waterlogging processes. These processes, in turn, interfere with the normal development of crops.

In the 50-60s of the last century, due to the complexity of irrigation of the lands of the Bukhara oasis by the Zarafshan River, the construction of the Amu-Bukhara machine channel (ABMK) began in 1959.

Its length is 197 km, the flow rate is 100 m<sup>3</sup> / sec. Up to 50 km. In other words, the ABMK flows to the Dengizkul plateau. Then, with the help of the Khamza-1 pumping station, the water of the canal rises by 45 m and is collected in the Tudakol and Kuyimazor reservoirs through the Kumsultan lowland, located in the western part of the SaritoshDzhargok plateau.

The Kuyimazar reservoir was built in 1957, the basin area is 16.3 km<sup>2</sup>, the depth is 18-44 m. The Tudakol reservoir is located in the southeast of the Kuyimazar reservoir and occupies an erosion-tectonic depth with a total water area of 1250 million m<sup>3</sup> and an annual evaporation rate of 400 million m<sup>3</sup>. It contains up to 40 million m<sup>3</sup> of salts, of which 20 million tons of rapidly dissolving chloride compounds.

Currently, the Shokhrud canal starts from the Kuimazor reservoir, the distribution of water in it, turbidity, the mechanical and micro-aggregate composition of suspended watercourses, the amount of chemical compounds are directly related to the Amu Darya current. The average annual consumption of ABMK is currently 69.5-135.8 m<sup>3</sup> / s, and in the summer months - 308.6 m<sup>3</sup> / s. and 80% of irrigated water in Bukhara region.

An increase in turbidity in the lower reaches of the Shokhrud canal up to 3.27 g / l can be associated with an increase in construction work in Bukhara and the discharge of various secondary substances, compounds, sediments and debris into the canal. Thus, 16-22% of silt in the water will settle from the upper reaches of the Shokhrud canal to the lower reaches. In addition, the level of turbidity in the upper, middle and lower reaches of the Shokhrud canal is decreasing as a result of a gradual decrease in the flow rate from the canal to irrigated fields and fields. Examples include the New Bukhara basin in the middle reaches of the Shokhrud channel and the Gulistan basin. In the basin of New Bukhara, the turbidity of water is 2.92 g / l, in the Gulistan basin, its content decreases to 0.72 g / l, or the level of turbidity decreases by almost 4 times. Similar changes are observed in other branches and tributaries of the Shokhrud channel.

The hydrogeological regime of the irrigated lands of the Bukhara oasis can be divided into two parts in terms of character and structure. The flow of groundwater in the upper reaches of the delta of the Zarafshan River, a semi-arid hydrogeological region, is more difficult, in the rest of the delta, the flow of groundwater is more difficult.

Sources of balance of groundwater inflow: 1) precipitation; 2) groundwater flowing through gravel from the nearby proluvial-diluvial uplands and the Zarafshan valley; 3) groundwater close to the surface. This is the sum of the waters formed as a result of infiltration under the influence of irrigation in Zarafshan.

The first source is a small amount of precipitation, which is practically insignificant for the formation of groundwater.

The role of the second source is much greater. This is due to the fact that groundwater comes out of gravel in the lower part of the Zarafshan Valley, which increases the area of groundwater at a depth of 2-4 meters.

According to the Regional Department of Agriculture and Water Resources, 50% of the water irrigated from the surface soil layers is wasted through filtration and evaporation. Groundwater discharge balance routes: 1) runoff from the oasis territory through the collector-drainage; 2) is consumed during evaporation and transpiration.

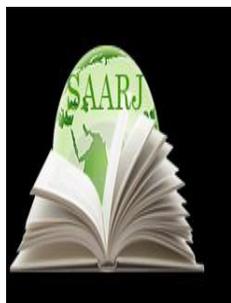
Alluvial and agro-irrigation deposits serve as suitable groundwater rocks. The formation, accumulation and drainage of groundwater in irrigated areas, their proximity to the surface leads to the development of salinization and salinization of soils as a result of excessively slow water discharge, large-scale evaporation. As the groundwater approaches the upper soil layers, the level of mineralization increases and the runoff decreases. For the reasons indicated above, the

presence of highly saline and saline areas was found on the southern and southeastern sides of the area studied by us.

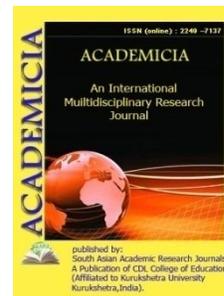
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## FACTOR INVESTIGATION OF TAX DISCIPLINE FOR FINANCIAL SECURITY

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### ABSTRACT

*The issue of strengthening tax discipline remains in the focus of attention to ensure the flexibility of tax policy to modern requirements for the purpose of financial security in the world. In this regard, this article discusses the issue of strengthening tax discipline from a scientific and theoretical point of view.*

**KEYWORDS:** *Economic Security, Financial Security, Tax Security, Tax, Tax Discipline, Tax Policy, Tax Mechanism.*

### INTRODUCTION

Modernization of the modern tax system and the formation of an effective tax administration in the Republic of Uzbekistan are taking their first steps; the fact that its development is an important mechanism for economic development underscores the importance of a realistic assessment of the progress of drastic reforms in the tax system and the structural changes in tax practice in this area. As a separate area of tax system reform, which is the subject of much debate today, it is important to study the relationship between the organizations of effective tax administration in order to strengthen tax discipline.

Reducing the tax burden in the current globalization environment in the developed countries of the world; unification of tax types and reduction of tax rates; application of modern information technologies in the development of electronic systems of tax payment and tax reporting; special attention is paid to the creation of a favorable investment climate and business environment for doing business. In the development trends of world tax practice, government measures to stimulate an innovative economy play an important role in strengthening tax discipline.

## LITERATURE REVIEW

The economic sectors, levels of governance, strategic priorities and the breadth of tasks to be addressed testify to the *multifaceted nature of the concept of economic security*. Based on the logical transformation of economic relations in the *fundamental foundations of economic theory - the transformation* of different types of concepts of economic security (financial security, tax security, investment security, etc.), the status of these concepts has been discussed by various researchers [12]. In particular, N.N. Kaurova defended her dissertation on the study of financial and economic security [1, p. 38], E.V. Karanina - on the study of financial security [2, p. 239], O.A. Mironova - on the study of tax security [3, p. 463], E.L. Kuzina - devoted to the study of ecological and economic security [4, p. 46], T.M. Vorozheykina and E.I. Kendyukh - studied the problems of food security [5, p. 42].

U. Aves, a professor at the University of Birmingham in the UK, applied the interrelationship between tax discipline and financial stability on the example of the Commonwealth. The strengthening of tax discipline has strengthened the tax base by reducing the number of cases of tax evasion, concealment of taxable assets and income, and has led to more efficient management of expenditures by taxpayers [6].

H. Schubertta, a professor at the Massachusetts Institute of Technology in the United States, studied the impact of tax discipline on financial security in his research. The high risk of financial crisis in countries with low tax discipline has confirmed that it is not possible to ensure financial stability by any economic means unless tax discipline is strengthened [7].

Academician V.K. Senchagov defined the concept of “financial security” as “financial security - is to ensure the development of the financial system and financial relations and processes in the economy in such a way as to maintain socio-economic and financial stability, integrity and unity of the financial system (including money, budget, credit, tax and currency systems), the necessary financial conditions will be created for the successful elimination of internal and external threats in the financial sector”[8, p. 269].

## THE MAIN FINDINGS AND RESULTS

Since the concept of financial security is a category inextricably linked to economic security, it can be concluded that at the enterprise level in the description of its essence and characteristics, there is a synthesized concept that combines the two concepts of economic security and financial management.

The concept of financial management is characterized by the application of a number of concepts and categories, such as “finance”, “financial resources”, “sources of funding”, “methods of financial management” [11, pp. 212-223]. These concepts have been studied in sufficient depth in the modern economic literature, and in our opinion, a certain theoretical basis and methodological guidance has been created to improve the financial basis of security. A striking example of this situation is the statement of existing descriptions of financial security made by I.A. Blank [9, pp. 14-24]. Such descriptions include the following:

*1. Financial security as a key element or component of the economic security system.*

2. *Financial security as a system of quantitative and qualitative indicators of the financial condition of the enterprise, which allows a comprehensive assessment of the level of financial protection.*
3. *The formed system of priority, balanced financial interests of the enterprise as an object of financial security.*
4. *Threats to the financial security of the enterprise (both external and internal) are the main content of the concept of financial security.*
5. *The differentiated level of quantitative and qualitative parameters of protection of financial interests of the enterprise forms the basis of system of measurement and an assessment of level of financial security.*
6. *Financial security can be understood as a system that ensures the stability of the financial ratios of the enterprise's development, and this is a determining factor for the protection of its financial interests.*
7. *The financial security of the enterprise requires the preparation of the appropriate foundations for sustainable growth in the current and strategic periods.*

The task of ensuring sustainable growth in the short (current) period is directly related to the stability of the financial condition of the enterprise, which is sufficient to create the basis for sustainable development in the future. The tasks of financial security in the strategic (long-term) period are mainly aimed at maintaining significant financial ratios that ensure sustainable growth in the enterprise and a constant (stable) increase in its market value.

A general description of the approaches of individual authors to determining the content of financial security is given in Table 1.

The analysis shows that there is a need to study the shadow economy and its theoretical aspects, as well as to ensure economic security [10, pp. 106-116]:

**TABLE 1 DESCRIPTION OF THE CONCEPT OF FINANCIAL SECURITY IN THE WORKS OF VARIOUS AUTHORS (AUTHOR'S DEVELOPMENT)**

<b>Author and source</b>	<b>Description of the concept of financial security</b>
1. Blank I.A. Financial security management of the enterprise. / I.A. Form. - 4th ed. Kiev: Elga, Nika-Center, 2017. – p. 784. - (Series “Library of the financial manager”. Issue 10),	“The financial security of an enterprise is a quantitatively and qualitatively coordinated level of its financial position that provides stable protection of the company's priority, balanced financial interests from internal, external real and potential threats, the parameters of which are determined by its financial philosophy. creates the necessary conditions for financial support for growth”(p. 24)
2. E.V. Karanina Financial security (at the level of the state, region, organization, individual): Monograph. - Kirov: Vyatka State University, 2015. – p 239.	“Protection of financial interests at all levels of financial relations; a certain degree of independence, stability in the face of external and internal factors of instability, including threats to the financial security of the country; the ability of the public financial system to ensure the effective functioning of the national economic system and sustainable economic growth” (p. 11)

3. Economic security of Russia: General course: textbook / ed. VC. Senchagov. 5th ed. – Moscow. Delo, 2018. –p. 896.	“To ensure the development of the financial system and financial relations and economic processes in such a way as to ensure the socio-economic and financial stability of the country's development, maintaining the integrity and unity of the financial system (money, budget, credit, tax and currency systems), internal and external financial threats. the necessary financial basis for successful liquidation will be created” (p. 312)
4. Economic security: textbook / ed. S.S. Mayilyan, N. D. Eriashvili - 3rd ed. – Moscow. UNITI-DANA, 2016. – p. 503.	“... Is a state of protection of national interests, which is ensured by the state through a set of measures capable of mitigating the effects of external and internal threats through the budget, tax, monetary and investment policies” (p. 231).

Our study, which chose to explore ways to strengthen tax discipline for financial security in a new context [16, pp. 64-69], to study it on the basis of the rules of economic systematization requires to consider this process as a sum of targeted activities of three levels of systemic relations participants (Figure 1).

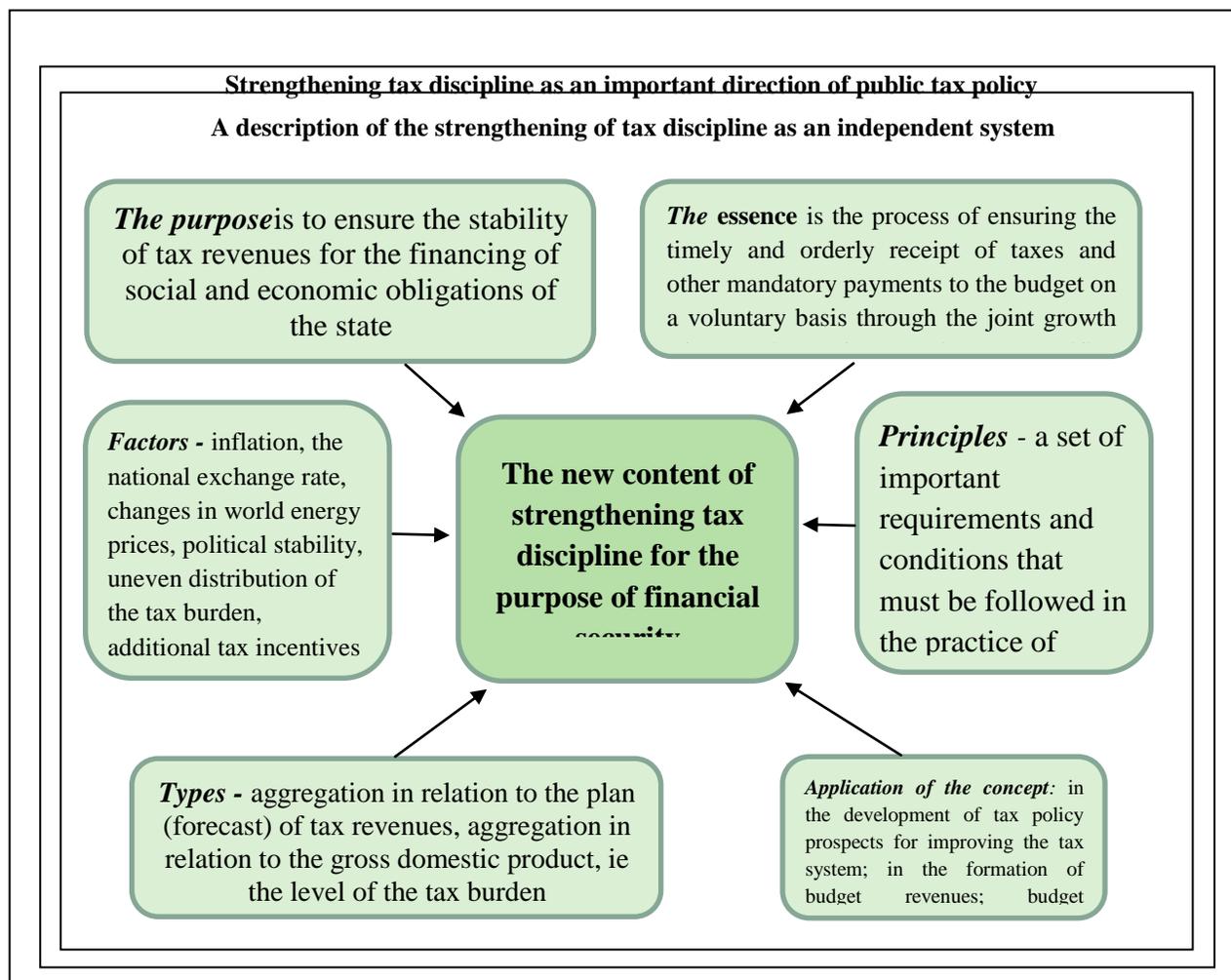


Figure 1. New content of strengthening tax discipline for the purpose of financial security

(Author's development)

## CONCLUSION

In our view, non-payment of taxes, tax evasion, non-registration as a taxpayer, and other similar tax offenses and tax offenses imply that taxes are closely related to legal relationships [13;14,pp. 7849-7855; 15, pp. 7920-7926].

Since the level of compliance with tax discipline depends not only on all forms of financial security at the state, economic sector or a particular region, and in particular on tax security, it is important to study the features of its calculation procedure and methodology.

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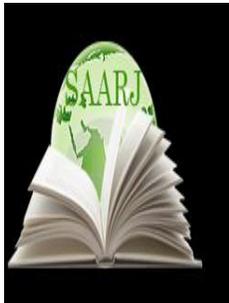
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**THEORETICAL STUDIES ON THE DEFINITION OF THE LAW OF  
 MOTION AND THE EQUILIBRIUM PROVISION OF THE BALL  
 REGULATING THE UNIFORM DISTRIBUTION OF THE TORQUE  
 ALONG THE YARN**

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**Abstract**

*This article examines the movement of the ball, which regulates the uniform distribution of the torque of the curved yarn, under the action of the tension of the thread. The parameters of a moving ball mounted on a spindle are calculated for the uniform propagation of the spindle along the thread at different angles of the circumference of the surface. In addition, the static and dynamic equilibrium condition of the ball, which regulates the distribution of the torque within the rotating axially symmetric vessel, has been investigated to study the conformity of technological and kinematic performance on the new torsion buckle device.*

**KEYWORDS:** *Torsion, Yarn, Technique, Spherical Vessel, Ball, Equation, Tension, Angle, Torque, Evenly.*

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**INTRODUCTION**

Curved products create a variety of thread structures. The torsion process in the production of curved yarn is considered the main process at this stage. Consequently, much attention has been paid to the improvement of technology, torsion technology, as well as thread productions. Production of combined and shaped threads is one of the most effective ways to expand the range and improve the quality of fabrics and knitwear.

Products from combined and shaped threads have useful operational and consumer properties (attractive appearance, good hygienic performance, high wear and shape resistance, etc.) A great contribution to the development of technology of combined threads and yarns was made by prof.

A.G. Kogan [1, 2], one of the first in Russia to develop and implement a method for producing a cotton-kapron combination thread on a spinning machine he upgraded (PKE-100). The author [2] proposes that the machine should be equipped with hollow spindles with a nozzle; with an out-of-the-way spindle for placing inlet packs with component threads; with tensioners of a plate type; devices to control the presence of the component threads and the automatic deactivation of workplaces when any component is cut off or the threads are removed from the supply packaging. The original method for producing combined (reinforced) threads was proposed by Prof. P.P. Trykov [3]. Any type of yarn, chemical threads and even metal wire can be used as a core produced according to the P.P. Trykov method. Having conducted by prof. V.A. Usenko a comparative analysis of methods and machines for the production of combined and shaped yarns [4,5,6,7] showed that the most effective way to obtain them on single-process machines with hollow spindles produced by a number of foreign companies (Germany, England, USA, Bulgaria, etc.).

Although the productivity of this machine is 3.4 times higher than that of machines with conventional ring-twisting spindles, it should not be recommended for widespread use, since the machine is complex, and has a number of design drawbacks, the cost of producing combined threads on it is much higher than the cost of obtaining similar threads on machines with ring spinning spindles.

The current production of twisted threads in the textile industry is mainly in dual-torsion machines. Studies shown that, despite the high performance of dual-torsion machines, there are some disadvantages in terms of the limited range produced and the uneven distribution of steep.

In order to increase the range of textile materials and the requirements for curved yarn, the authors have developed a new device to produce curved yarn on the spindle [8].

Theoretical studies have been carried out to determine the optimal parameters of the working organs of the new device. It was studied about the dynamics of rotational motion along the spherical surface of the ball, which determines the kinematic parameters of the new device [9, 10].

**Theoretical Basis.** To match the technological and kinematic parameters on the new device, the statistical and dynamic equilibria of the thread with the ball was investigated.

The ball mass  $m$  is in contact with a thread moving along its surface along the arc of the girth  $s_0 = r\alpha_0$  (figure 1).

The movement of the ball begins at a moment of time  $t = 0$  when the thread tension along the arc is distributed according to Euler's law:

$$T_c = T_n \exp(f\alpha) \quad (0 < \alpha < \alpha_0)$$

In the process of rotation of the ball, the centrifugal force is additionally applied to the strand  $m_0 r \dot{\varphi}^2$  ( $m_0$  - linear mass of the thread, ( $\dot{\varphi} = \frac{d\varphi}{dt}$ ,  $\varphi$  - ball rotation angle  $oz$  centered at  $O'$ ), which causes the thread tension to change.

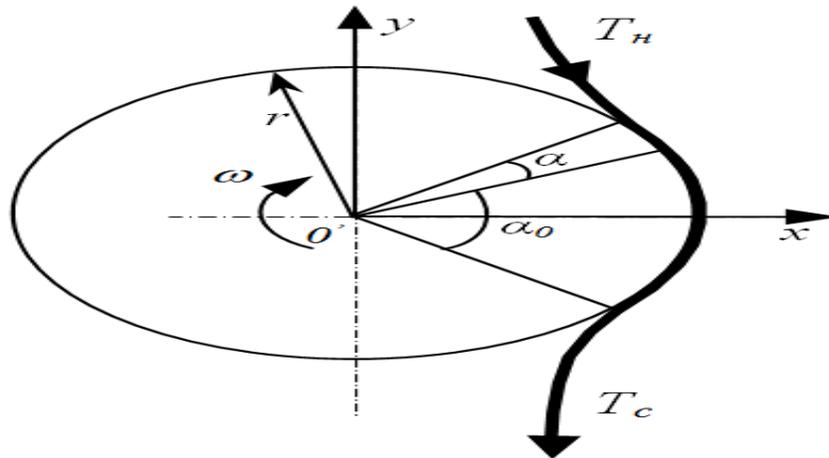


Figure 1. Contact diagram of the ball with a moving thread on its surface

The string equilibrium equation with ball rotation is written in natural coordinates

$$\text{as } \frac{dT}{ds} - \tau = 0 \quad (1)$$

$$\frac{T}{r} - q = m_0 r \dot{\phi}^2 \quad (2)$$

Where,  $T = T(t, \alpha)$  - Thread tension at random contact arc.

$s = r\alpha$  Girth arc,  $\tau$  and  $q$  tangent and normal forces on the surface of the ball per unit length. Assume that on the surface of the contact these forces are connected by the Coulomb dry friction law (friction coefficient), i.e.

$$\tau = fq \quad (3)$$

Having subtracted (1) from (2) taking into account (3) we get:

$$\frac{dT}{d\alpha} - Tf = -m_0 r^2 \dot{\phi}^2 f \quad (4)$$

Equation (4) is integrated under the condition:

$$T = T_{H0} \text{ at } \alpha = 0; \quad (5)$$

Then the solution of equation (4) has the form:

$$T = (T_{H0} - m_0 r^2 \dot{\phi}^2) e^{f\alpha} + m_0 r^2 \dot{\phi}^2 \quad (6)$$

We will obtain:  $\alpha = \alpha_0$

$$T_{C0} = T_{H0} e^{f\alpha_0} - m_0 r^2 \dot{\phi}^2 (e^{f\alpha_0} - 1) \quad (7)$$

In this case, the contact force with (1) shall be equal to:

$$F = r \int_0^{\alpha_0} \tau \cdot d\alpha = (e^{f\alpha_0} - 1) [T_{n\sigma} - m_0 r^2 \dot{\varphi}^2] \quad (8)$$

Record the ball's movement equation at a known angle  $\alpha_0$ :

$$J\ddot{\varphi} + m_0 r^3 \dot{\varphi}^2 (e^{f\alpha_0} - 1) = r \cdot T_{n\sigma} (e^{f\alpha_0} - 1) \quad (9)$$

Here:  $J$  – moment of inertia of the ball.

This equation describes the rotational motion of a ball.

Introducing the following notation:  $a = \frac{m_0 r^3}{J} (e^{f\alpha_0} - 1)$ ,  $b = \frac{T_{n\sigma} r}{J} (e^{f\alpha_0} - 1)$ ,  $\gamma = \sqrt{ab}$

solving the equation lead to:

$$\ddot{\varphi} + a\dot{\varphi}^2 = b \quad (10)$$

For  $\dot{\varphi}$  under the condition  $\dot{\varphi}(0) = 0$  has the form:

$$\dot{\varphi} = \frac{b}{\gamma} \operatorname{th} \gamma t \quad (11)$$

We integrate the level 11 if  $\varphi(0) = \varphi_0$

$$\varphi = \varphi_0 + \frac{b \ln}{\gamma^2} [(ch \gamma t)] = \varphi_0 + \frac{b}{\gamma^2} \ln ch \gamma t$$

Thus, the law of changing the angle of rotation of the ball around the center of gravity is described by the expression:

$$\varphi = \varphi_0 + \frac{b}{\gamma^2} \ln ch \gamma t = \varphi_0 + \frac{b}{ab} \ln (ch \gamma t) = \varphi_0 + \frac{1}{a} \ln ch \gamma t \quad (12)$$

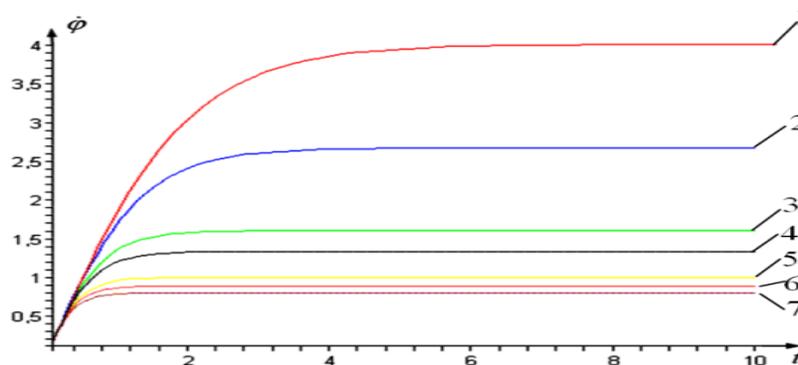


Figure 2. Time-dependent change in ball velocity –  $t$ (sec) at various parameter values  $\gamma = \sqrt{ab} : 1$   
 -  $\gamma = 0.5$ , 2 -  $\gamma = 0.75$ , 3 -  $\gamma = 1.25$ , 4 -  $\gamma = 1.5$ , 5 -  $\gamma = 2.0$ , 6 -  $\gamma = 2.25$ , 7 -  $\gamma = 2.5$

The limiting values of the angular velocity of the ball will be:

$$\dot{\varphi} = \frac{b}{\gamma} = \sqrt{\frac{b}{a}} = \sqrt{\frac{T_{н\bar{\sigma}} r (e^{\alpha_0 f} - 1)}{J} \cdot \frac{J}{m_0 r^3 (e^{\alpha_0 f} - 1)}} = \sqrt{\frac{T_{н\bar{\sigma}}}{m_0 r^2}} \text{ if } t \rightarrow \infty$$

It is like: 
$$\dot{\varphi}_{np} = \sqrt{\frac{T_{н\bar{\sigma}}}{m_0 r^2}} \quad (13)$$

The tensile strength of the thread with regard to the angular velocity shall be determined as:

$$T = \left[ T_{н\bar{\sigma}} - m_0 r^2 \cdot \frac{b^2}{\gamma^2} th^2 \gamma t \right] e^{f\alpha} + m r^2 \cdot \frac{b^2}{\gamma^2} th^2 \gamma t \quad (14)$$

The tension on the running part of the thread is equal to:

$$T_{c\bar{\sigma}} = \left[ T_{н\bar{\sigma}} - m_0 r^2 \cdot \frac{b^2}{\gamma^2} th^2 \gamma t \right] e^{f\alpha_0} + m r^2 \cdot \frac{b^2}{\gamma^2} th^2 \gamma t \quad (15)$$

We obtain: 
$$T_{c\bar{\sigma}} = \left[ T_{н\bar{\sigma}} - m_0 r^2 \cdot \frac{b}{a} \right] e^{f\alpha_0} + m r^2 \cdot \frac{b}{a} \text{ при } t \rightarrow \infty$$

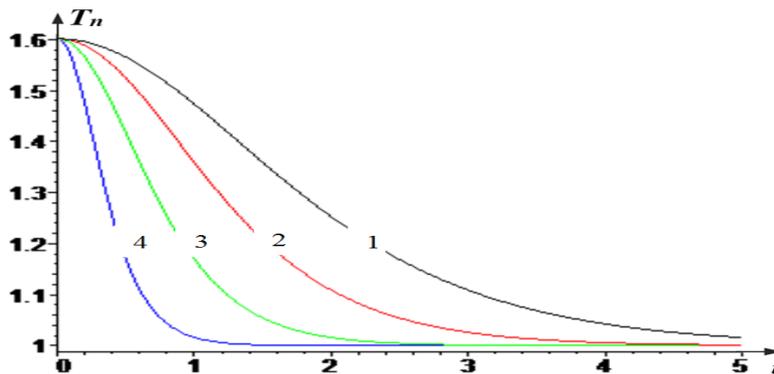


Fig. 3. Tension change  $T_c = T(t, \alpha_0)$  (related to  $T_n$ ) in  $t$  (сек) if  $f = 0.3$ ,  $\alpha_0 = 90^\circ$  different parameter values  $\gamma = \sqrt{ab}$ : 1 -  $\gamma = 0.5$ , 2 -  $\gamma = 0.75$ , 3 -  $\gamma = 1.25$ , 4 -  $\gamma = 2.5$

Figure 2 shows the variation of the ball's angular velocity according to time-t.

It is observed that at  $\gamma \rightarrow \infty$ ,  $\omega = \dot{\varphi}$  strives for its ultimate value  $\omega = \dot{\varphi} \approx \omega_{np}$ .

This law corresponds to experimental values  $\omega$ . Figure 3 shows the change in the thread tension  $T_{c\bar{\sigma}}/T_{н\bar{\sigma}}$  from time - t, for various values of the parameter -  $\gamma$ .

Next, we will do theoretical studies to determine the equilibrium position of the ball regulating the distribution of the steep within the rotating axis of the symmetric receptacle.

Let the ball of radius  $r$  be in equilibrium within the rotating angular velocity of the axially symmetric receptacle. We set the origin of the coordinates at the lower point of the receptacle, steer the axis along the axis of rotation of the  $ox$  axis and  $oy$  perpendicular to it (Figure 4).

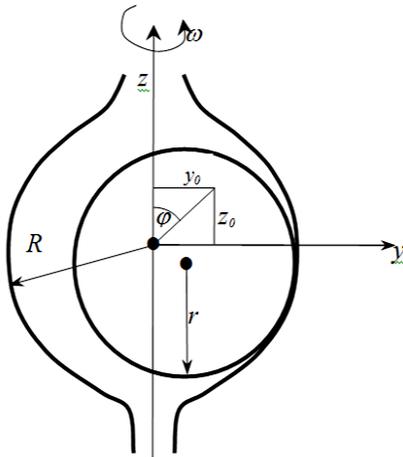


Figure 4. Schematic of an axisymmetric receptacle with a ball inside

For simplicity, we consider the center of the ball in the plane of  $zoy$  at the point  $M_0$  with the coordinate  $(0, y_0, z_0)$  as the point  $M_I$  with the coordinate  $(0, y_1, z_1)$  (figure 5).

The rotation surface equation (receptacle) should be represented as

$$z_n = f(x^2 + y^2) \quad (16)$$

In the plane  $x=0$ , we have a curve  $z_n = f(y^2)$

The ball equation in the  $xyz$  coordinate system has the following form:  $x^2 + (y - y_0)^2 + (z - z_0)^2 = r^2$

In the plane  $x=0$ , we get the equation of the circle:

$$(y - y_0)^2 + (z - z_0)^2 = r^2$$

By allowing the variable  $z$  we have:  $z = z_0 - \sqrt{r^2 - (y - y_0)^2}$

At point  $M_I$ , the geometric conditions are satisfied:

$$z = z_n, \quad z' = z'_n \text{ if } y = y_1$$

Which provide

$$f(y_1^2) = z_0 - \sqrt{r^2 - (y_1 - y_0)^2} \quad (17)$$

$$2y_1 f'(y_1^2) = \frac{y_1 - y_0}{\sqrt{r^2 - (y_1 - y_0)^2}} \quad (18)$$

We denote by the angle  $\varphi$  between the segment  $MB$  and the radius of the circle  $M_0M_I$  through which we express the coordinates of the point  $M_I$ .

$$y_1 = y_0 + r \sin \varphi$$

$$z_1 = z_0 - r \cos \varphi \quad 0 < \varphi < \frac{\pi}{2}$$

Equation (17) and (18) are given as

$$f[(y_0 + r \sin \varphi)^2] = z_0 - r \cos \varphi \quad (19)$$

$$2(y_0 + r \sin \varphi) f'[(y_0 + r \sin \varphi)^2] = \operatorname{ctg} \varphi \quad (20)$$

The system of equations (19) and (20) allows the coordinates to be determined according to a given value  $y_0$  and  $z_0$ .

Consider the special case of a spherical vessel of radius  $R$ :

$$x^2 + y^2 + z^2 = R^2$$

In the plane  $x = 0$  we have a circle

$$y^2 + z^2 = R^2$$

Consider the part of the circle located in the region  $y > 0$  and  $z < 0$ . The equations (19) and (20) take the form like:

$$-\sqrt{R^2 - (y_0 + r \sin \varphi)^2} = z_0 - r \cos \varphi$$

$$\frac{y_0 + r \sin \varphi}{\sqrt{R^2 - (y_0 + r \sin \varphi)^2}} = \operatorname{tg} \varphi$$

From equality (17) we obtain:

$$(y_0 + r \sin \varphi)^2 = \operatorname{tg}^2 \varphi [R^2 - (y_0 + r \sin \varphi)^2]$$

or

$$y_0 + r \sin \varphi = R \cdot \sin \varphi$$

$$y_0 = (R - r) \sin \varphi$$

From equation (16) we find

$$z_0 = -(R - r) \cos \varphi = (R - r) \cos(\pi - \varphi)$$

To determine the angle, we now compose the equation of relative equilibrium of the ball in the spherical vessel.

We prepare a projection of forces acting on the ball in a normal and tangent direction (Figure 5).

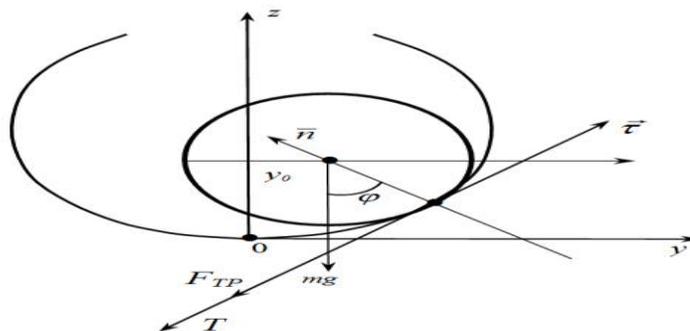


Figure 5. The arrangement of the ball inside the axisymmetric vessel [11].

The ball is affected by the weight of  $mg$  and the centrifugal force  $m\omega^2 y_0$ , the projections on the normal and the tangent are equal to:

$$N = mg \cos \varphi + m\omega^2 y_0 \sin \varphi$$

$$F_{TP} = -mg \sin \varphi + m\omega^2 y_0 \cos \varphi$$

We accept that the law of dry friction takes place on the contact surface, where  $f$  – coefficient of friction.

$$T = f \cdot N$$

By providing the expression  $T, N$  and  $y_0$ , we get an equation to determine the angle  $\varphi$ :

$$(\sin \varphi + f \cos \varphi) - \lambda \sin \varphi (\cos \varphi - f \sin \varphi) + \overline{T} = 0 \quad (21)$$

Where,

$$\sin \varphi + f \cos \varphi - \lambda \sin \varphi (\cos \varphi - f \sin \varphi) + \overline{T} = 0$$

$$\lambda = \frac{\omega^2 (R - r)}{g}, \quad \overline{T} = \frac{T}{mg}$$

Table 1 shows the coordinates of the center of the ball  $y_0, z_0$  and the normal force  $N/mg$  for various values of the angular velocity of the ball  $\omega$ .

In the calculations decision  $R=9\text{mm}$ ,  $r=6\text{mm}$ ,  $f=0,3$ ,  $m=8,2\text{gr}$

**TABLE 1. COORDINATES OF BALL CENTER AND NORMAL FORCE FOR DIFFERENT BALL ANGULAR VELOCITY VALUES**

Coordinates of the ball center $y_0, z_0$ and normal force $N/mg$	Angular velocity of the ball $\omega, \text{c}^{-1}$								
	<b>84</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>	<b>600</b>	<b>700</b>	<b>800</b>
$y_0 (mm)$	1.47	2.28	2.78	2.83	2.85	2.86	2.86	2.87	2.87
$z_0 (mm)$	-2.61	-1.93	-1.11	-0.97	-0.92	-0.9	-0.88	-0.88	-0.87
$N/mg$	1.38	2.39	10.71	24.5	43.7	68.5	98.9	134.6	176

By inserting the data into the equation, the equilibrium position of the ball inside the spherical vessel is determined at different angular velocity values of the receptacle.

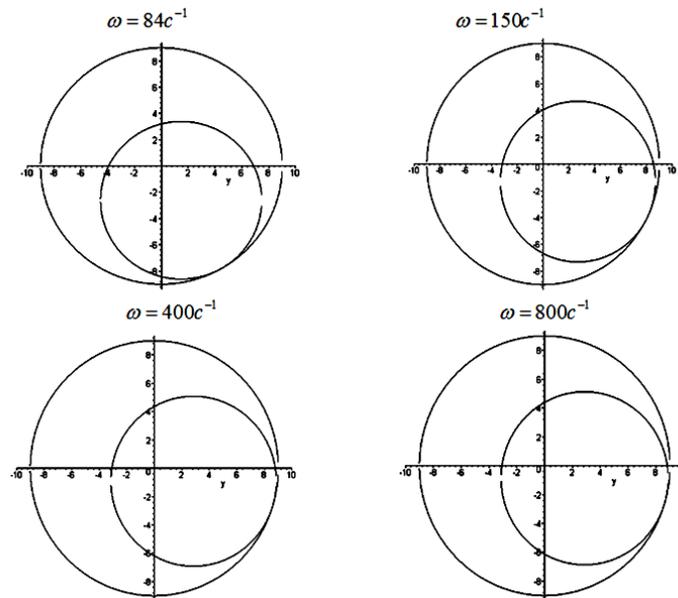


Figure 6. Equilibrium positions of the ball inside the spherical receptacle at different angular velocity values of the receptacle

## CONCLUSIONS

From the graphs (Figure. 2. 3.) follows that with the increase of the parameter  $\gamma$ , the thread tensioning value is closer to the limit  $T_{np}$ . This means that the ball's rotation becomes stationary and promotes an even distribution of the torque along the thread.

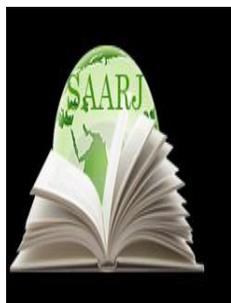
An analysis of the position of the ball relative to the rotating spherical receptacle (Figure 6.) shows that the lowest position of the ball corresponds to the angular velocity of the vessel  $\omega = 84c^{-1}$  and under  $\omega < 84c^{-1}$  at the centrifugal force will be insufficient to change its position relative to the receptacle and the ball will be in equilibrium position by gravity and friction.

Further, with the height of the coordinate of the center of gravity, the ball is moved to the positive side of the axis and at the same time, they remain unchanged.

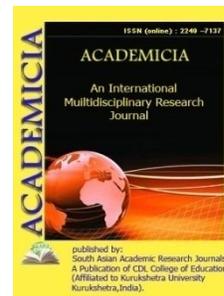
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## MEASUREMENT OF SOME PHYSICAL QUANTITIES USING A MICHELSON INTERFEROMETER

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### ABSTRACT

*This paper analyzed the working principle of the Michelson interferometer and the measurement capabilities of some physical quantities. A graphical representation of the experimental results was also analyzed using the expression of the refractive index of air as a function of its pressure using Michelson interferometry.*

**KEYWORDS:** *Interferometer, Refractive Index, Michelson Interferometer.*

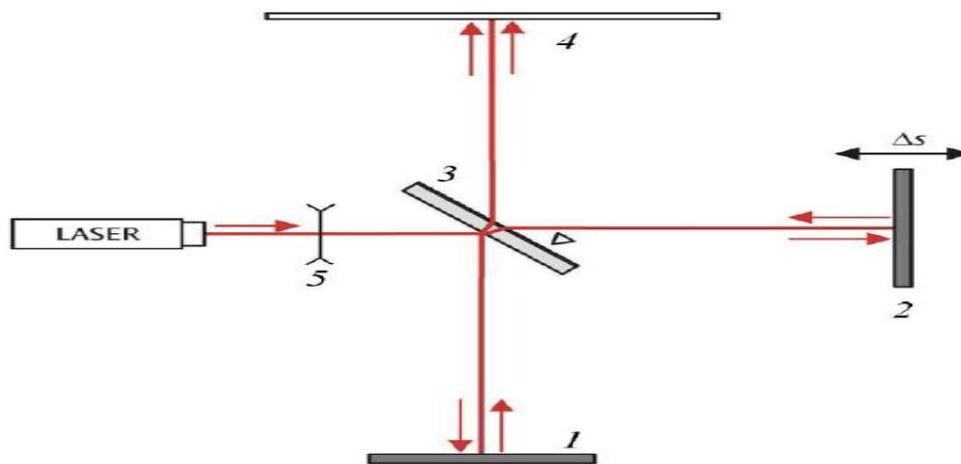
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### INTRODUCTION

Nowadays, not only in science but also in technology, various methods of measuring the size of objects require high accuracy. Therefore, interferometers are widely used today in scientific research and industry to detect very small shifts, the refractive index of the environment, and the detection of uneven surfaces.

It is known that the refractive index of a vacuum is 1. The refractive index of air differs very little from it. However, by varying the pressure in the chamber, it was investigated that such small differences could also be detected by shifting the interference pattern on the Michelson interferometer.

In the first part of this article, the ability to measure not only optical waves but also high-frequency electromagnetic waves for waves using the Michelson interferometer was tested. In the second part of the article, we made a comparative analysis with the theoretical results by experimentally determining the dependence of the refractive index of air on its pressure using the Michelson interferometer.



### 1. Michelson interferometer

An interferometer is a measuring device whose operation is based on the phenomenon of light interference. There are many types of interferometers, in this work we use a Michelson interferometer. The schematic diagram of the Michelson interferometer is shown in Fig.1. The laser beam, passing through the diffusing lens 5, is divided into two using a translucent mirror 3. After passing a certain path, one ray is reflected from the unmovable mirror 1, the second from the mirror 2, the position of which can be changed. The beams return along their trajectories to the translucent mirror. From the mirror, the rays go to screen 4, where, as a result of their addition, an interference pattern is observed - alternating light and dark rings [1]. Looking at the change in the interference pattern, can be measure some physical quantities.

In this paper, we will study how to determine the wavelength of an electromagnetic wave and the refractive index of air depends on its pressure, using a Michelson interferometer.

### 2. Measurement the wavelength of electromagnetic waves using a Michelson interferometer

Interferometers are devices that are used to accurately measure the length of electromagnetic waves not only in the visible, but also in other ranges. The principle of operation of the interferometer is as follows: a beam of electromagnetic radiation (light, radio waves, etc.) is spatially divided into two or more coherent beams using one or another device. Each of them

passes different optical paths and is directed to the screen, creating an interference pattern, according to which it is possible to establish the phase difference of the interfering beams at a given point in the pattern.

The Michelson interferometer is shown in Fig.2. Electromagnetic wave propagates from source 1. Part of the incident flow is reflected from the semitransparent plate 2 in the direction of the mirror 3, the other part passes through the plate 2 and propagates in the direction of the mirror 4. Having reflected from the mirrors, the rays again reach plate 2 and pass in the direction of the receiver 5. Subject to the conditions of spatial and temporal coherence, these rays will interfere. The result of the interference depends on the optical path difference  $\Delta$  from plate 2 to the mirrors. The amplification or weakening of the vibration amplitude, recorded by the receiver 5, occurs when the position of one of the mirrors, for example, mirror 4, changes.

The condition for maxima (or minima) has the form:

$$\Delta = n\Delta r = m \cdot \lambda \quad (1)$$

Where  $n$  - refractive index of medium,  $\Delta r$  - geometric difference of path,  $\lambda$  - wavelength,  $m$  - order of interference maxima.

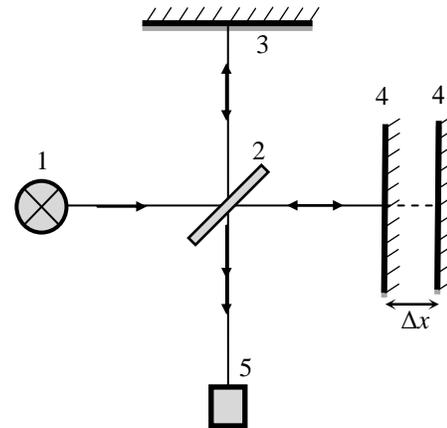
Then, for two neighboring maxima (minima) of  $m$  and  $m + 1$  orders, we can write the equality

$$n\Delta r_1 = m \cdot \lambda \text{ and } n\Delta r_2 = (m + 1) \cdot \lambda$$

Hence we get

$$\lambda = n(\Delta r_2 - \Delta r_1) = 2n(x_2 - x_1) \quad (2)$$

Where  $x_2 - x_1$  - the minimum distance by which it is necessary to move the movable mirror 4 in order to obtain amplification (attenuation) of oscillations again.



**Fig.2.** 1-electromagnetic wave source, 2-translucent plate, 3-unmovable metal plate 4-movable metal plate, 5-receiving source.

### 3. Determination the dependence of the refractive index of air from its pressure using a Michelson interferometer

It follows from Maxwell's equations that the speed of electromagnetic waves is:

$$v = \frac{1}{\sqrt{\varepsilon_0 \mu_0}} \cdot \frac{1}{\sqrt{\varepsilon \mu}} = \frac{c}{n} \quad (1)$$

Where  $c = 1/\sqrt{\varepsilon_0 \mu_0} = 2,9979 \cdot 10^8 \text{ m/s}$  - speed of light in vacuum,  $n = 1/\sqrt{\varepsilon \mu}$  - refractive index of medium.  $\varepsilon_0 = 8,85 \cdot 10^{-12} \text{ F/m}$  - electrical constant,  $\mu_0 = 4\pi \cdot 10^{-7} \text{ Gm/m}$  - magnetic constant,  $\varepsilon$  and  $\mu$  - dielectric and magnetic permeability of the medium, respectively. For air  $\mu = 1$ , then the refractive index  $n = \sqrt{\varepsilon}$ .

In accordance with the classical theory of dispersion, a molecule of a medium can be regarded as a system that includes electrons in an equilibrium position. Under the action of an external periodic field of the wave, electrons are displaced from the equilibrium position, while the atom acquires an electric moment.

The electrical displacement (electrical induction) of the medium is determined by the ratio:

$$D = \varepsilon_0 E + P \quad (2)$$

Where  $P = \alpha \varepsilon_0 N E$  - electric moment acquired by a unit volume of a medium under the action of an external field  $E$ ;  $\alpha$  - polarizability coefficient, characterizes the structure of the molecule;  $N$  - number of molecules per unit volume.

The electrical displacement  $D$  and the field strength  $E$  are related:

$$D = \varepsilon \varepsilon_0 E \quad (3)$$

Then (2) can be written as

$$\varepsilon \varepsilon_0 E = \varepsilon_0 E + \alpha \varepsilon_0 N E \quad (4)$$

Wherefrom  $\varepsilon = 1 + \alpha N$

and the refractive index:

$$n = \sqrt{\varepsilon} = \sqrt{1 + \alpha N} \approx 1 + \frac{\alpha N}{2} \quad (5)$$

From molecular kinetic theory, pressure  $p$  is related to temperature  $T$  :

$$p = NkT \quad (6)$$

Where  $k$  - Boltzmann's constant. Then the refractive index for ideal gases is:

$$n = 1 + \frac{\alpha}{2} \frac{p}{kT} \quad (7)$$

Now by determining what the coefficient  $\alpha$  is equal to for the Michelson interferometer, we can determine the expression of the refractive index of air as a function of its pressure.

At constant pressure (7) the formula will take as:

$$n(p) = 1 + A \cdot p \quad (8)$$

where we used the following definition  $A = \alpha / 2kT$  .

We place on the path of one of the rays, for example, going to the movable mirror, a chamber of length  $d$  (Fig.3), filled with air at a pressure  $p_1$  , and then pump air into it to a pressure  $p_2$  .

Let us represent the optical path length of this ray at the pressure  $p_1$  in the chamber as:

$$S_1 = L_1 + 2d \cdot n_1$$

Where  $L_1$  - the entire optical path of the beam outside the camera,  $2d \cdot n_1$  - optical path in the chamber [2-3].

At pressure  $p_2$  ( $L_1$  does not change):

$$S'_1 = L_1 + 2d \cdot n_2.$$

Thus, when the pressure changes from  $p_1$  to  $p_2$ , an additional path difference is introduced into the path difference of the interfering rays  $S'_1 - S_1$ :

$$\Delta = S'_1 - S_1 = 2d(n_2 - n_1) = 2A \cdot \Delta p \cdot d \tag{9}$$

Where  $\Delta p = p_2 - p_1$ ;  $n_1$  and  $n_2$  refractive indices at pressures  $p_1$  and  $p_2$ , respectively.

In this case, the interference pattern will shift by  $\Delta m$  lines, and the stroke difference becomes:

$$\Delta = \Delta m \cdot \lambda = 2A \cdot \Delta p \cdot d \tag{10}$$

The relationship between the number of lines and pressure:

$$\Delta m = \frac{2A \cdot d}{\lambda} \Delta p \tag{11}$$

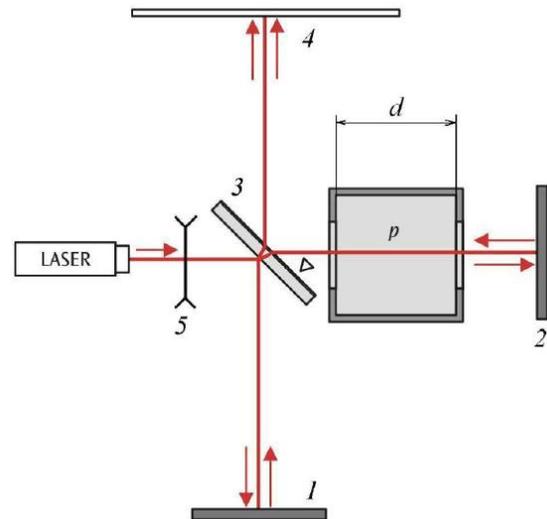
Where  $tg\varphi = 2A \cdot d / \lambda = \Delta m / \Delta p$  the tangent of the slope of the dependence of the number of new interference fringes on pressure. Having determined the tangent from the graph of this dependence, we can find the constant  $A$ :

$$A = \frac{\lambda}{2d} \frac{\Delta m}{\Delta p} \tag{12}$$

Using the expression for  $A$ , it can be found that the refractive index of air depends on its pressure[4-5]:

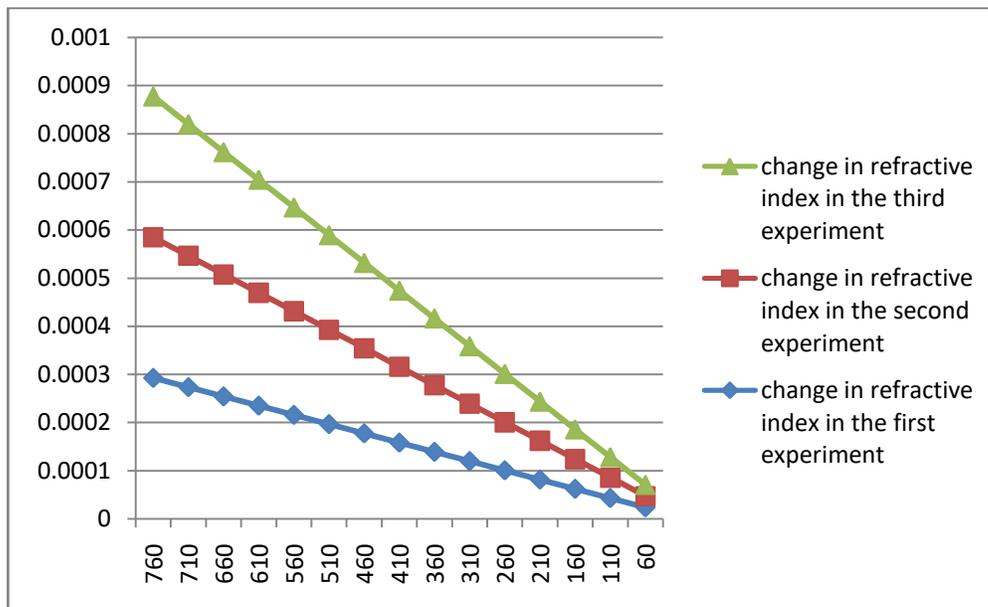
$$n(p) = 1 + Ap = 1 + \frac{\lambda}{2d} \frac{\Delta m}{\Delta p} p \tag{13}$$

Using the formula (13) we compare laboratory results with theoretical data. . It is known that the refractive index of a vacuum is equal to 1 and the refractive index of air also differs very little



**Fig.3.** Camera in the path of the Michelson interferometer beam

from 1. Therefore, in Fig.4 shows the pressure dependence of the light refractive index of the air, which differs from 1. **Fig.4**

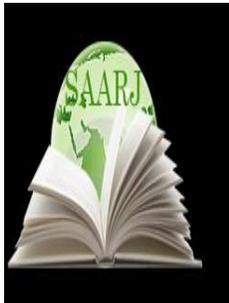


## CONCLUSION

In the first part of this article, the Michelson interferometer explored a methodology for measuring not only the light wavelength but also the wavelength of an electromagnetic wave. The next section of the article analyzes the formula for the refractive index of an ideal gas depending on its pressure. It is known that the refractive index of vacuum is equal to 1. The refractive index of air very little differs from it. However, by varying the pressure in the chamber, it was verified that even such small differences can be detected by shifting the interference pattern on the Michelson interferometer.

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## DEPICTION OF EVENTS IN WORKS BY MEANS OF SYMBOLS

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### ABSTRACT

*This article is dedicated to the study of the story "White Tulip" by the famous Turkish writer Omar Sayfiddin. The article analyzes the means of artistic imagery that define the skill of the writer, the symbols embedded in the plot of the story. How the truth of life is revealed through symbolism is explained in the example of the passages in the work. The contrast between the feelings of purity and beauty - how convincingly the cruelty and cruelty are portrayed in the play - is illustrated by examples.*

**KEYWORDS:** *Symbols, Images, Heroes, Inner Experiences, Purity, Emotions.*

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### INTRODUCTION

Of course, the writers' point of view is different from that of ordinary people. They can see life as more colorful, vibrant, and figurative than we are. They also approach a simple landscape or situation from a different perspective. That's probably why works of art seem more interesting and engaging than real-life events. The image in the works of art is like another world. Illustrations, animations, and symbols add color to the works like a rainbow.

The works of the Turkish writer Omar Sayfiddin are characterized by authenticity, a mixture of romanticism and realism, and a flurry of educational and spiritual ideas. There is no work of Umar Sayfiddin that does not contain spiritual nourishment, fertilizer, and advice. With his works, he addresses the human mind and consciousness directly. He is also able to use symbols in his works. He uses symbols in almost every work, whether in the title, in the content, or in the description of events. Her stories include "White Tulip," "High Heels," "Brown," and "Pink Pearl Coat."

**MAIN PART**

The author's most famous story, *The White Tulip*, depicts conflicting emotions such as purity, kindness, cruelty, faith, and disbelief, and the events are portrayed symbolically. As you know, white is a symbol of purity and innocence. Everything in white gives light to a person and removes the dust from the heart. The massacre of Turks in the Balkans is the principal theme of the story. The image of Lola symbolizes simplicity, purity, and the Turkish nation's belief in modesty. The image of Radko, contrasted with the image of Lola, is a symbolic representation of oppression. In this story, the author emphasizes that the Turkic peoples did not oppress the people of the country they captured, but respected their traditions and way of life. However, this emphasis is not expressed by the author, but through the language of images. "If the Turks had taken these lands, if they had obeyed their elders and killed us all, we would not be here today," he said. They made a big mistake, they had to kill our women and children without missing an opportunity. The undead Bulgars multiplied in pairs and gained strength. Now they are on the heads of the owners who have shown them kindness. " (Seyfettin O. *White tulip*. S 12.)

The protagonist of the story, a girl named Lola, is described as a white, delicate, world-class beauty. It is no coincidence that the protagonist is called *White Lola*, given that she comes from white. At the heart of Lola's description of *White Lola* is a large symbol.

The story describes the tragedies, sufferings, and atrocities committed by Bulgarian soldiers in Turkish neighborhoods. When describing events, the author does not describe any image as "good" or "bad". Only by drawing on the portraits of the heroes, the reader can distinguish between good and bad, positive, and negative heroes through the symbols embedded in the depths of the image of the situation.

The description of the Turkish command, as opposed to the brutality and chaos of the Bulgarian, Greek soldiers and command is as follows.

"Radko did not want to waste five minutes. He hadn't tasted salt since morning. He called his assistant. He hurriedly devoured the roasted meat and wine brought by his assistant and the big juicy apples. He then sat on the Turkish commander's soft, wide chair, which was not even dusty. It was a decorated room with red curtains and carpets. The widow looked more like a woman's room than a military commander. Radko could not sit too long in such a soft chair that made a person's eyes fall asleep. "(Seyfettin O. *Beyazlale*. S 10.)

In the image of this simple room also lies a prominent symbol and metaphor. The awkwardness, the instability of the Bulgarian officer named Radko, that he swallowed the food in front of him without noticing the taste, and in contrast to this image, the writer draws the reader's attention to the Turkish commander's room. Referring to the information. The room, which is decorated with a soft chair, carpet, and curtains that do not contain even a speck of single dust, is so pleasant that even the eyes fall asleep and the soul is at rest. The room in the piece is beautifully decorated, but it looks like a widow's room. We know that the word "widow" means that the couple is divorced and has no head. It is not in vain that the writer describes a beautifully decorated room as a widow's room. Here the writer skillfully hides a mysterious symbol. In this passage, the widow is depicted as a symbol of a Turkish command that has lost its will and power. The beautiful appearance of the room, the relaxing atmosphere behind the Turkish soldiers, as well as the peculiarities of the Turkish people's way of life, loyalty to traditions, orderliness, and cleanliness, which are a sign of a clean generation, are reflected.

The protagonist of the story, Radko, lives with the dream of reaching Lola, the most beautiful girl in the neighborhood. The dream of growing up does not leave her alone. Radko is curious about who the girl is from, her ancestry, her parents. She hears that she is the daughter of Haji Hasan Efendi.

The author does not give any information about the personality of Haji Hasan. He only paints a portrait of her. He paints his portrait in such a way that the student has a good impression of Haji Hasan Efendi. Haji Hasan was a man with a patterned, white silk dress, a gentle, plump figure with no wrinkles on his face, and a pink cheekbone, indicating that he lived in peace, happiness, and bliss. As the reader reads this image, he or she is portrayed as an enlightened, moral, and disciplined person. This image alone shows that Lola's family, their way of life, lived in peace and happiness.

The most symbolic, culminating point of the work is the image of the house of Haji Hasan Efendi, i.e. Lola. In our opinion, the writer explains the whole purpose of this image. Here, the comparison between East and West, the tradition-based, faith-based life, is palpable. The author expresses this analogy through the eyes of Radko. Radko's heart, which is not a work of cruelty, cruelty, lack of culture, and humanity, is stunned by this scene.

"He slammed the door and went in and froze. Suddenly, the gates of paradise opened. A paradise that glows like an emerald. He looked around and closed his eyes. He knew Ferdinand's palace and the most beautiful buildings in Europe, but he had never seen such a fantastic place of peace. The dark shadows of the big trees fell on the flowers, like velvet carpets. At the end of a sandy corridor resembling a fish's skin is a marble pool, and next to it is a marble staircase leading into the house. From the outside, not a single stone can be seen inside the wall that surrounds the house like a fortress. The wall is surrounded by ivy. Even the smell of flowers, which he did not even know the name of for the first time in his life, made him dizzy. He looked at the clear water gushing from the marble fountain of the pool. There were little rainbows on the fountain. " This image will be followed by another comparative image.

"Radko imagined his life when he saw this magnificent scene. Even in Sofia, there were barns at the foot of the courtyards, and the courtyards always smelled of manure. There was no home without pigs. The courtyards of the rich were as ugly as if they were naked as if they were European. The great gardens of Bulgaria were as ugly as a hairless man next to this emerald paradise. What a wonderful life in this paradise. "

This is where the writer's unique style, or rather his skill, comes into play. When a writer describes situations, characters, and scenes, it is as if he is not expressing his reaction. He narrates the events in the language of the protagonists in such a way that the protagonists themselves analyze the situations, compare the protagonists themselves, and finally, it is the protagonists themselves who select the good and the bad and recognizes the best of them. This is the most important aspect of a work of art. The uniqueness and skill of writers are to inspire the works and convince the reader of the works.

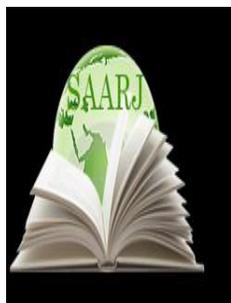
## CONCLUSION

In this article, we have tried to analyze the images, analogies, and symbols that show the writing skills of the writer Umar Sayfiddin in the example of his story "White Tulip". The story of the White Tulip is in fact a tragic work. The plot of the story is superior to any other image.

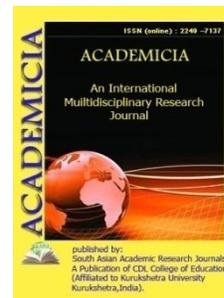
However, the portraits, nature, and landscapes used to make the plot events add color and shine to the work. This is a summary of the story without images. In this article, we have tried to analyze the images, analogies, and symbols that show the writing skills of the writer Umar Sayfiddin in the example of his story “White Tulip”. The story of the White Tulip is in fact a tragic work. The plot of the story is superior to any other image. However, the portraits, nature, and landscapes used to make the plot events add color and shine to the work. It’s hard to imagine a story without these images. In fact, every artistic device used in a work serves the writer's idea and makes the work more attractive and interesting. As we read The White Tulip, we are immersed in a series of events, and the content of the work draws our attention. In the course of the story, every image that the writer represents comes to life before our eyes, and the writer gives life to each image. Because the original skill of the writer is also determined by the dedication of the works and is forever imprinted in the hearts of students. In fact, every artistic device used in a work serves the writer's idea and makes the work more attractive and interesting. As we read The White Tulip, we are immersed in a series of events, and the content of the work draws our attention. In the course of the story, every image that the writer represents comes to life before our eyes, and the writer gives life to each image. Because the original skill of the writer is also determined by the dedication of the works and is forever imprinted in the hearts of students.

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**REPRODUCTIVE AGRICULTURE - BOTH GRAIN AS WELL AS A  
 GOOD PAST**

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**ABSTRACT**

*This article presents the results of a study on twice-a-year grain yields. It investigates the higher yields of cotton in short-rotation 2: 1 systems. It is known from many years of research that legumes absorb free nitrogen from the air and form endogenous bacteria at the root, and therefore are a good past crop for follow-up crops.*

**KEYWORDS:** *Short-Crop Rotation, Soy-Bean, Bean, Harvest Capacity, Yield, Nutrients.*

**INTRODUCTION**

Today, population growth requires a high level of development of agricultural culture. This, in turn, requires the efficient use of land while maintaining and increasing soil fertility. The reforms being carried out by our government in the agricultural sector are reflected in this regard. The Decree of the President of the Republic of Uzbekistan PF-5614 "On the Strategy of Agricultural Development of the Republic of Uzbekistan for 2020-2030" signed on 11.11.2019, calls for further development of the sector, efficient use of land and water resources, food security, high-income and competitive products. A number of tasks, such as production, have been identified [1]. Therefore, the cultivation of secondary crops in the grain-free areas, especially legumes, on

the one hand, meets the demand of the population for food, on the other hand, helps to maintain soil fertility by assimilating free nitrogen in the air.

According to Y.Kenjaev, R.Oripovs [2, pp. 33-35], many types of secondary crops have been studied in scientific experiments in the conditions of Zarafshan oasis. identified as achievable. Q.Jo'raev, A. Khaydarov, G. According to the research conducted by Rakhmatulaev [3, pp. 202-204] in the conditions of light gray soils of Andijan region, in the system of short-rotation rotation cotton + winter wheat + soybean soybean was planted as a secondary crop after winter wheat, and cotton was planted next year. in the variant, the incidence of cotton wilt disease was reduced and an additional cotton yield of 7–12 ts / ha was obtained.

According to S.A. Vorobev [4, p. 368], although very little plant lefts remain in the soil, they mainly provide the plant with the necessary nutrients, and the important thing is that they have rapid microbiological decomposition, in most cases is superior to organic fertilizers in terms of humus production. Just for this, enough biomass must accumulate in the soil.

DNPranishnikov [5, p. 124] confirmed the positive effect of plant organic residues on soil volume mass in his scientific research.

#### **Object and method of experiment (research).**

Field experiments were conducted in 2018-2020 in the conditions of typical irrigated gray soils of Tashkent region. In the study, bean and soybeans were grown as a repeat crop after winter wheat in a 2: 1 (2 years wheat, 1 year cotton) system of short-rotation rotation. Cotton was planted against the background of cultivated secondary crops, and its effect on growth and development, as well as productivity was studied.

The experiment included 3 options. The area of each option was 1100 m<sup>2</sup>, of which the area to be taken into account was 1000 m<sup>2</sup> and was carried out in three repetitions. The total size of the experimental area is 1.0 ha.

Based on the methods of field experiments, the following systems of short-crop rotation were studied:

Option 1 (control) 2: 1, 2 years winter wheat: 1 year cotton;

Option 2, 2: 1, 2 years winter wheat + repeat crop (bean): cotton;

Option 3, 2: 1, 2 years winter wheat + repeat crop (soy-bean): cotton;

#### **Experimental results and their discussion**

The experiments were carried out in the conditions of typical irrigated gray soils of Tashkent region in the varieties of cotton "Navruz", winter wheat "Yuka", bean "Durдона" and soybean "Orzu". Agrotechnical measures in all crops were carried out on the basis of generally accepted recommendations.

The experimental field soil is low in nutrients with humus and phosphor, very low in nitrogen, and moderate in potassium.

If the nutrient elements were analyzed in a single humus sample during the study period, the average period in the drive layer of the soil in the first period of the experiment was 0.855%, while in the first variant without replanting after winter wheat in the second year, this figure was 0.801%. The best performance was observed in the soybean variant after two years of winter wheat as a repeat crop, with a result of 0.867%. Similar data were obtained in the bean-careded variant (Table 1).

**TABLE 1 THE EFFECT OF SHORT-ROTATION PLANTING SYSTEMS ON THE AMOUNT OF HUMUS IN THE SOIL, %**

№ variants	Rotational Planting Systems	Soil Layers, cm	2018 year, wheat growing season at the beginning of the fall	2019 year	
				in the summer, in the fall at the end of the growing season of winter wheat,	after repeated crops in the fall
1	2:1	0-30	0,855	0,823	0,801
2					0,858
3					0,867
1		30-50	0,623	0,618	0,601
2					0,627
3					0,630

The result can be attributed to the seasonal maintenance of crops in short-rotational crop rotation systems and the absorption of free nitrogen from the air by organic residues, i.e., root residues of plants and legumes of legumes. We discuss this below.

According to the results, the thickness of seedlings in the the plant bean as a repeated crop in 2018-2019 was 100.7, 99.7, 206.7-270.8 thousand bushes per hectare in the soy-bean, and 14.5 ts / ha in the first year of the study and 13.4 thousand bushes in the second year. ts / ha, 16.7 from the soy-bean, respectively; A grain yield of 15.0 ts / ha was obtained (Figure 1).

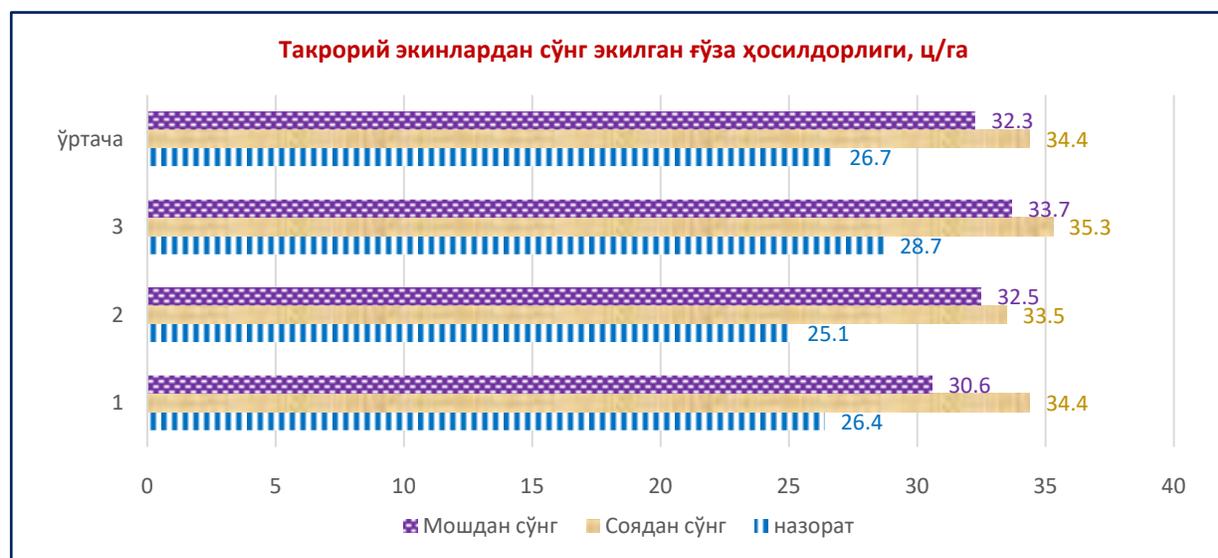
Figure 1. Yield of bean and soybeans planted as a secondary crop, ts / ha. In two years, winter wheat yielded an average of 53.6 ts / ha of grain. On the positive side, in the soil-climatic conditions of the study, repeated crops were cultivated after seed wheat, which in turn achieved an average grain yield of 66.6-69.5 ts / ha per year. It is known from many years of research that legumes absorb free nitrogen from the air and form endogenous bacteria at the root, and therefore are a good past crop for follow-up crops. This law has been confirmed in our experiments. In addition, each crop absorbs a certain amount of nutrients from the soil, leaving behind root remnants. As mentioned in the above literature, plant residues serve to enrich the soil with nutrients while improving the soil microflora.

In our research, it was found that 30.8 t / ha of root crops were left from winter wheat, 22.3 t / ha from bean planted as a second crop, and 28.1 quintals per hectare from soybeans. In total, 53.1 quintals of plant residues remained in the soy-bean and 58.9 quintals in the soy-bean when replanting, Table 2. The change in humus in the soil explains that the differences observed in the yield of cotton planted as a follow-up crop are also directly related to plant residues.

**TABLE 2 IN SHORT-ROW PLANTING SYSTEMS, THE ROOT-AND-ROOT REMNANTS LEFT BY THE PLANTS IN THE SOIL, TS / HA (IN THE 0-50 CM LAYER OF SOIL, 2019)**

№ variants	Available Rotational Planting Systems	Autumn Wheat average crop	Repeated Crop bean	Repeated Crop Soy-bean	Total
1			-	-	30,8
2	2:1	30,8	22,3	-	53,1
3			-	28,1	58,9

In the control variant, where cotton was grown without any re-sowing after winter wheat, the average yield of cotton was 26.7 ts / ha, in the variant sown after bean 32.3 ts / ha, and in the variant sown after soybean, the highest 34, A cotton yield of 4 ts / ha was achieved (Figure 2). This showed that no crop was planted after the fall wheat, which resulted in an additional yield of 5.6 t / ha per hectare in the cultivated variant after the bean planted as a secondary crop compared to the control option, and 7.7 t / ha in the post-soy-bean cultivation.



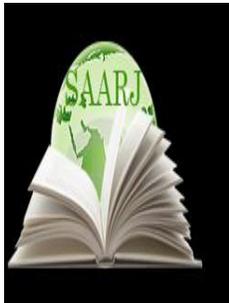
**Figure 2. Yield of cotton grown after repeated sowing of legumes, ts / ha.**

## CONCLUSION

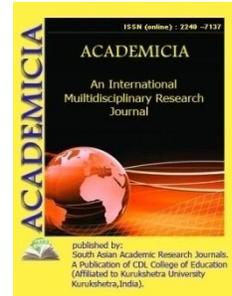
Thus, it can be concluded from the above research that in the typical gray soils of ancient times, in the 2: 1 system of short-crop rotation, the cultivation of bean and soybeans from legumes as a repeat crop twice a year with a grain yield twice a year allows for additional yields of 6-7.7 quintals. Year-round crop rotation in areas vacated by primary crops, also ensures high yields from crops and serves to increase soil fertility.

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**SOME ISSUES OF THE SOCIAL STATUS OF WOMEN IN TURKESTAN  
 (BASED ON MATERIALS FROM NEWSPAPER PUBLICATIONS OF THE  
 LATE 19TH - EARLY 20TH CENTURIES)**

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**ABSTRACT**

*The article traces the social position of women in Turkestan in the late 19th and early 20th centuries based on materials from newspaper publications. It covers the social aspects of girls' marriage, family issues and equality. Used materials from "Turkestanskivedomosti", "Turkestanskaya native newspaper", "Turkestanskiykuryer" newspapers and stored in the personal fund of Ostroumov of the National Archives of the Republic of Uzbekistan. The article analyzes the role of the mother in the education of girls, the influence of local traditions on the life of women. The colonial local press was the first to raise issues concerning the social life of Muslim women in Turkestan.*

**KEYWORDS:** *Woman, Turkestan, Newspaper, Kalym, Local, Kyrgyz, Sart, Hijab, Emancipation, Letter, Nugay (Tatars), Family.*

**INTRODUCTION**

In Central Asian society, since ancient times of history, a woman was valued primarily as a mother, and a sister, spouse and child. A woman deserved such a special attitude, first, with her tenderness, patience, endurance, intelligence and mercy. In particular, at different historical times, it personified a woman in the images of the brave Tomiris, the scientist Fatima [1], the shrewd Bibi-khanum [2] and the noble sister of Khanzada-begim. Unfortunately, today, if a woman, on the one hand, has become a victim of social violence in society she becomes "famous" as a representative of easy behavior, cheating on her husband, easily violating age-old family traditions [3].

There are aim and subjective reasons, because of which a woman may find herself in such positions. In particular, the intensification of globalization processes on a global scale, increased population migration, the emergence of an economic crisis and a precarious political situation in some regions can negatively affect the social position and status of women. Also, this can include the lack of effectiveness of efforts to develop gender issues in social, economic, legal and spiritual direction at the international and local level.

### **THE MAIN FINDINGS AND RESULTS**

In this article, I have attempted to analyze the social situation of women in Central Asia, in particular in Turkestan, based on the materials of articles published in periodicals [4].

### **THE PRESS AND THE MUSLIM WOMAN QUESTION**

The newspaper “Turkestanskieveedomosti”, it published whose first issue on April 28, 1870, is the first newspaper in the Turkestan General Government. Also, the “supplement” to this newspaper “Turkistonvilyatininggazety” was published in 1870-1883, 4 times a month - 2 times in Uzbek and 2 times in Kyrgyz (Kazakh) languages [5]. In particular, by 1912 there were 23 Muslim printing houses in Russia. These printing houses published various editions, of which 36 were in the Kyrgyz (Kazakh) and 40 in the Uzbek (Sart) languages [6]. These publications published orders of the Turkestan General Governorship, events carried out by the tsarist government and articles about the life of the local population. Among them, it also gave a large place to articles devoted to the problems of Muslim women. Most of these articles were published on the pages of such newspapers as Turkestan Vedomosti, Newspaper of Turkistan Region (Turkestanskaya native newspaper), TurkestanskiyKurer and Samarkand. In particular, the personal fund of N. Ostroumov (1848-1930) [7], kept in the National Archives of Uzbekistan (formerly the Central State Archive of the Republic of Uzbekistan) [8], contains pieces of articles devoted to Muslim women cut off from various newspapers.

These articles are collected from such newspapers as “Turkestansky Courier”, “Turkestanskieveedomosti” and “NovoyeVremya”. The articles give us information not only about Turkestan women; they also highlight the life of Muslim women in Turkey, Egypt, their participation in the educational process and their life in harems. Also, in the bibliographic index “Turkistonviloyatininggazeti” (“Turkestan native newspaper”), compiled by R. Fayzullayev, the titles of 18 articles are given, which reflect the problem of women [9]. This index is compiled on the basis of the issues of the Newspaper of Turkistan Region (Turkestan Native Newspaper) published in 1870-1916; and stored in the National Library of Uzbekistan named after AlisherNavoi. According to the author, the issues of the newspaper for 1891-1892; for some unknown reason are not kept in the fund. In addition, it should be emphasized that some of the page numbers of the newspapers stored in this collection contain defects.

Based on the reviewed material, articles can be divided into the following thematic subgroups:

- Trafficking in girls.
- The situation of women and brides.
- Education of girls.
- The question of the hijab.

- The problem of emancipation.

Within the framework of one article it is impossible to cover all the problems and connections with this, below we will consider only some of the above topics.

### “THE SITUATION OF KYRGYZ (KAZAKH) GIRLS-DAUGHTERS-IN-LAW”

An article with the above title was published No. 12-13 of the Newspaper of Turkestan region (Turkestan native newspaper) from 1900 [13]. This article also begins with the idea that before marrying a girl, she must master a profession or get an education, and then get married. As the author of the article emphasizes, a girl must marry of her own free will, and the forced marriage of women is contrary to both Sharia [14] and the decree [15]. *“But the Kazakhs have one custom, they give girls in marriage to those people whom girls hardly see before the wedding and do not know their future spouses. Or they tie ties with the “beshikKerty” [16] tradition or with the help of “kalym” [17]. They trade their daughters and become the culprit that their children spend their entire lives in sorrow and misery. “Also, when elections approached in order to increase the number of their voters, some passed off their daughters as influential people”.* The article provides information that one of the Kazakhs was forced to return 70 sheep, which he took as a “kalym”, after the future groom did not like his daughter. But emphasizing that this happens very rarely, and the author continues in this way: *“We ask Allah to have more parents who love their children. The aforementioned case in the Kazakh newspaper is taken from the life of this people (Cossacks), but it is no secret to anyone that among the Sart population there are also cases when their children are forcibly forced to marry or marry, not taking into account their desire”* [19].

### “THE PROBLEM OF EQUALITY OF WOMEN AND MEN”

Articles of such content began to be published by representatives of the local intelligentsia after the appeal of Tatar (Nogai, Muulman) women in April 1907 to the State Duma with a request to ensure their rights. Articles containing opinions of this kind were published in the pages of the “Newspaper of Turkestan Region” under the heading Objection to progressive Muslim women. Specifically, an article by an unknown author titled *بر مسلمان* (one Muslim) cites the following thoughts: *“Unfortunately, one article was published in the 25th issue of the Turkiston newspaper. As it is stated in it, “Nogai (Tatar) women of cities of several provinces turned to the members of the State Duma with a statement. They asked the Duma to consider on the agenda the issue of granting those equal rights with the male population ... as it is written in the address, men walk all the time and everywhere with an open face, and they deprive women of this right. These women demand that they be given the right to walk everywhere with an open face”.* As a result of this article, the issue of emancipation of Muslim women has become a topic of discussion in a wide range of authors. One of the authors who actively participated in the discussions is Imam Ali Buronov. In his article titled *آخر زمان بلاسی دجال فتنه سی* (“Tragedy of the End of the World and the Devil's Intrigues”), he sharply criticizes Tatar women. He writes that after he saw and read this article, he had a desire to write another article in response to it, and he assesses the demand of Tatar women “as a tragedy of the End of the World and the intrigue of the Devil” [20].

The author writes, “That the Turkestanis will announce the issue of granting women rights in the pages of the newspaper, they are ashamed to even mention it. He further writes that he tried to publish his protest in the Vakt newspaper published in Orenburg, but the attempt was

unsuccessful. After that, his conscience haunted him, and he decided to send a copy of his protest to the editorial office of Newspaper of Turkestan Region.

He also expresses his bewilderment with the following words: *“Why did such a pro-chariat and civic newspaper “Vakt” not publish my letter. I wrote my letter in Nogai, and in it I indicated the natural (natural, physical, mental - N.Kh.) weaknesses of women. “He signed the article as a resident of the city of” Karmokchi”* Imom Ali Buronov [21].

#### **“THE SITUATION OF KYRGYZ (KAZAKH) GIRLS-DAUGHTERS-IN-LAW”**

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#### **“THE PROBLEM OF EQUALITY BETWEEN WOMEN AND MEN”**

Articles of such content began to be published by representatives of the local intelligentsia after the appeal of Tatar (Nogai, Muulman) women in April 1907 to the State Duma with a request to ensure their rights. Articles containing opinions of this kind were published in the pages of the “Newspaper of Turkestan Region” under the heading Objection to progressive Muslim women. Specifically, an article by an unknown author titled ب ر م س ل م ا ن (one Muslim) cites the following thoughts: “Unfortunately, one article was published in the 25th issue of the Turkiston newspaper. As it is stated in it, “Nogai (Tatar) women of the cities of several provinces turned to the members of the State Duma with a statement. They asked the Duma to consider on the agenda the issue of granting those equal rights to the male population ... as it is written in the address, men walk all the time and everywhere with an open face, and they deprive women of this right. These women demand that they be given the right to walk everywhere with an open face”. As a result of this article, the issue of emancipation of Muslim women has become a topic of discussion among a wide range of authors. One of the authors who actively participated in the discussions is Imam Ali Buronov. In his article titled ا خ ر ز م ا ن ب ل ا س د ي د ج ا ل ف ت ن ه س ي (“Tragedy of the End of the World and the Devil's Intrigues”), he sharply criticizes Tatar women. He writes that after he saw and read this article, he had a desire to write another article in response to it, and he assesses the demand of Tatar women “as a tragedy of the End of the World and the intrigue of the Devil” [20].

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In addition, the aforementioned author in No. 80 “Newspaper of Turkestan Region” from 1908 published a feuilleton article entitled "An open letter (edification) to some persons who advocate the provision of equal rights to the weaker sex with their husbands" and as an appendix to his article declares the story “Tilsizhotin” (“The Silent Woman”) and its purpose from the publication of this appendix explains: “... I have included here in the appendix the story“ Tilsizkhotin (“The Silent Woman”) as an edification to those people who advocate the provision of equal rights to women, so they take part equally with them in trade in the bazaars. My goal from publishing these stories is to influence the views of those who advocate for such rights (for the emancipation of women - N.Kh.)”. The story was published in No. 80, 83 newspapers. It says that a merchant named Moryubus had a mute wife. The merchant, on the advice of his friend, showed his wife to the doctor. The woman gradually began to learn to speak and was cured. Eventually, the woman developed a habit of interrogating and yelling at her husband. The author here wants to say that the acquisition of freedom by a woman can lead to such consequences. Some issues of the newspaper also discussed the problem of the hijab. In particular, the reason for this kind of discussion was the announcement of articles titled حجاب حق نده (“About the hijab”) and “Qizhobgadoir” (“About the hijab”) by the Samarkand author Muhammad Bakokhoja mufti Sayidhojaugli.

At the beginning of the article, the author tried to give detailed information about the hijab. He writes and criticizes as follows: “... the hijab is worn in Iran, Afghanistan and India. The hijab of Bukhara, Samarkand and Tashkent women are also correct. Ferghana women do not have hijab ... they walk with an open face. “Against this article, a feuilleton was published entitled “The Disadvantage (Taxir) of Tefsir Mufti Muhammad Bakokhodja Mufti SayyidhodjaUgli on the Hijab Question”. The article is signed under the pseudonym خوق نددوران (HukandiDavron). In the article, the author sharply criticizes Muhammad Bakokhodj and considers it wrong, first of all, to announce the verses of the Koran and texts from “TafsiriHusseini” in the pages of the newspaper. Since these newspapers can get into desecrated places and verses from the Holy Quran can also end up there. Also, he further continues his text in an accusatory spirit thus: “As Muhammad Bako writes, as if the hijab was not preserved among the women of Fergana. But in fact, it is not so. Moreover, if Bakokhodzha himself were far from sweet feelings (he would not have been a voluptuary) he would not have looked at the faces of Fergana women.

Alimzad's article “On the face of Muslim women” tells about Tatar women who participated with an open face in a charity event at the theater in favor of the school of Tatar girls in the city of Tashkent. The article analyzes the question posed to the religious ulema (mullahs) by one

Muslim official (tour) who participated in this event and the responses of the ulema to the question.

The problem of ensuring equality between women and men is becoming the reason for the appearance of very serious protests, as evidenced by the article "Can a woman be a kazi". In particular, it is written like this: "... as some progressive Muslims say, the rights of Muslim women are equal to the rights of men, it is even possible to appoint them as kazis. There is only one sentence about this in the book on Sharia "Khidaya" [23]. But there the proposal has a different meaning, and according to the meaning of this proposal, the appointment of a woman to the position of kazi is not correct. At the end of the article, the author concludes that a woman should not be appointed a kazi.

It should be emphasized that the discussion of the women's issue raised heated discussions not only in Turkestan, but also in other Muslim regions and colonies of Russia. Here, as an example, we can cite the disputes between representatives of the Tatar and Turkestan intelligentsia, which were reflected in published articles under the titles "The strange logic of the Tatar newspaper", "Sado", "Answer to the newspaper "Yulduz" [24].

## CONCLUSION

As a conclusion, we can say that the local press of the colonial period for the first time was able to raise the social and everyday problems of Muslim women living in Turkestan for public discussion. Also, materials published in the press, to some extent, showed the real situation of Muslim women who lived in Turkestan and other regions of Russia [25]. It is impossible to assess some of the positive changes in the life of women in the late 19th - early 20th centuries; as a result of Russian colonial policy. Since the local intelligentsia (especially the Jadids) realized that the fate of progressive changes in society is directly related to the provision of the right to education for women and the expansion of their rights.

At the same time, not only social issues were discussed in the pages of newspapers and magazines, but they attached great importance to the coverage of rituals and customs of sedentary and nomadic cultures, and articles on medicine, economics, history, etc. were also published.

## REFERENCES

[1] (This refers to the fiqh scholar Fatima bint Muhammad Samarkandi, who lived in Samarkand in the 12th century.)

[2] The author of the article is engaged in the study of the life and work of women who lived in the medieval period. In particular, handwritten sources and archival documents provide information that women during this period actively participated in political, economic, cultural and spiritual processes. These women include those who built mosques, madrasahs and mektebs, as well as donated books to scientists, students or just people, as well as financially helped students and those in need.) Смотрите подробно: Hidirova N. U. Marriage Practices: 18th to early 20th c.: Central Asia // Encyclopaedia of Women & Islamic cultures Online. <https://www.academia.edu>(Khidirova N. Features of waqfs established by women and the social status of women as the founder of waqfs (on the example of documents of the Bukhara Khanate of the 16th-early 20th centuries) // Collection of materials of the international scientific-practical

conference on the topic “problems of integration of historical science and archival studies in the media space”. Tashkent. 2019. p. 93-97. <https://www.academia.edu>).

[3] (This refers to various information uploaded to social networks on the Internet. It seems to me that information of this kind to some extent overshadows women who have achieved great success in society and have their place in the family, overcoming all life's difficulties with labor. For some reason, no attention is paid on social networks or the media to the coverage of the lives of women who, thanks to their endurance and patience, could withstand oppression from their mother-in-law or care for their husband and children who are bedridden or wheelchair bound. I would like to especially emphasize about a thousand of our contemporaries)

[4 “Some issues of social status of female Muslims in Central Asia and issues of their emancipation in colonial Turkistan”.

[5]. The second half of the XIX century - the beginning of the XX century Tashkent press. Proceedings of the international scientific conference dedicated to the 2200th anniversary of the city of Tashkent. 2009. <https://shosh.uz>)

[6].(T.V. Kotyukova "Muslim question" in Turkestan at the beginning of the XX century. // Questions of history, No. 9, September 2010, pp. 97-112)

[7] (Editor of "Turkestanskoytuzemnoygazety" in 1884-1916. byl H. Ostroumov. See: Fayzullaev R. Bibliographic index to the newspaper "Turkistan Region" (1870-1916). - Tashkent. 2008. p. 4)

[8]. (Academy of Sciences of The Republic of Uzbekistan. Fond-I. 1009. Discription-1. Case № 3.)

[9] (Fayzullaev R. Bibliographic index to the newspaper “Turkistan Region” (1870-1916). Pp. 34-35)

[10]. (The birth of a child in a family in most cases ensured an increase in the status of a daughter-in-law in the family, the mother-in-law; father-in-law and husband began to make concessions, not even destroying the family, since they did not want the child to become an "orphan" with living parents. This would have a negative impact on the psychology of the child)

[11]. (In writing the article, the author used materials from some newspapers stored in the author's personal archive. The beginning and title of the aforementioned article were published in another issue of the newspaper, unfortunately there are currently no opportunities to involve this issue in the research. But, the text provided with a conventional name exists in full)

[12] (Turkiston viloyatining gazet). № 61 ot 1906 r.

[13] (The title of the article is written in Russian and the content of the article is given in the Arabic script of the Old Uzbek language. It is also indicated that this article was published in No. 7 of the Kyrgyz newspaper.)

[14]. (According to Sharia law, when an adult girl or a free woman gets married, their consent is required. They must declare their agreement by silence or words. See: Burkhoniddin al-Marginoni. Xidoya (inUzbek). I-volume. - Toshkent, 2001. - pp. 668-669)

[15] (Here the author does not provide information about the Regulations to which he points. As you know, the Turkestan General Governorship was governed on the basis of the "Temporary Regulation on the Administration of the Turkestan Region" approved by the Russian emperor on August 6, 1865, the “Regulation on the Administration of the Zhetysu and Syrdarya Regions” developed in 1867 and the “Regulation on the Administration of the Temporary Territory” approved the Russian emperor on June 12, 1886. Here, probably, the author had in mind the latter provision)

[16].(Beshikcurti (or beshikkatdi) - the custom to take girls from the cradle. Here the parents, with mutual consent, make an incision (kertik) with a knife on the cradle (beshik), wooing the girl to their boy. Such children were obliged to get married when they reached the age of majority.)

[17].(Kalym - money given by the groom to the girl's parents during marriage or engagement. Comparative dictionary of Turkish-Tatar dialects: With the inclusion of the used words of Arabic and Persian and with translation into Russian. II volume. Compiled by L.Z. Budagov. SPb.: 1871. P. 25)

[18] (The draft "Regulations" from 1867 reflected the issue of the exercise of judicial power in the Turkestan Territory. According to him, it was intended to organize separate judicial bodies for the nomadic, common and Russian population. According to the draft law, it was planned to elect 4-8 biys for the judiciary of the nomadic population in each volost. The candidates were elected by the population for a term of three years and they had to be over 25 years old, had no legal record, and also had not to be under investigation. The "Regulations" divides biys into three groups: 1) biys, considering claims the amount of which does not exceed 100 rubles (five horses and 50 sheep); 2) biye elected by the plaintiffs and considering claims for any amount and 3) congress of biys of the volost, convened from time to time, passing the final verdict and considering claims up to 1000 rubles)

[19] ((Newspaper of Turkestan region) .1900. №13)

[20]. ((Newspaper of Turkestan region). № 3 ot 31 May 1907 g.)

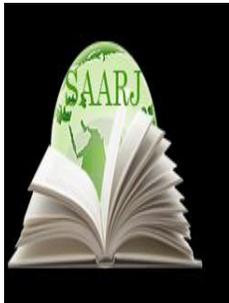
[21] (Karmokchi is probably the name of the area where the author lived)

[22] (This refers to the tephzir written by the prominent scholar of the Temurid era, Hussein VaizKashifi (1440-1505), and his tephzir was famous under the name "TefsiriHuseini").

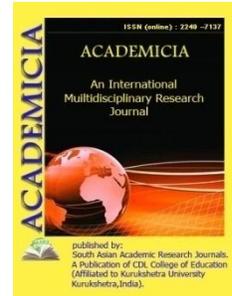
[23] (The work of Burkhaniddinal-Marginani "Hidaya" is indicated)

[24]. (But, a researcher from Turkey, BahriyeUchak, in his research provides information about women appointed as qazis, who taught fiqh in madrasahs, who were women scientists of the Muslim world. It is also appropriate here to recall the daughter of the famous HanafifiqhologistAlauddin Muhammad ibn Ahmad Samarkandi (d. 1145) Fatima bint Muhammad (d. 1191), who had the right to give fatwa in her time and was famous with the title of "great -woman (" buyukfakikha") See: BahriyeUchok. Women rulers in Muslim states. Translated from Turkish by Z.M. Buniyatova. Moscow. 1982)

[25] Отметим, что не все мнения, высказанные в опубликованных статьях, объективны, они также отражают субъективные взгляды авторов. (Note that not all opinions expressed in published articles are objective, they also reflect the subjective views of the authors)



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## PECULIARITIES OF RASHIDIDDIN VATVOT'S PERSONALITY AND CREATIVE ACTIVITY

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### ABSTRACT

*Although Amir Imam Rashididdin Sadalmulk Muhammad ibn Abdujalil al-Umari (1081-1178), better known as Hoja Rashididdin Vatvot, was a well-known literary scholar and writer, his work has not yet become the subject of extensive research in Uzbek classical literature. Hence, there are presently a number of important issues that have to be explored in the setting of a writer's history, scholarly legacy, and his or her various activities. With this in mind, this article highlights the most headings of Rashididdin Vatvot's life and creative activity.*

**KEYWORDS:** *Sa'd-al-Mulk, Hadoiq as-Sehr fi daqoiq ash-She'r, Munsho'at, panegyric gazelles.*

### INTRODUCTION

In the middle Ages, Khorezm was scientifically and culturally developed, and local scholars and poets, as well as writers and poets who came to Khorezm from everywhere for various reasons, played an important role in this development. This is especially true in the XI-XIII centuries - during the reign of Khorezmshahs. Abu Hamid al-Garnati (1080-1169), an Andalusian scholar and traveler, and Sharafuddin Muhammad ibn Nasr (1144-1232), a famous Shami poet known as Ibn Aini, came to Khorezm in 1153. Among them are al-Qazi Yaqub ibn al-Jandi, the famous scholar and scribe Muhammad ibn al-Husayn from Nasa, Khurasan. However, among those who came to Khorezm at that time, lived, and worked here, the Balkh poet and writer, the famous secretary Rashididdin Vatvot has a special place. In the following places, the personality of Rashididdin Vatvot and his scientific and literary heritage will be discussed.

## THE MAIN FINDINGS AND RESULTS

Rashididdin, [nicknames (Vatvot - bat, flying mouse, a reference to the small size of the writer's body); Muhammad bin Abdjalol al-Umari] (1087, Balkh - 1177 or 1183, Khorezm) - poet, literary scholar, studied at the Nizamiya Madrasah in Balkh, later came to Khorezm and worked in the palace of KhorezmshahAtsiz (1127-1156). During his career, he was awarded the honorary title of "Sa'd al-mulk" ("Happiness of the country") [1, p. 65].

Despite the fact that RashididdinVatvot was a mature writer, famous scientist and secretary of his time in Khorezm, no special monograph has been written in our classical literature that gives detailed information about his life and work.

In our opinion, in determining the details of his life and work and in researching the number of works of RashididdinVatvot that have come down to us, first of all, "Lubabul-Albob" by Muhammad Awfi Bukhari's, "Mujam al-Udabo" by Yaqut al-Khamavi's, "Selected History" by Hamidullah Mustafa Kazvini's; the first sources are the works of "TazkirotUsh-Shuaro" by DavlatshahSamarkandi, "Bahoriston" by Abdurahmon Jami, and "Kashfuz-zunun" by Haji Khalifa. Subsequent sources include the introduction to the critical text of Abbas Iqbal Ashtiani's "Hadoyiq Us-Sehr" [2, p. 470], and the research work of Said Nafisi, who published RashididdinVatvot's "Devon" [3, p. 784] of Persian poetry; this is the preface to KasimTuysirkani's research work on the Arabic-language work "Letters" of Vatvot. More precisely, they expressed controversial views on the biography of RashididdinVatvot.

The first issue in restoring RashididdinVatvot's biography is to determine the exact form of the author's name. In this regard, one of the most reliable sources on the name of RashididdinVatvot and his father's name is the work of Muhammad Awfi Bukhari, "Lubabul-Albob". Muhammad Awfi Bukhari mentioned the name of the poet, known by the pseudonym Vatvot, as Rashididdin Malik Muhammad ibn Abdjalil Umari [4, p. 80]. HamidullahMustafaviQazvini in his work "Selected History" mentions the name of the poet as Rashididdin Muhammad ibn Muhammad ibn Abdjalil Umari [5, p. 594]. Yaqut al-Hamawi, in his Mujam al-Udabo, gives the name of Vatvot more fully as Muhammad ibn Muhammad ibn Abdjalil ibn Abdumalik ibn Muhammad Ibn Abdullah ibn al-Khattab [6, p. 560].

Davlatshah ibn AlouddawlaBakhtishahar-Razi as-Samarkandi says that RashididdinVatvot is the heir of Umar ibn al-Khattab. That is why he considered his lineage to be among the caliphs [7, p. 69]. MalikushshuaroBahari mentions the writer's nickname Sadalmulk and mentions him as a relative of 'Umar ibn al-Khattab [8, p. 465].

Baddi'uzzamanFurozonfar writes in his book Sukhan and Sukhanvaron (The Speaker and Speakers): "His father and his name was Muhammad, and his lineage goes to the Caliph "Umar ibn al-Khattab. That is why he is called 'Umar in the book and is known by the nicknames Rashid and Sadalmulk" [9, p. 322].

Mirza MuhammadaliMudarris, in his work "Rayhonatul-Adab", mentions the poet's name as Muhammad ibn Muhammad ibn Abdjalil ibn AbdulmalikBalkhi and considers him to be a descendant of Umar Farooq ibn Khattab [10, p. 310].

Considering the literary and historical sources and the conclusions of the research, it is clear that his real name was Amir Imam RashididdinSadalmulk Muhammad ibn Muhammad ibn Abdjalil

Umari and he was known as the secretary HojaRashididdinVatvot. Thus, ZabihullahSafa gave a complete picture of the name Vatvot in his book, A History of Iranian Literature “11, p. 628”.

We do not find such a complete form of mentioning the poet's name in other scientific sources.

Another issue is to determine the pseudonym of RashididdinVatvot. According to ZabihullahSafa and other researchers, Vatvot was the pseudonym of Khoja Rashididdin and the reason he was called by such a pseudonym was his small size.

ZabihullahSafa writes in this regard: Rashididdin’s nickname “Vatvot” was due to his small size. “Vatvot is the name of a bird called Farastuk, and the small size of its body corresponds to this name”. Of course, ZabihullahSafa cited this information on the basis of reliable information, including Muhammad Awfi Bukhari's Lubabul-Albob, Yaqut al-Hamawi'sMujam al-Udabo, and DavlatshahSamarkandi'sTazkiratush-Shuaro.

AliakbarDehhudo's “Lugatnoma” gives several definitions of the word Vatvot, one of which is a form of mountain worship. Dekhudo, referring to the authoritative dictionaries of the past, said that the words “haffosh”, “shappara” or “shaparak”, which have the same meaning, mean a mountain called “farastuk” [12, p. 478]. There is an interesting fact about RashididdinVatvot’s small stature that is repeated in many sources. For example, DavlatshahSamarkandi said in his work “Tazkirotush-shuaro”: “One day Khorezm scholars were discussing at the meeting of KhorezmshahAtsiz. RashididdinVatvot was also present at that meeting, showing discussion, debate and eloquence. Khorezmshah saw that such a small man was arguing. A pencil was placed in front of RashididdinVatvot. Khorezmshah jokingly said: “Take the ink, let's see who is standing behind him and talking”. RashididdinVatvot, who understood Pisanda, took the da'wah and stood up and said, “A man is a man with his heart and tongue, not with his body” [7, p. 70].

Poets and scholars who lived with RashididdinVatvot also called his nickname Vatvot.

It turns out that RashididdinVatvot himself and several other poets used the names Rashid and Rashididdin as nicknames in their poems. Nevertheless, these names were not as popular as the name Vatvot. Therefore, research shows that the nickname of HojaRashididdin was Vatvot.

The author of the book "History of Tajik Literature" KhaliqMirzazoda gives his name as Muhammad, his nickname Rashididdin, and his nickname Vatvot [10, p. 35]. This information means that Rashididdin’s contemporaries use the nickname Rashid or Rashididdin in his poetry. However, it is not Rashid’s pseudonym, but a short portrait of Rashididdin that more closely corresponds to the weight of the poem.

RashididdinVatvot was born in Balkh, no doubt about it. Nevertheless, we do not know the exact year of his birth. Many authors speak in their sources that RashididdinVatvot lived to be 97 years old. In particular, the State Samarkand wrote in his work "Tazkiratush-shuaro" (Memory of Poets): “RashididdinVatvot's death took place in Khorezm on the dates of Samanin, Sabina and Hamsamiat, and he lived for 97 years. His grave was in the city of Jurjaniya in Khorezm” [7, p. 73].Yaqut al-Hamawi did not say the date of the poet's birth, and only indicates the date of his death as 1177 [6, p. 83]. HamidullahMustafavi, who lived two centuries after RashididdinVatvot, does not write anything about the year in which he was born or died. Haji Khalifa also considered his life to be 97 years. KasimTuyserkoni connects the year of the poet's death with 1178 and writes about the year of RashididdinVatvot's birth: “The poet was in the service of Khorezmshahs until the end of his life and lived far from his homeland” [17, p. 79]. According to

the Samarkand state, Rashididdin Vatvot lived a long life and lived until the reign of Sultan Shah ibn Elarslan ibn Atsiz after the death of Khorezmshah Atsiz [7, p. 71].

Muhammad Muzaffar Husseini Saba writes in Ruzi Ravshan that the spirit of Vatvot flew out of his body at the age of ninety-eight on the dates of samana, sabina and hamsimata.

Muhammad Muzaffar Husseini Saba writes in his work "Ruzi Ravshan": "at the age of ninety-eight on the dates of samana, sabina, and hamsimata, the spirit of Vatvot flew from his body" [14, p. 195-196].

The authors of Asarofaridon (biographies of Iranian cultural figures), Parviz Notali Khanlari and Yusuf Hiravi, write that Rashididdin Vatvot died in Khorezm in 1178-1183 [15, p. 107]. Said Nafisi states in the preface of Rashididdin Vatvot's Devoni that "some scholars have given that he lived for 97 years and that the most accurate information about his death was given in 573 A.D., 1177-1178 A.D., and that he must have been born in 1083-1084" [3, p. 3].

One of the modern Iranian writers, Aliakbar Dehudo, in his Dictionary, considers that "the poet was born in Balkh in 1087-1088" [12, p. 470].

Zabihullah Safa, in his History of Iranian Literature, mentions only his place of birth: "He was born in Balkh and died in 573 AH / 1178 AD" [11, p. 633].

One of the Tajik researchers, Khaliq Mirzazoda, states in his book "History of Tajik literature" that Vatvot was born in 1090 and died in 1183. Sadonshah Imronov in his book "Encyclopedia of Tajik Literature and Art" tells about the life of Rashididdin Vatvot in 1087-1183 [17, p. 38-39]. Teacher Khudoy Sharipov writes in his research work that Rashididdin Vatvot died in 1178 and lived for ninety-seven years [26, p. 144].

Thus, according to the authors of these sources, the year of Rashididdin Vatvot's birth is not clear. However, all researchers have confirmed his death in 1178.

If we consider the sources and researches of such authors as Davlatshah Samarkandi, Haji Khalifa, Muzaffar Hussein Sabo, Said Nafisi and teacher Khudoy Sharipov, the year of Rashididdin Vatvot's death was 1178, 97 years, then the year of birth of the poet is 1081.

Therefore, it can be concluded that Rashididdin Vatvot was born in 1081 in Balkh and studied at the "Nizamiya" Madrasa in Balkh. It is not unreasonable for Rashididdin Vatvot to study at this madrasa, as at that time the city of Balkh was recognized as one of the great centers of enlightenment. In particular, there were authoritative representatives of science and literature, sages, scientists and philosophers, as well as authoritative libraries and madrasas. One of these madrasas was Nizami, where, according to Rashididdin Vatvot's mentor, Davlatshah Samarkandi [7, p. 71], and Abbas Iqbal Ashtiani [2, p. 5], Imam Abu Said Hirawi. Rashididdin Vatvot also mentioned his mentor in one of his letters. Abbas Iqbal Ashtiani in his research work entitled "Hadoyiq us-sehr fi daqoyoiqush-she'r" with introduction and commentary: "In his letters about him, Rashid praised and exaggerated the fact that the position of his brother Najibuddin Umar ibn Muhammad spread throughout Khorasan. Imam Abu Said, on the other hand, said that he praised him in one of the meetings and did not stop criticizing him. In a letter to him, Rashid recalls the meritorious deeds of his master and emphasizes that he knows him as his true protector".

Teacher KhudoySharipov said: “He (Rashididdin) was interested in the art of poetry, and it is not surprising that he is a descendant of scribes and scholars, because the masters of this profession follow his traditions. At the time, their profession was considered an ancestral tradition” [18, p. 9].

ZabihullahSafa learns the secrets of literature, writing and secretariat from his teacher Abu Said al-Hirawi at the Nizamiyya Madrasah in Rashid al-Vatvot in Balkh. After completing his studies, AbdulmuzaffarAlouddavlaAtsiz ibn Qutbiddin Muhammad entered the service of Khorezmshah [11, p. 629]. However, he did not give information about the year of RashididdinVatvot's visit to Khorezm from Balkh. SadonshahImronov indicates the year of RashididdinVatvot's arrival in Khorezm as 1120 and says: “RashididdinVatvot was fully acquainted with most of the sciences of his time; in particular, philosophy, theology, grammar, vocabulary, meaning and expression, art, etc., and entered the literary sphere of the Khorezm Palace” [17, p. 38].

From this period, RashididdinVatvot's activity in the Khorezmshah's palace began as a secretary, and he continued his life in this palace.

According to Said Nafisi, 153 of Vatvot's 223 hymns mention Atsiz [3, p. 6].

Amin Ahmad Razi says about RashididdinVatvot's relationship with Sultan Atsiz: “He worked in the Sultan Atsiz office until the end of his life, and that king always encouraged his conversation and listened to his advice” [19, p. 581].

The high-ranking officials of this palace were jealous of the poet's high status and led him to hostility. Eventually, in 1153, a group of court judges slandered him for having a connection with the king of the Ali Afrosiab dynasty (Muhammad ibn Alparslan, nephew of Sultan Sanjar). Atsiz was furious with Vatvot and removed him from service for a time.

According to ZabihullahSafa, RashididdinVatvot slandered the king and tried hard to prove his innocence, wrote poems praising him, and believed that Atsiz would be kind to him and return him to his former work soon. When the poet came to Northern Khorasan in 1153-1154, this story is described in a letter to his friend and fan Ziyovuddin [7, p. 630]. Said Nafisi also states in the preface to RashididdinVatvot's “Devon” that “RashididdinVatvot was expelled from the palace between 1153-1154 and returned” [3, p. p]. It follows that RashididdinVatvot left the Khorezm palace for some time due to jealousy and slander of the courtiers and was re-employed at the suggestion of Sultan Atsiz.

After the death of Atsiz, Rashididdin was in the service of the son of Vatvot and his successor, Elarslan (reign: 1156 to 1172). After Elarslan, this political power passed to Sultan TekishElarslan. RashididdinVatvot resigned from the devon service in those days because he was old and tired.

As for RashididdinVatvot's scholarly work, he held a worthy place among the people of literature in his time and corresponded with many poets, writers, scholars and scholars. Among them are Imam Hasan KattanMarwazi, JarullahZamakhshari, Anwar Abivardi, Muizziy, SanoiGhaznavi, SuzaniSamarkandi, HakanShirani, Adib Sabir Termizi, Mukhtar and Said HasaniDashtavi. Correspondence with well-known writers allowed him to compile a collection of “Munsho'at”, ie a collection of letters of historical and literary significance.

The first Persian work on science was written by Muhammad bin Umar Roduyani in the 11th century and is called Tarjimonul-balaga. In the 11th and 12th centuries, Ahmad ibn Muhammad Manshuri wrote treatises on the art of Samarkand talwun (which Khurshidi called "Kanzul-Gharaib"), Abdumhammad ibn Muhammad Rashididdin Samarkandi ("Ziynatnoma"), and other authors on this science. Nevertheless, the most perfect of the works of science bade created in the XI-XII centuries is Rashididdin Vatvot's work "Hadoyiq u-s-Sehr fi dakoyik a-sh-She'r".

The work on the theory of poetry "Hadoyiq u-s-Sehr fi dakoyik a-sh-She'r" ("Magic Gardens from Poetic Subtleties") was written in Khorezm until 1156, which deals with such poetic arts as tajnis, sajj, zulqofiyatayn, maqlubimustavi, question and answer. The work served as a guide for poets and literary scholars of later times, and in his time the literary critic Sharofiddin Romi (XIV century) wrote a commentary on this work entitled "Hadoik al-hakayik" ("Gardens of Truth"). It is noted in the scientific literature that Shams Kays Razi and Ataullah Hussain referred to him in their works on the art of poetry.

"Hadoyiq u-s-Sehr" is a high-level work written by a great scientist, which was later used by all authors engaged in science bade. Rashididdin Vatvot's work has not lost its scientific and literary value to this day. "Hadoyiq u-s-Sehr fi dakoyik a-sh-She'r" is the main work of Vatvot on poetics, which contains all the sources of his famous works.

Panegyric gazelles are rare in the history of Persian literature up to the time of Vatvot. This tradition began to spread during the Vatvot period, and then developed in the Persian literature of India in the sixteenth and seventeenth centuries.

All this has led to the fact that Vatvot poetry is highly valued by both poetry enthusiasts and literary critics in both Persian and Arabic.

Rashididdin Vatvot's "Hadoyiq u-s-Sehr fi dakoyik a-sh-She'r", written in the 11th and 12th centuries, is a perfect work dedicated to the science of bade, and has been used by all authors who have been engaged in science bade since then. There are many reasons for this:

- 1) It covers all areas of poetics;
- 2) The author summarizes the existing experiences in pre-Arabic poetry;
- 3) The book contains samples of selected works not only by the author, but also by artists from the most ancient times;
- 4) Each poetic event is interpreted from different angles.

The work is popular mainly in Arabic script. It is therefore no coincidence that their first researchers were connected to the Muslim world. At the same time, his translations into many languages of the world are also increasing. In particular, partial translations and conversions in Turkish, Uzbek and Tajik languages were made.

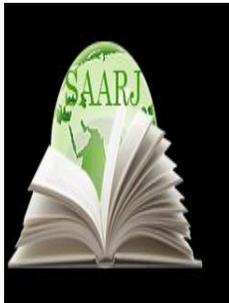
## CONCLUSION

The life, activity and creativity of our great compatriot, famous scientist and writer Rashididdin Vatvot, as well as his masterpiece "Hadoyiq u-s-Sehr fi dakoyik a-sh-She'r" have been studied in Uzbek literature. However, this work was unparalleled in its time due to its great importance in the history of Persian-Tajik and Uzbek poetry, especially in the East. A

comprehensive study of the scientific and literary heritage he left behind will undoubtedly play an important role in the full coverage of the history and culture of the peoples of Central Asia.

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## SOME DIFFICULTIES IN TEACHING TRANSLATION

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### ABSTRACT

*One of the most important aspects of the language learning process is the issue of correct translation. When we translate any information into our native language, we understand the meaning by limiting the features of the language. In the following article, we will talk about the translation of phrases in Russian and English.*

**KEYWORDS:** *Translation, Language Structure, Idioms, Russian*

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### INTRODUCTION

Many methodologists are against grammar translation method because they think that a native language may interfere with the second language. However, there are also linguists who recognize the importance of translation in learning language. In my view, translation plays an essential role in learning a language, especially for advanced level students. First of all, translation expands lexical resource of learners. They enrich their vocabulary remembering new lexical units through translation, getting the exact meaning of a word. Besides, translation helps learners understand and use language structures correctly, as while translating they revise vocabulary, grammar and style of both a native language text and a foreign one. They are also taught to see similarities and differences between language structures, style and even cultures. It becomes obvious when students translate idiomatic expressions. Idioms reflect culture and style. For example: 1) to face gathering storm, 2) to sort sheep from goats, 3) he is a bit of a drama queen, 4) retirement nest-egg, 4) to spill the beans on somebody.

English phrasal verbs are of great interest for students because they possess a good number of semantic, grammatical and stylistic peculiarities, which sometimes make their accurate translation into Russian difficult. In dealing with the translation of this kind of lexical units into Russian, a student can consult an appropriate English - Russian dictionary but the "feeling" of

the language may help him understand why this or that phrasal verb is translated exactly this way.

Strictly speaking appropriate translation of English phrasal verbs into Russian to a high degree depends on the context, which suggests the proper interpretation of the described event. For instance, the sentence, "There was a little fire there. She built it up when it was already hot inside" is translated into Russian as "В очаге ещёбылигорячиеугли, онаиххранилаипламявспыхнуло».

In another sentence the same phrasal verb may be translated differently "After a long illness, it takes some time to build up your strength."

Inthiscaseitmaybetranslatedas «восстановить», - Чтобы восстановить здоровье после длительной болезни требуется определенное время.

English phrasal verbs can be highly idiomatic, their meanings unpredictable (e.g. lay down- заложить фундамент, take in –обманывать, let on – выдавать секрет). In these cases, a good explanatory dictionary may be of a great help to the translator.

Different meanings of one and the same word may cause some difficulties. For example.1. A) Unemployment improved –Безработицызнизилась. B) productivity improved – Производительностьтрудаувеличилась2. A) The deficit worsened–Дефицитвозрос. B) The trade balance worsened – Торговыйбалансхудшился.

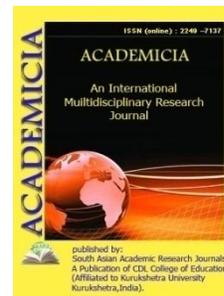
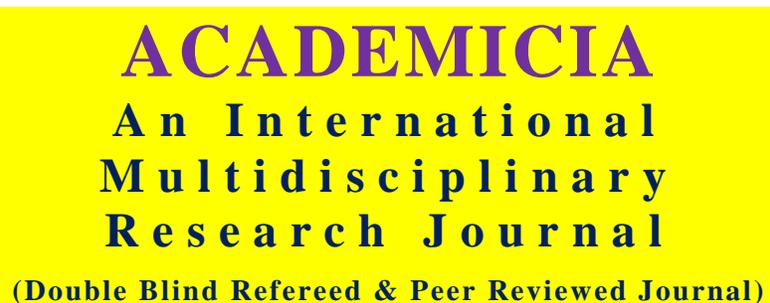
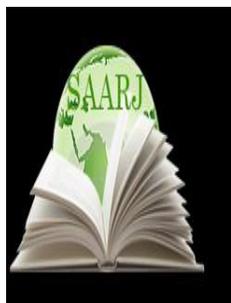
Translation gives a teacher an opportunity to test text comprehension and it can be used vocabulary and words in context. Translation can also be used to test grammatical structures, especially word order as in the English language it is different from that of in the Russian language. For example, an article, which does not exist in the Russian language, may lead to the change of word order in the target language. The sentence "A girl came into the classroom" may be translated as: "Вклассвошладевочка», while the same sentence with the article "the" before the word "girl"- " The girl came into the class room" may have a different word order- "Девочкавошлавкласс".When infinitive constructions are translated, word order is also often changed. For example, the sentence "The plant was given grants to improve working conditions" should be translated as:"Дляулучшенияусловийтрудазаводубыливыделенысубсидии".

Translation can be included into computer test. It may be highly recommended for ESP learners to check and improve their knowledge of scientific terms in Universities and colleges. Furthermore, the use of translation in university teaching may narrow the gap between the learning and working spheres, as it can be used in some non-academic careers. Specialized translation can stimulate research in a certain field in both languages- English and Russian and then an option of one of these languages to write a report, an essay or master's thesis. For this reason, my opinion is that translation is a facilitating tool for advanced ESP students, when communicative approach fails, e.g. culture-bound words.

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## THE CONCEPT OF PERSONALITY IN THE COMPARATIVE ANALYSIS OF UNIVERSAL SOCIAL, SPIRITUAL, CULTURAL AND LITERARY PROCESSES

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### ABSTRACT

*The article discusses the issue of the reliability of the scientific substantiation of the relationship between the world and man, their interconnections and interactions, which are the subject of research in the system of human sciences.*

**KEYWORDS:** *Literature, Research, Problem, Philosophy, Wealth, Prosperity, Harmony And Solidarity, Justice, Happiness, Artistic Images;*

### INTRODUCTION

The study of a person in literary criticism is considered one of the main features of science. This requires the study of artistic and aesthetic concepts, first of all, the views of a person about a person. Considering that fiction is a form of public consciousness, it becomes clear that in every social setting a new hero will appear on the agenda, the creation of a new literary image.

### Main part

Literature in the Republic of Uzbekistan and the Russian Federation is developing on the basis of updating forms, styles, genres. Literature of the second half of the 20th century is of particular interest, today it is becoming an experimental literary platform, where polar concepts of the world and man are implemented, where the studies of Uzbek and Russian literary scholars are embodied, devoted to the “methodological, historical, literary and analytical problems of the genre development of prose”[9, 227]. The problem of literary scholars in the modern world is

the creation of literary works reflecting the personality, as the only conscious being in the process of globalization, the discovery of specific aspects of the relationship between the world and man. The problem is multifaceted, complex, the solution to which will also be different. It is important to study the human factor, its hypothetical essence in the philosophical, economic, scientific and technical, political, didactic and other directions. In our study, we pay attention to how this socio-psychological problem is solved in modern Uzbek and Russian literature. First of all, it should be noted that the concept to which the phrase “new concept of man” [9] belongs is widely covered in such sciences as philosophy, psychology, aesthetics, natural science, political science and literature. Based on this statement, the approach to the problem proceeds from the fact that each people has its own specific feature.

Based on historical facts, the culture of the BC era, the culture of the Karakhanid era, the period of the awakening of the Middle Ages, the Timurid era, the essence of man in Aristotle are those of his properties that cannot be changed so that he does not cease to be himself [3].

In philosophy, there is no single and unambiguous definition of man and his nature. In a broad sense, a person can be described as a being with will [17], reason, higher feelings, the ability to communicate [18] and work. In the philosophy of the Ancient East and antiquity, man is presented as a fragment of nature, the life path of which is predetermined by the laws of fate, and the essence is a certain deity [16]. In the Middle Ages, a person is endowed with free will, which raises it above nature, while making it possible to control its own destiny, reflects a new idea of a person based on the views and principles of these eras.

Since the Middle Ages, thinkers such as Abu Nasr Forabi, Abu Rayhon Beruni, Abu Ali Ibn Sina also expressed valuable ideas and opinions about the new man of his time and his views in oriental literature. In particular, Abu Nasr Forabi describes in detail his new concept of society and man in his work “The City of Fazel People” [13]. In Eastern classical literature, the concept of a perfect person developed under the influence of the philosophy of mysticism, which for several centuries was recognized as the leading concept in literature. This concept is so relevant in its theoretical and practical significance that even today attention is focused on its main aspects [8, 272].

As a mature representative of oriental poetry, Hofiz Sherozi in the XIV century artistically expressed a great need for a new human concept of his time: “a true person should not seek, a person should not want, a person, moreover, a new scientist should restore” [15, 62]. In the works of Alisher Navoi, a new concept of man was also put forward. In particular, according to Abdukodir Hayitmetov, the great thinker in the dastan “Kairatul-abror” raises a socio-political or moral problem necessary for his time, deeply and comprehensively analyzes it, proceeding from the life of his time, the position of social strata, expresses his humanistic attitude to him” [14, 6] at the same time emphasizes that the new human qualities in the ideal of the scientist Alisher Navoi are integrated. According to these statements, it can be determined that in a person the main factor that forms the basis of the social system, towards which a perfect society strives, is wealth, prosperity, harmony and solidarity, justice, happiness and the rule of law. This opinion deserves attention associated with the modern new concept of man.

The development of mankind went through several stages until the emergence of the modern era. Changes in consciousness and perception of humanity were a new human concept for these periods. Proceeding from this, it should be noted that after gaining independence in the Republic

of Uzbekistan and the Russian Federation, the literature began to describe people with new thinking and a new worldview. Thus, national independence became the leading social basis of the new concept of man in modern Uzbek and Russian literature, and creative freedom was granted. If earlier artistic images demanded description on the basis of certain principles of the ideology of the previous regime, now it is possible to describe it as a pure socio-psychological subject, to describe it in such a way that a person could imagine what kind of thinking she lives, what kind of creativity it has.

In the philosophical understanding of human knowledge, the idea of the integrity of ideas is persistently actualized: what a person is, in what his essence is expressed. It is obvious that Plato was still convincing us of a holistic understanding of the world and man in a dispute with Zeno: “Everything that has arisen arises for the sake of the whole, for the sake of realizing the blissful being inherent in the whole whole, and this being arises not for your sake, but you - for its sake”.

It is very difficult to deal with a person as a “thing in itself” and orient him towards positive manifestations. G.P. Shchedrovitsky, V.M.Rozin, N.G. Alekseev, in connection with the analysis of the problem of a person as a whole, note that a person is considered in two planes - as an element of a social system and as a biological being. Since the role of nature in empirical awareness is indisputable, this is completely natural and gives rise to the idea that, first of all, a biological being is seen in a person, his natural essence, then the original, which ensures his mental life and all social connections.

The model of a holistic understanding of a person in his interconnection with the world is presented in the studies of the author of the article [4, 46-59], which reveals the relationship “world-man” and “man-world” in their system-integral organization, which allows you to analyze the relationship and interaction of a person and the world, the laws of development of the world and man. The vision of the model of the systemic and structural organization of man and the world makes it necessary to consider, analyze, interpret the manifestations of the essence of man in the sphere of his being.

The creation of an image based on a new concept of a person was considered one of the most ancient problems of literature, and in different periods of social development, a different attitude was expressed towards it. Avesto, as a huge cultural monument, knows what a new person of his time should be and what he should pay attention to for this. Professor N. Zhuraev notes “this ancient written monument embodied the genesis of man and his moral views, the principles of the development of the personality of society, not only moral, but also the foundations of socio-economic, legal and value. We can say that the interpretation of such rare cultural monuments allows us to apply them to life, having mastered the life experience of our ancestors, their wisdom, their intellectual potential” [6, 13]. The totality of the artistic, aesthetic, social and psychological views of the new person is relevant in our time. In the theory of building a new state, the function of the individual in a new society is the totality of relations between the people and the state. The historical basis of a person in works of art and his new appearance in each social period, reflecting his new views, has a long history. Even in the most ancient written sources, the reflection of the human concept was recognized in scientific research [10, 44].

In European literature, a new concept of man was formed on the basis of the principles of enlightenment literature, then Friedrich Wilgil von Hegel, Arthur Schopenhauer, Friedrich Nietzsche, Nikolai Berdyaev admit the following. “Under the influence of the ideas of European

literature of enlightenment, literature is being formed, based on new aesthetic imprints, on the basis of which the idea arises that ideological literature is needed that can change the world and man. That is, in other words, the social ideal of enlightenment is the construction of a society according to human nature and reason” [1].

The thinker claims that literature uplifts a person who, as an aesthetic ideal, recognizes his right, corresponds to his soul and life goals.

In particular, the principle of dialectical understanding of reality put forward by Hegel was the basis for understanding the perfect position of a person and the formation of a new person in the center of development [5, 400].

From these considerations, it becomes clear that the creation of a new person, a change in the artistic and aesthetic ideal is based on the principles of literary continuity, tradition and renewal. In this sense, the creation of an image and its form, closely connected with social life, expressing it in the necessary artistic form requires great skill from writers. It is difficult to make a new assumption, to describe a completely new person is a difficult task.

According to Friedrich Nietzsche, the nature of the superman allows him to be free from moral [11, 218] and religious norms. “Friedrich Nietzsche, like his mentor Arthur Schopenhauer, had great respect for Eastern spirituality, Eastern human understanding and sought the truth about a person from the East” [2, 167].

In the East, the traditional concept of man was formed. The compassion he created on his basis (God, nature, mother, creator), religion, adheres firmly to such human characteristics as social cohesion, the desire for progress, patience, willpower and intelligence, and work is the leader.

## CONCLUSION

The desire to understand the true essence of man at all times constituted the core of the human concept. Friedrich Wilhelm Nietzsche has finally laid the foundation for a new direction called “philosophy of life” and which is progressing. This direction, despite some of its shortcomings, became the main contribution to the development of world philosophy, served as the ideological and theoretical basis for such trends as pragmatism, phenomenology, existentialism. In the modern world, the new man of the 20th century was based on this concept.

For the studied problem, we came to the following conclusions:

1. The concept of personality in fiction is expressed in a complex of views of the writer, social ideals. The social, national, spiritual, aesthetic position of the writer in relation to the individual and society, in one word, the humanism of the author is determined precisely by the concept of personality in the work.
2. Problems of man and society, time and heroes are also the main task of all genres of fiction. The writer is vividly represented by resourcefulness, wit, features of harmony with time. They keep pace with people and their problems.
3. Changes in social and historical life lead to the emergence of a new concept of man in literary criticism.
4. The concept of man came from ancient written sources mixed with the concept of a religious relationship, in which everything is combined into a single creation.

5. In the Islamic period, the concept of a person in Uzbek literature was formed and developed on the basis of the concept of a perfect person.

6. The Christian Church believes that original sin has corrupted the nature of man, from which there appeared in him a tendency to deviate from the norms expressed in the covenants of God. The heresiarch Pelagius sees in original sin only a single act of deviation of a person's free will from good [12].

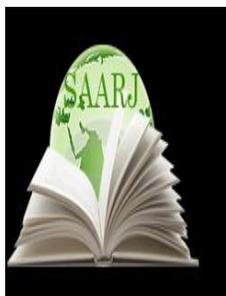
7. In the works of T. Muradi and V. Shukshin, the concept of man and the world is based on spiritual and moral principles. (“The Field Inherited from Father”, “Lyubavins”).

8. The deep rootedness of the spiritual heritage of the Uzbek and Russian peoples in the souls of the writers was reflected, absorbing religious, philosophical and literary concepts and views.

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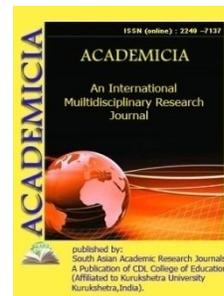
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### BENTONITE, FERTILIZERS, WATER AND GRAIN YIELD

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#### ABSTRACT

*In the conditions of typical gray soils of Tashkent region, before sowing of winter wheat under the plow once in three years in addition to the norms of mineral fertilizers  $N_{200}P_{140}K_{100}$  and  $N_{150}P_{105}K_{75}$  kg/ha 1,5-3,0-4,5 t per hectare. The effect of irrigation on soil agrophysical properties and plant growth and grain yield was studied for three years in the order of 60–70–60 and 70–80–70% of the soil moisture before irrigation during the period of application, using bentonite mud.*

**KEYWORDS:** *Typical Gray Soil, Soil Volume Weight, Soil Water Permeability, Mineral Fertilizers, Bentonite Sludge, Winter Wheat, Seedling Thickness, Total And Productive Stem, LFMC, Grain And Straw Harvest.*

#### INTRODUCTION

In the world's leading wheat-growing countries, guidelines have been developed and scientifically based for the use of non-traditional agro-ores in a variety of soil conditions as a supplement to mineral fertilizers. The use of non-traditional agro-ores in the soil as a resource-saving technology has improved the agrophysical and agrochemical properties of the soil, accelerated biological processes in the soil, increased the rate of assimilation of applied mineral fertilizers by plants and, consequently, improved grain quality. It should be noted that the development of agro-measures to save water and mineral fertilizers, using non-traditional agro-ores in the production of high-quality grain from winter wheat is a topical issue.

Foreign scientists M. El-Nennah, A. Abdel Latif, Soils Dept, Ain Shams, Dr. Zoltán Adamis, József Fodor, János Kátai, Magd, Magd Lazányi, Edina Veres Lukácsné, Zsolt Sándor, A.V.Tsygankov, E.V.Agafonov, A.V.Tsygankov, V.V.Turchin, A.A.Gromakov, A.S.Sokolov,

U.G.Distanov, Ya.Steyskal, K.Vnouchek, scientists of the Republic S.N.Ryjev, M.G.Tlyavov, L.N.Slesareva, A.Djalalova, D.Alimardanov, R.Nazarov, E.M.Belousov, D.A. Many scientific researches have been carried out by Tungushova, S.O. Abdurahmanov, S.M. Boltaev and others.

Bentonite slit is a natural element rich in minerals, and many species of it are found in nature. Bentonite sludge not only fills the soil with a shortage of microelements, but also serves to improve its reclamation condition (M. El-Nennah, A. Abdel Latif, Soils Dept, Ain Shams (1979).

Studies by Russian scientists AS Sokolov (1982) and UG Distanov (1985) have shown that the specificity of bentonite, its physical and chemical properties, the source of micronutrients in terms of composition, which helps the absorption of mineral fertilizers, water and soil while increasing the ion absorption properties, it has a comprehensive effect on increasing soil fertility.

They concluded that reducing the amount of harmful salts in the soil helps to increase physiological processes, as well as increases the plant's resistance to various diseases.

According to DA Tungushova, EM Belousov, SO Abdurahmanov, SM Boltaev (2007), the composition of agro-ores, which are a source of food for plants, consists of macro-micro elements: phosphorus 1–8%, potassium 0,7–3,6% carbon 0,7–4,9%, as well as copper, boron, zinc, manganese, molybdenum, cobalt and others. Deposition of bentonite sludge and glauconite sand into the soil prevents leaching of nutrients along with soil volume weight, moisture capacity, water retention ability, and improved soil structure. In the conditions of typical gray soils of Tashkent region, the use of hammer bentonite mud under driving at the rate of 750-3000 kg cotton yield 3,4-3,2 ts/hect, the use of glauconite sand at the rate of 750-1500 kg per hectare 4,5-3,1 allowed to increase ts/hect.

*From the analysis of the literature we can see that the application of bentonite sludge to the soil has a positive effect on the agrophysical and aquatic physical properties of the soil, resulting in improved plant growth and nutrient uptake, which has been proven by many scientists.*

*However, no research has been conducted to study the combined effects of bentonite sludge, mineral fertilizer standards and irrigation regimes on the growth, development and grain yield of winter wheat in the conditions of typical gray soils of Tashkent region.*

## **PROCEDURE AND METHOD OF CONDUCTING THE EXPERIMENT**

This research was conducted in 2008-2011 at the Experimental Site of the Research Institute of Cotton Breeding, Seed Production and Agrotechnology (PSUEAITI). This area is located in Kibray district of Tashkent region, 7-8 km from the Chirchik river. in the distance, to the right of the Gray Water Canal.

The soil of the PSUEAITI experimental plot is a typical gray soil with ancient irrigation, groundwater depth 18–20 m, medium and heavy sandy, high carbonate, humus content 1.0–1.5%, total nitrogen 0.08–0, 1 percent, phosphorus 0.2–0.3 percent. Due to the high content of saturated cations, biological processes are accelerated.

The experimental system consisted of 16 variants, placed in 3 iterations, one tier. In the experimental field, the width of the edges is 60 cm, the length of the edges is 100 m. In the experiment, Moskvich variety of winter wheat was planted. The area of each plot is 480 m<sup>2</sup>, of which the area to be taken into account is 240 m<sup>2</sup>. The total area of the experiments is 2.5 hectares.

In the experiment, two different fertilizer rates ( $N_{200}P_{140}K_{100}$  and  $N_{150}P_{105}K_{75}$  кг/га kg / ha), two different irrigation regimes for LFMC 70–80–70 and 60–70–60%, and three different types of bentonite sludge from the Bolgali deposit 1.5–3.0–4, 5 t / ha standards are set.

**The purpose of the study:** to determine the amount of mineral fertilizers and water requirements of winter wheat in the application of bentonite mud under the driving conditions of typical gray soils of Tashkent region and to assess the impact of non-traditional crops on wheat growth, development and grain yield.

**TABLE 1 EXPERIMENTAL SYSTEM (2008–2011)**

№	Variants	Fertilizer amount, kg/ha			Moisture of soil according to LFMC, %.	
		N	P <sub>2</sub> O <sub>5</sub>	K <sub>2</sub> O	60–70–60	70–80–70
1	Without bentonite	200	140	100		
2	Without bentonite	150	105	75		
3	1500 kg/ha bentonite	200	140	100		
4	1500 kg/ha bentonite	150	105	75		
5	3000 kg/ha bentonite	200	140	100		
6	3000 kg/ha bentonite	150	105	75		
7	4500 kg/ha bentonite	200	140	100		
8	4500 kg/ha bentonite	150	105	75		

**Note:** The norms of bentonite mud shown in the experimental system were applied once before driving in the 1st year before planting, and the effect was studied for 3 years.

### FINDINGS FROM THE STUDY

At the time of irrigation of the experimental options, the threshold was 50 and 25 cm. the amount of water used for irrigation was determined using a Chippoletti water meter with a width.

Analyzing the experimental data, the norms of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha were applied, and when the pre-irrigation soil moisture was 60–70–60% relative to the LFMC, the control option was irrigated a total of 3 times during the application period, 0–2–1 in the irrigation system. 1 time (irrigation rate 860 m<sup>3</sup>/ha), 1 time during sowing (irrigation rate 880 m<sup>3</sup>/ha), and 1 time during ripening period (irrigation rate 850 m<sup>3</sup> / ha), seasonal irrigation rate was 3350 m<sup>3</sup> In the case of bentonite mud in the amount of 1500 kg/ha in addition to the norms of mineral fertilizers, a total of 2580 m<sup>3</sup>/ ha of water was used during the growing season, irrigated 2 times during the growing season, 0–2–0 irrigation system.

In addition to the norms of these mineral fertilizers, even when bentonite sludge is applied at high rates, ie in the amount of 3,0–4,5 t/ha, it is necessary to irrigate a total of 2 times during the growing season in 0–1–1 irrigation system, seasonal water consumption is 2540 m<sup>3</sup>/ha. and 2500 m<sup>3</sup>/ha of water consumption.

According to the data obtained, in addition to the norms of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha, 1,5–3,0–4,5 t per hectare. It was found that in the variants using bentonite sludge in the amount of 770–810–850 m<sup>3</sup>/ha compared to the control variant.

In the second irrigation procedure, the same patterns were repeated, with pre-irrigation soil moisture at 70–80–70% relative to LFMC, and 1,5–3,0–4,5 t. per hectare in addition to the norm

of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha. The variants with bentonite mud were irrigated 3 times during the season in 1–1–1 and 0–2–1 systems, the seasonal irrigation norms were 3660–3500–3400 m<sup>3</sup>/ha, and 630–790–890 m<sup>3</sup>/ha more than the control variant. was found to have been saved, and it was observed that the above laws had been proved.

The full germination of wheat sown in the fall depends on many factors, mainly the biological characteristics of the variety, planting times, soil moisture, fertilization with mineral fertilizers, temperature and others.

Data on seedling thickness of winter wheat during the growing season of 2009–2010 show that the effect of mineral fertilizers and bentonite mud norms on germination and seedling thickness of winter wheat was significant among the options.

In particular, pre-irrigation soil moisture is irrigated at 60–70–60% relative to the LFMC, in addition to the norms of mineral fertilizers ( $N_{200}P_{140}K_{100}$  and  $N_{150}P_{105}K_{75}$  kg/ha) 1,5–3,0–4,5 t. per hectare. when using bentonite muds in the amount of 18–16 compared to the control options; It was found that 33–28 and 46–44 m<sup>2</sup>/piece of seedlings sprouted a lot.

In the second irrigation regime in the experiment (pre-irrigation soil moisture 70–80–70% relative to LFMC), in addition to the two norms of mineral fertilizers ( $N_{200}P_{140}K_{100}$  and  $N_{150}P_{105}K_{75}$  kg/ha), 1,5–3,0 per hectare, in addition to the two norms of mineral fertilizers, while maintaining the above regularity 4.5 t. The number of seedlings germinated per 1 m<sup>2</sup> ranged from 290–309–318 to 276–297–312, while the number of seedlings per hectare increased from 22–41–50 to 15–36–51 m<sup>2</sup>/unit compared to the control variant. observed.

With the autumn wheat, the period of time until the end of the application period is the viability of the plant. Survival varies depending on several factors: soil-climatic conditions, level of nutrition, planting times and standards, irrigation, biological characteristics of the variety. Data from experiments conducted during the growing season of 2009–2010 also to some extent confirmed the above ideas.

In particular, pre-irrigation soil moisture is irrigated at 60–70–60% relative to the LFMC, in addition to the norms of mineral fertilizers  $N_{200}P_{140}K_{100}$  kg/ha 1,5–3,0–4,5 t. per hectare. It was observed that the death of seedlings in the winter with the use of bentonite mud in the amount of 0,6–1,0–1,4% less than the control option.

Irrigated in the same irrigation regime, in addition to the norms of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha, 1,5–3,0–4,5 t per hectare. It was noted that the use of bentonite mud in the amount of 1,4–2,5–3,3% less than the control option.

The same pattern was observed in the second irrigation regime (70–80–70% of the LFMC), in addition to the norms of mineral fertilizers  $N_{200}P_{140}K_{100}$  kg/ha, 1,5–3,0–4,5 t per hectare. In variants 11–13–15 with the use of bentonite mud in the amount of 0,3–1,4–1,9% compared to the control variant, in addition to the norms of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha 1,5–3,0–4,5 per hectare t. In variants 12–14–16, where bentonite mud was applied in the amount of 1,7–3,3–3,9%, it was observed that the loss of seedlings was low.

However, when the actual thickness of seedlings at the end of the application period was studied in terms of variants, it was observed that during the period from collection to the end of the ripening period, seedlings died under the influence of various factors.

According to the data obtained, pre-irrigation soil moisture is irrigated at 60–70–60% relative to LFMC, and in addition to the norm of mineral fertilizers  $N_{200}P_{140}K_{100}$  kg/ha, 1,5–3,0–4,5 t. per hectare. By the end of the application period, the actual seedling thickness was 239–254–267  $m^2$ /piece, the number of dead seedlings was 6,1–5,6–5,2%, and the number of seedlings compared to the control variant was 3–5–7 variants. In addition to the norm of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha, it was observed that the number of dead seedlings was higher by 19–34–47  $m^2$ /unit, the amount of dead seedlings was reduced by 0,6–1,1–1,5%, 1,5–3,0–4,5, t. per hectare. By the end of the validity period, the actual seedling thickness was 227–242–258  $m^2$  / piece, the number of dead seedlings was 6,5–6,0–5,8%, and the number of seedlings compared to the control was 18– 33–49  $m^2$ /unit, and the number of dead seedlings was found to be 0,7–1,2–1,4% lower.

**TABLE 2 EFFECT OF BENTONITE TURBIDITY ON EXPERIMENTAL WINTER WHEAT GERMINATION AND SEEDLING THICKNESS, 2010**

№	The number of sprouted seedlings $m^2$ /piece	The number of seedlings perished in winter, %	The number of seedlings obviated winter, $m^2$ /piece	The number of perished plants from gathering to the end of maturing, %	The number seedlings at the end of, $m^2$ /piece
1	259	8,9	236	6,7	220
2	252	10,7	225	7,2	209
3	277	8,3	254	6,1	239
4	268	9,3	243	6,5	227
5	292	7,9	269	5,6	254
6	280	8,2	257	6,0	242
7	305	7,5	282	5,2	267
8	296	7,4	274	5,8	258
9	268	8,2	246	6,2	231
10	261	10,0	235	6,6	219
11	290	7,9	267	5,6	252
12	276	8,3	253	5,1	240
13	309	6,8	288	4,8	274
14	297	6,7	277	4,5	265
15	318	6,3	298	4,1	286
16	312	6,1	293	4,4	280

The above rules are reflected in the second irrigation regime, when the pre-irrigation soil moisture is 70–80–70% relative to the LFMC, in addition to the norms of mineral fertilizers  $N_{200}P_{140}K_{100}$ kg/ha, 1,5–3,0–4,5 t. per hectare. In the variants using bentonite mud, the actual seedling thickness was 252–274–286  $m^2$ /piece, the number of dead seedlings was 5,6–4,8–4,1%, and the seedling thickness was 21–43–55  $m^2$ /piece higher than the control. seedlings were found to be 0,6–1,4–2,1 percent lower. In addition to the norms of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha, 1,5–3,0–4,5 t. per hectare. In the variants with bentonite mud, the actual seedling thickness was 240–265–280  $m^2$ /grain, the number of dead seedlings was 5,1–4,5–4,4%, and the seedling

thickness was 21–46–61 m<sup>2</sup>/grain higher than the control, the number of dead seedlings decreased by 1,5–2,1–2,2%.

The data obtained show that in addition to the mineral fertilizer standards, in the variants where bentonite mud was used, the effect on seedling germination and actual seedling thickness was found to be significant.

Studies conducted in 2008–2009 and 2010–2011 also obtained data in accordance with the above-mentioned legislation, in addition to mineral fertilizers, 1,5–3,0–4,5 t/ha. It was observed that when bentonite mud was applied, the germination rate of seedlings increased and the mortality of seedlings decreased.

Accumulation of winter wheat is one of the main indicators. Some of the resulting stalks do not form spikes or grains in the spikes, while others form spikes. The total number of stems in a plant is called the total stem. Stems that form spikes and receive full grain are called productive stems or productive accumulations.

The results of the experiment show that along with the growth and development of winter wheat, the effect of irrigation regimens, mineral fertilizers and bentonite sludge on the total and number of productive stems was significant.

In particular, according to experiments conducted in 2010, pre-irrigation soil moisture was irrigated at 60–70–60% relative to the LFMC, and in addition to the norms of mineral fertilizers N<sub>200</sub>P<sub>140</sub>K<sub>100</sub> kg/ha, 1,5–3,0–4,5 t. per hectare. In the variants with bentonite mud in the amount of 5,9–6,9–9,7 cm, the total number of stems is 49,0–96,6–104,7 m<sup>2</sup>/piece and the number of productive stems is 47,4–97,7–102,2 m<sup>2</sup>/piece, in addition to the norms of mineral fertilizers N<sub>150</sub>P<sub>105</sub>K<sub>75</sub> kg/ha, 1,5–3,0–4,5 t. per hectare. In the variants with the use of bentonite mud in the amount of 2,9–4,3–11,1 cm, the total number of stems is 81,6–99,4–108,3 m<sup>2</sup>/piece, the number of productive stems is 76,1–100,3–107, More than 6 m<sup>2</sup>/piece.

In the second irrigation regime, the above laws were observed, pre-irrigation soil moisture was irrigated at 70–80–70% relative to the LFMC, and in addition to the norms of mineral fertilizers N<sub>200</sub>P<sub>140</sub>K<sub>100</sub> kg/ha, 1,5–3,0–4,5 t per hectare. In 11–13–15 variants, where bentonite mud was applied in the amount of 91,1–93,5–95,7 cm by the end of the validity period. The total number of stems is 445,1–456,7–487,4 m<sup>2</sup>/grain, the number of productive stems is 404,0–416,7–446,5 m<sup>2</sup>/grain, and the height of the plant compared to the control is 3,9–6,3–8,5 cm. In addition to the norms of mineral fertilizers N<sub>150</sub>P<sub>105</sub>K<sub>75</sub> kg/ha, if the total number of stems is higher than 44,2–55,8–86,5 m<sup>2</sup>/piece, the number of productive stems is higher than 47,5–60,2–90,0 m<sup>2</sup>/piece. 1,5–3,0–4,5 t per hectare. By the end of the growing season, the plant height was 88,7–91,1–93,5 cm, the total number of stems was 437,3–455,7–487,2 m<sup>2</sup>/piece, and the number of productive stems was 397,1–415,5–444,5 m<sup>2</sup>/piece, compared to the control variant, the plant height is 5,8–8,2–10,6 cm, the total number of stems is 42,4–60,8–92,3 m<sup>2</sup>/piece, the number of productive stems is higher than 61,2–79,6–108,6 m<sup>2</sup>/piece.

**TABLE 3 HEIGHT OF AUTUMN WHEAT, TOTAL AND NUMBER OF PRODUCTIVE STALKS, 2010**

№	Variants	Height of plants, cm			Total number of stems, m <sup>2</sup> /piece	The number of productive stems, m <sup>2</sup> /piece
		1.04	1.05	1.06		
1	Without bentonite	37,7	82,0	82,8	379,1	332,8
2	Without bentonite	34,5	76,7	79,7	344,9	300,4
3	1500 kg/ha bentonite	38,5	85,6	88,7	428,1	380,2
4	1500 kg/ha bentonite	36,1	79,0	82,6	426,5	376,5
5	3000 kg/ha bentonite	38,7	86,8	89,7	475,7	430,5
6	3000 kg/ha bentonite	35,7	82,3	84,0	444,3	400,7
7	4500 kg/ha bentonite	39,0	91,5	92,5	483,8	435,0
8	4500 kg/ha bentonite	36,2	87,9	90,8	453,2	408,0
9	Without bentonite	39,4	87,1	87,2	400,9	356,5
10	Without bentonite	36,8	81,9	82,9	394,9	335,9
11	1500 kg/ha bentonite	39,9	88,3	91,1	445,1	404,0
12	1500 kg/ha bentonite	37,0	85,9	88,7	437,3	397,1
13	3000 kg/ha bentonite	40,0	90,1	93,5	456,7	416,7
14	3000 kg/ha bentonite	37,5	88,2	91,1	455,7	415,5
15	4500 kg/ha bentonite	40,5	94,8	95,7	487,4	446,5
16	4500 kg/ha bentonite	38,1	92,2	93,5	487,2	444,5

In our 2009 and 2011 studies, the same patterns were observed, with significant effects of bentonite sludge, mineral fertilizer rates, and irrigation regimens on the height of winter wheat and the number of total and productive stalks.

The spike length of the autumn wheat crop, the number of grains in the spike, the weight of the grain in one spike, and the grain weight of 1000 grains are important indicators of wheat yield.

In our experiment from 2008 to 2011, it was observed that the effect of bentonite mud and mineral fertilizers norms and irrigation regimes on the yield elements of winter wheat was specific.

In particular, based on the results of experiments in 2010, pre-irrigation soil moisture was irrigated at 60–70–60% relative to LFCM, mineral fertilizers were applied at the rate of N<sub>200</sub>P<sub>140</sub>K<sub>100</sub> kg/ha, in option 1 (control) the average spike length was 8,6 cm, the number of grains per grain is 38,1 grains, the weight of grain per grain is 1,43 g and the weight of 1000 grains is 37,6 g. 1,5–3,0–4,5 t. per hectare in addition to the norms of mineral fertilizers. In the 3–5–7 variants, where bentonite mud was used in the amount of 8,7–8,9–8,9 cm, the average spike length, respectively. The number of grains per grain is 38,2–38,3–39,1 grains, the weight of grain per grain is 1,48–1,48–1,53 g. and the weight of 1000 grains is 38,6–38,7–39,1 g. showed that.

In the control of variant 2, which was irrigated in this irrigation regime and applied norms of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha, the average grain length was 8,3 cm, the number of grains per grain was 38,0 and the weight of grain per grain was 1,39 g. and 1000 grains weighing 36,5 g. 1,5–3,0–4,5 t. per hectare in addition to the norms of these mineral fertilizers. In the case of bentonite mud (4–6–8 variants), the length of the spike is 8,5–8,7–8,8 cm, respectively. The number of grains per grain is 38,1–38,2–38,8 grains, the average grain weight is 1,43–1,45–1,48 g. and the weight of 1000 grains is 37,6–37,9–38,2 g. it was noted that.

**TABLE 4 EFFECT OF BENTONITE SLUDGE ON BIOMETRIC INDICATORS OF AUTUMN WHEAT, 2010**

№	Variants	The length of spike, cm	The number of crops on one spike, piece	The weight of crops on one spike, gr	The weight of 1000 pieces of crops, gr
1	Without bentonite	8,6	38,1	1,43	37,6
2	Without bentonite	8,3	38,0	1,39	36,5
3	1500 kg/ha bentonite	8,7	38,2	1,48	38,6
4	1500 kg/ha bentonite	8,5	38,1	1,43	37,6
5	3000 kg/ha bentonite	8,9	38,3	1,48	38,7
6	3000 kg/ha bentonite	8,7	38,2	1,45	37,9
7	4500 kg/ha bentonite	8,9	39,1	1,53	39,1
8	4500 kg/ha bentonite	8,8	38,8	1,48	38,2
9	Without bentonite	8,8	38,5	1,49	38,7
10	Without bentonite	8,5	38,1	1,41	37,0
11	1500 kg/ha bentonite	9,0	38,7	1,50	38,9
12	1500 kg/ha bentonite	8,9	38,5	1,47	38,1
13	3000 kg/ha bentonite	9,3	38,7	1,52	39,2
14	3000 kg/ha bentonite	9,2	38,5	1,50	39,0
15	4500 kg/ha bentonite	9,5	39,5	1,57	39,6
16	4500 kg/ha bentonite	9,2	39,3	1,54	39,2

In the second irrigation regime (70–80–70% of the LPMC), the same pattern was observed, a spike weighing 1,49 g. and 38,7 g per 1,000 grains. 1,5–3,0–4,5 t. per hectare in addition to the norm of these mineral fertilizers. In variants 11–13–15, where the amount of bentonite mud was used in the amount of 9,0–9,3–9,5 cm. The number of grains in one grain is 38,7–38,7–39,5 grains, the weight of one grain is 1,50–1,52–1,57 g. and 1000 grains weighing 38,9–39,2–39,6 g. These indicators are based on the fact that mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha used in the norm of control 10–variant, the average length of a spike is 8,5 cm. The number of grains in a grain is 38.1 grains, the weight of a grain is 1,41 g. ni, 1000 pieces of grain weight 37,0 g. 1,5–3,0–4,5 t per hectare in addition to the norm of these mineral fertilizers. In 12–14–16 variants, the length of one spike is 8,9–9,2–9,2 cm, the number of grains per spike is 38,5–38,5–39,3 the weight of one spike is 1,47–1,50–1,54 g. and the weight of 1000 grains was 38,1–39,0–39,2 g. It was noted that.

According to the data obtained, in addition to the norms of mineral fertilizers  $N_{200}P_{140}K_{100}$  and  $N_{150}P_{105}K_{75}$  kg/ha, 3,0–4,5 t. per hectare. It was observed that the application of bentonite mud,

the length of the grain, the number of grains per grain, the weight of the grain per grain and the weight of 1000 grains were significantly affected.

In the conditions of typical gray soils of Tashkent region, the requirements of winter wheat variety “Moskvich” for bentonite sludge, norms of mineral fertilizers and irrigation procedures were studied.

Accordingly, the pre-irrigation soil moisture was irrigated at 60–70–60% relative to the LFCM, and in the control variant of mineral fertilizers  $N_{200}P_{140}K_{100}$  kg/ha, the average grain yield was 46,4 ts/ha in three years, in addition to the norm of mineral fertilizers. 1,5–3,0–4,5 t. per hectare. The average yield of 53,3–55,2–56,5 ts/ha was obtained in three years, respectively, with the use of bentonite mud (3–5–7 variants), with an additional 6,9–8,8–10,1 ts/ha grain yield was obtained. Irrigated in this irrigation regime, it was observed that the control of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha yielded an average grain yield of 41,5 ts/ha in three years (43,7–40,2–40,5) from option, which is in line with the standards of these mineral fertilizers. in addition, 1,5–3,0–4,5 t per hectare. In the variants with the use of bentonite mud (4–6–8), the grain yield was 52,8–54,9–56,2 t/ha, respectively, and 11,3–13,4–14,7 t/ha more than the control. Was found to be a grain crop.

**TABLE 5 IRRIGATION REGIME, NORM OF MINERAL FERTILIZERS AND AUTUMN WHEAT GRAIN AND STRAW OF BENTONITE MUD EFFECT ON PRODUCTIVITY**

№	Grain yield, ts/ha				Straw yield, ts/ha			
	2009	2010	2011	Total	2009	2010	2011	Total
1	48,8	44,6	45,8	46,4	57,6	53,0	53,7	54,8
2	43,7	40,2	40,5	41,5	51,1	47,3	47,3	48,6
3	58,3	53,3	48,2	53,3	78,9	71,4	65,2	71,8
4	57,9	52,9	47,5	52,8	71,6	65,1	58,7	65,1
5	59,0	55,7	50,8	55,2	80,0	75,3	68,8	74,7
6	58,7	55,4	50,6	54,9	71,8	68,6	62,1	67,5
7	60,2	56,9	52,5	56,5	82,9	76,9	70,8	76,9
8	60,1	56,6	51,9	56,2	74,5	69,1	62,8	68,8
9	52,2	48,4	46,1	48,9	62,0	56,4	56,7	58,4
10	48,9	43,6	42,3	44,9	57,1	51,8	51,5	53,5
11	58,6	55,5	49,3	54,5	79,5	74,9	67,9	74,1
12	58,0	55,3	49,7	54,3	71,8	67,9	60,7	66,8
13	60,4	59,0	52,0	57,1	82,3	79,2	70,9	77,5
14	59,8	58,8	51,8	56,8	73,6	72,1	63,1	69,6
15	62,9	60,8	52,9	58,9	84,6	81,6	72,1	79,4
16	62,6	60,5	52,5	58,5	77,0	74,8	64,2	72,0

The second irrigation regime was carried out when the pre-irrigation soil moisture was 70–80–70% relative to the LFCM, and mineral fertilizers were applied at the rate of  $N_{200}P_{140}K_{100}$  kg/ha.

Control variant 9 yielded an average grain yield of 48.9 ts/ha in three years. In addition, 1,5–3,0–4,5 t. per hectare. When using bentonite mud, the grain yield was 54,5–57,1–58,9 ts/ha, respectively, and 5,6–8,2–10,0 ts/ha more than the control variant. In this irrigation procedure, the standard yield of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha was obtained from the control variant 10 with an average grain yield of 44,9 t/ha in three years, in addition to the norms of these mineral fertilizers 1,5-3,0-4,5 t/ha. 54,3–56,8–58,5 ts/ha of grain were harvested in three years from the 12–14–16 variants using bentonite mud in the amount of 9,4–11,9–13,6 ts/ha in addition to the control. Yield was obtained.

The data show that the effect of bentonite mud, mineral fertilizer standards and irrigation regimes on the grain yield of winter wheat was significant.

## CONCLUSIONS

1. In addition to the norms of mineral fertilizers, 3,0 t/ha of bentonite mud was applied under the plow. When irrigated in the order of 80-70%, it is possible to save 790 m<sup>3</sup>/ha of water.
2. When pre-irrigation soil moisture is irrigated in the order of 60–70–60 and 70–80–70% relative to the LFMC, in addition to the norms of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha, 3,0 t/ha of bentonite sludge is applied under the drive. actual seedling thickness up to 33–46 m<sup>2</sup>/piece, height up to 4,3–8,2 cm, total number of stems up to 608,0–994,0 thousand/ha, and the number of productive stems up to 0,796–1,003 million/ha observed.
3. When pre-irrigated soil moisture is 60–70–60 and 70–80–70% relative to the LFMC, in addition to the norms of mineral fertilizers  $N_{150}P_{105}K_{75}$  kg/ha when applying bentonite mud in the amount of 3,0 t/ha under the drive, an additional 11,9 Grain yield was 9–13.4 ts/ha, and the yield was high, ranging from 21.1–18.9%.

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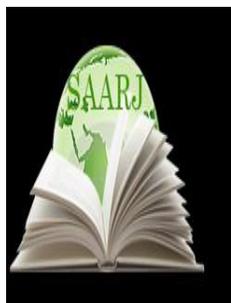
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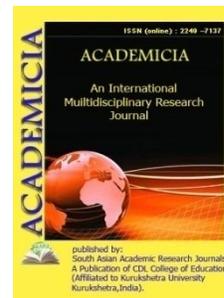
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## METHODOLOGICAL FEATURES OF THE STUDY OF LIGHT PHENOMENA IN GENERAL SECONDARY SCHOOL PHYSICS

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### ABSTRACT

*This article presents the results of studying the characteristics of the "Optics" department in general secondary schools, identifying the methodological features of its teaching, contributing to the most effective acquisition of the necessary knowledge and skills by pupils. The main content of the sections "Optics" and "Quantum Optics" in general secondary schools and the requirements for the level of preparation of pupils in these sections at the end of education are considered. Based on the analysis, the study of optical phenomena in the school physics course has a high ideological significance and contributes to the formation of the personality of the modern graduate of the school.*

**KEYWORDS:** *Physics, Basic School, High School, Light Phenomena, Geometric Optics, Wave Optics, Quantum Optics, Methods Of Teaching Physics*

### INTRODUCTION

Modernity is characterized by the rapid development of science and technology, the information of all spheres of human society. In such conditions, the task of developing pupils' creative, problematic thinking, which allows them to quickly and efficiently find solutions to the problems they have to face on a daily basis, is becoming increasingly important. The solution to this problem can be found, inter alia, in the process of teaching physics in basic and high school using a practice-oriented approach [1].

One of the most important topics studied in the school physics course is the topic "Optics". Indeed, the knowledge that pupils get acquainted with during the study of this section can be used by them in the future not only in professional education based on the study of natural

science disciplines, but also applied in everyday life and activities of every person, because it is optical phenomena that become the basis for cognition of the surrounding reality through visual perception. That is why we can say that the study of the section "Optics" in the school physics course not only contributes to the practical preparation of future graduates for further education and professional activity, but also deepens the sphere of their general culture, contributing to the formation of a physical picture of the world based on the study of optical phenomena which are closely related to the subjects of study of other branches of physics[2].

However, despite this, the content of this section, presented in the physics course at school, does not fully reflect the enormous importance of optics. Today, educational programs provide for the study of a fairly large amount of information on this topic, but the methodology of their presentation needs significant improvement. In particular, in the traditional methodology there are no topics that contribute to the formation of pupils' idea of light as a real object - a free electromagnetic field, and in modern scientific literature, methodological research in this area is not numerous and does not always reflect the change in social reality in which educational process and the formation of the student's personality takes place.

In accordance with the above, an important point is to identify the specifics of studying the topic "Optics" at school, to determine the methodological features of its teaching, contributing to the most effective assimilation of the necessary knowledge and skills by pupils. The object of the research is the process of studying physics at school, the subject is the study of the topic "Optics" in the school physics course.

Acquaintance with optical phenomena occurs in secondary school, when in grade 6 pupils begin to study the section "Light phenomena", in the process of mastering which they get basic ideas about the following basic concepts: light beam, visible radiation, light reflection, light refraction, flat mirror, lens, imaginary focus, focal length of the lens, optical power of the lens. In addition, in the course of studying this section, pupils master the skills to build images, form the ability to obtain various types of images: enlarged, reduced, inverted, direct, real, imaginary.

An important circumstance necessary for understanding the specifics of studying the topic "Light phenomena" in basic school is that the section "Optics" as such is studied in grade 11, while the initial information about optical phenomena is taken out of it and included in the physics program main school, which is due to the already discussed above high importance of light phenomena in everyday life and in professional activity. In addition, familiarization with the material in this section contributes to the development of cognitive activity and the cognitive interest of pupils in the further study of optical phenomena due to the simplicity of the laws of geometric optics, considered during the period of study in grades 6-9, as well as the variety of related phenomena of the surrounding reality and the possibility of visual experiments.

An important feature of the topic "Light phenomena" studied in the physics course of the basic school is the fact that the pupils, when mastering it, get acquainted only with the basic concepts from the field of geometric optics, on the basis of which they continue to study the formation of ideas about the nature of light, its speed, knowledge about the phenomena of decomposition of white light into a spectrum and other issues related to the study of optical phenomena.

In other words, during the period of study in grades 6-9, pupils get the opportunity to get acquainted with only two of the most important problems of the system of knowledge about light phenomena, namely, with the behavior of light at the border of two environments, as well as with

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the features of the propagation of light in a homogeneous environment[3]. Based on the content of the material studied in the basic school, the content of this section can be considered as uniting three main components: the straightness of the propagation of light, the laws of its reflection, and the phenomenon of light refraction. All the rest of the material with which pupils of the basic school get acquainted can be considered mainly as a consequence of the indicated elements of the content.

In addition, the study of light phenomena in basic school, as its feature, has the predominance of the use of qualitative methods of cognition over quantitative ones, which limits, in particular, the possibility of working on computational problems: pupils master the idea of only two quantitative dependencies - the law of light reflection and the connection between focal distance and power of the lens. In accordance with this, the work on qualitative tasks on the topic "Light phenomena" should involve the concentration of the teacher's increased attention on the formation of pupils' ability to independently explain the studied physical phenomena.

The presentation of the topic "Light phenomena" is carried out using the model "light beam" and is based on experiments. In connection with the above-mentioned features, the clarity of the presentation of the material acquires high importance in the study of light phenomena in basic school. In addition, an important aspect of the pupils' mastery of the topic we are considering is the fact that, despite the breadth of the use of the concept of "light ray" in the lessons in this section, at this stage of school education it is impossible to give a strict definition of it. However, despite the fact that the theoretical essence of this term will be studied only in grade 11, pupils should already have formed the idea that the specified phrase is, in essence, an abstraction and, using it, we are talking about converging or diverging light beams.

Thus, the study of the topic "Light phenomena" in the basic school has a number of peculiarities associated mainly with the impossibility of mechanical transfer to this topic of teaching methods for additional issues related to optics, studied in grade 11.

At the stage of obtaining secondary general education, the acquaintance of pupils with the section "Optics" continues at a deeper level, the possibility of achieving which is due both to the peculiarities of the cognitive development of the individual at this age stage, and to the presence of a more solid foundation of knowledge and ideas about the surrounding reality in general and physical phenomena in particular.

In accordance with the text of the secondary general education, the section "Optics" in the physics course includes the study of geometric optics, wave properties of light, as well as elements of quantum optics. To study the section "Optics" in accordance is given 14 hours (including, it is possible to carry out three laboratory works), the topic "Quantum optics" - 3 hours[4].

The mastery of the topic "Geometric optics" by pupils in physics lessons in grades - 11 as its basis has the knowledge acquired by them at the previous stage of education. In the course of studying this section in secondary school, there is an expansion and deepening of the knowledge that pupils already have about light phenomena, the nature and laws of propagation of a light beam. In addition, at this stage, the attention of those studying optical phenomena is focused on such aspects of this problematics that have not only practical, but also theoretical and methodological significance. As an illustration of this feature, the following example can be used: consideration of the behavior of rays in a trihedral prism allows pupils to conclude that in

this case there is multiple reflection and refraction of the ray at the interface between media of different optical density. However, this conclusion leads high school pupils to find a contradiction between the ideas they already have and the knowledge they acquire in secondary school. In other words, we are talking about the emergence of a "visible" violation of the laws of geometric optics. Overcoming such a contradiction is possible only through the pupils' analysis of the concepts of "symmetry" and "asymmetry", which allows them to discover that the laws of reflection and refraction of light can be considered as a consequence of the space-time symmetry of the laws of nature, and therefore their study is of great methodological importance.

As for the study of wave optics in the course of high school, it must be said that the greatest importance in its content is given to the study of the phenomenon of interference of light, built on the ideas of the phenomena of interference of mechanical and electromagnetic waves already existing among high school pupils. At the same time, the diffraction of light waves is studied in much less detail in the content of this section, since its main task is to prove precisely the wave properties of light. Nevertheless, pupils' understanding of light diffraction is also of great importance due to the need to demonstrate that geometric optics is the limiting case of wave optics.

The study of the phenomenon of polarization of light also acquires great importance in the study of wave optics in high school - its necessity is determined by the fact that the establishment of the transverse nature of light waves is one of the most important conditions for convincing proof of the electromagnetic nature of light. Knowing about the transverse nature of electromagnetic waves, in the process of studying the polarization of light, pupils answer the question about the study of wave optics in the physics course in high school allows one to explain from the wave standpoint the "laws of geometric optics; supplement them; indicate the boundaries that wave optics sets for geometric".

An important element of the content of the section "Optics" in secondary school also becomes familiarization of pupils with the elements of quantum optics, which occurs at the end of mastering the course of physics. In the course of studying this content element of the course, high school pupils for the first time encounter the phenomena of the dualism of the properties. This circumstance makes it necessary for the teacher to carry out the most careful selection of the content of the educational process, control over the course of its implementation, determine the practical tasks used (tasks, topics of laboratory work), and select didactic material. Of great importance in this respect is the possibility of using the ideas about optical phenomena already formed in pupils. As an illustration, the process of studying the rules of displacement during radioactive decay by high school pupils, as well as acquiring knowledge about nuclear reactions, the basis of which is the attraction of the knowledge they already have about the laws of conservation of mass and charge. To do this, it is advisable, even before turning to this topic, to repeat Newton's laws, Coulomb's law, the concept of centripetal acceleration, together with pupils, to recall the structure of the atom, studied in chemistry and physics lessons in basic school, with elementary particles that they have not previously studied.

Describing the peculiarities of studying quantum optics in high school, it is necessary to say that here pupils are faced with a contradiction, the essence of which is that many properties and regularities of the micro world they study do not correspond to the concepts of classical optics. In accordance with this, we can conclude that for the effective organization of education at this

stage, a high level of development of abstract thinking in eleventh graders is required. At the same time, it is inappropriate for the teacher to point out the paradoxical nature of the micro world - on the contrary, when revealing its originality, the teacher must draw the pupils' attention to the naturalness of the revealed differences.

The assimilation of quantum optics can be facilitated by the use of visual teaching aids (drawings, pictures, tables, graphs, posters, photographs, etc.) in physics lessons in a high school course, which can be used, albeit in a limited amount, when pupils master necessary teaching material.

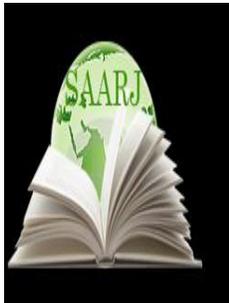
Thus, it should be borne in mind that the study of the basics of quantum optics at school is a complex methodological problem, the specificity of which is determined by the low visibility of the objects under study, the complexity of the mathematical apparatus, the unusual and "apparent" contradictions of the initial ideas and concepts of quantum optics. Therefore, in our opinion, one should start studying the material of this section in a school physics course with so As a result of studying the sections "Light phenomena" and "Optics", pupils should have the following knowledge and skills:

- after graduating from basic school - to understand the meaning of basic physical terms; to set up experiments on the study of light phenomena, while formulating the problem task of the experiment; analyze situations that arise in the course of practical activities, use in the course of their solution knowledge about the studied light phenomena;
- after graduating from high school - to distinguish between the main electromagnetic phenomena (rectilinear propagation of light, reflection and refraction of light, dispersion of light) and use the existing knowledge to explain the basic properties of such phenomena; use optical schemes for imaging; to analyze objects and phenomena of the surrounding reality, referring to the knowledge about optical phenomena and their laws; solve problems using these laws.

Thus, in the process of studying optics at school, a number of important problems of modern education are being solved. Mastering the content of this section contributes to the formation of a scientific worldview among pupils, expands the physical picture of the world, allows you to reveal the material unity of the world and the dialectical laws of its existence. The study of optics at school is of great importance for the formation of pupils' ideas about the role of experience in the process of cognition, the relationship between theory and practice, and the infinity of the cognition process. All this contributes to the formation of creative thinking in school graduates, the formation of their subjectivity, which, in turn, is a necessary condition for a successful life and work in the modern world.

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## IMPORTANCE OF TEACHING READING AS PRODUCTIVE SKILL IN HIGH SCHOOLS

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### ABSTRACT

*The article discusses the importance of teaching reading not only as receptive skill but productive one for high school students, and stages of the lesson for understanding the text they read. Reading is one of the most important skills that helps students to learn new materials not only at school but also in everyday life. Not just by reading and understanding the text, but by communicating it the student realizes the importance of this or that information.*

**KEYWORDS:** *Foreign Language, Reading, Reading Comprehension, Receptive, Productive, Semantic, Lesson Stages.*

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### INTRODUCTION

Reading should be built as a cognitive process, evoke mental activity among students, be accompanied by the solution of certain mental tasks requiring comprehension of the facts contained in the text, and their comparison and grouping. In teaching understanding of what is read, one should rely on the students' mastery of the structure of the language, which facilitates and accelerates the reading process, as it allows the reader to quickly and correctly divide the sentences of the text into syntagmas and establish semantic relations between the elements of the text. All this provides the ability to accurately understand the text.

Learning to read should include not only the receptive, but also the productive activities of students. Although reading refers to receptive types of speech activity, its course requires a number of productive operations, which are most clearly traced in internal pronunciation and in the operation of forecasting mechanisms. The functioning of reading as a speech activity requires automation of its implementation. An external manifestation of automation is the high reading speed and the ability of the reader to read at different speeds. All this requires special attention to

the development of reading speed. In this case, however, it should be borne in mind that its development is not an end in itself, but a way available to the teacher to control the formation of technical reading skills, the semantic processing of what is read.

**Stages of work on the text.** There are various points of view regarding which stages of work on the text should be included in the educational process, which are the most effective. Naturally, the selected types of work depend on the goals that we set before reading.

So, for example, V. M. Fadeev, based on the goal of teaching foreign languages in a modern school, distinguishes two stages in organizing home reading.[4]

The first stage is actually reading as a process of obtaining information from a text. This stage is required to work on any text. However, at this stage the work on most of the texts proposed by students for independent home reading should be completed.

The second stage is a conversation on home reading material. This stage of the work should be selective and apply only to some of the texts most suitable for speech practice or their fragments.

G. G. Skazkiv in the organization of verification of home reading distinguishes two stages.[5]

The first stage is the analysis of the lexical and grammatical difficulties of the text, the activation of new lexical material and the control of understanding the information embedded in the text.

The second stage is a creative discussion of the contents of the text.

Balakireva believes that the following sequence is needed to work with the book: Vocabulary work, Comprehension, Discussion, Writing.[2]

E. V. Bepalchikova, on the contrary, says that at the middle stage, home reading lessons no longer require direct work on language means and do not contain language and pre-speech exercises. Analytical conversation is built on the level of meaning.[3]

A.I. Panov also considers it inappropriate to apply forms and methods of work that turn the control of what is read into work on the development of oral speech or translation skills. [6]Therefore, he applies speech exercises only as a means to verify reading comprehension. The lesson includes three stages:

- 1) Control understanding of the general content;
- 2) Verification of understanding of certain essential details;
- 3) An assessment of the read material.

N. Ishchuk, offering home reading guidance for high school students, provides mainly what we call “pretext” exercises. Most of the tasks are focused specifically on working with words and grammatical constructions used in the text, which are aimed at developing oral speech skills. Thus, she puts reading as a means, and not the goal of learning.[1]

In a more traditional methodology, 3 stages of work on any text are usually distinguished: the pre-text stage (the stage of anticipation), the text stage, and the post-text stage (pre-while and post reading stages). Obviously, the post-text stage will be present when the text is considered not so much as a means of forming reading skills, but rather for developing productive skills in oral or written speech, but more simply, speaking and writing skills in a foreign language

In the pre-text period, reading rules are also mastered. Usually they apply to letter combinations, the mastery of which contributes to the anticipatory recognition of words. At the same time, the assimilation of the simplest symbolism necessary for the subsequent marking of texts (vertical lines for marking pauses, the sign of verbal and phrasal stress, the sign of increasing and decreasing tones, etc.) is necessary.

In the pre-text period, students learn to read not only words, but also phrases and simple sentences. In connection with the latter, it is necessary to learn some prohibitive rules, in particular: do not put emphasis on official words: articles and prepositions; do not pause between the article and the next word, between the preposition and the word related to it. The pre-text period lasts until students read individual elements of the text, that is, syllables, words, phrases and sentences that do not reflect the situation. With the advent of simple but coherent texts, a text period begins that extends to all stages of learning.

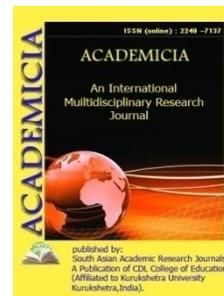
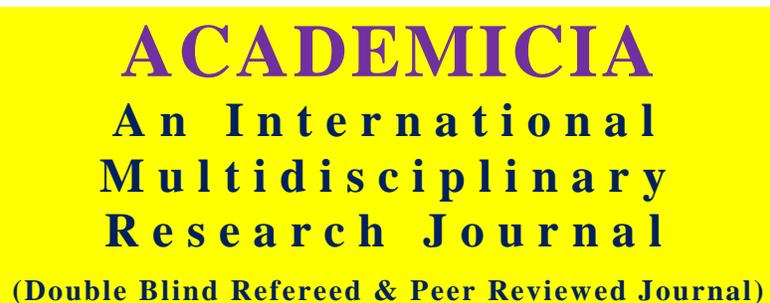
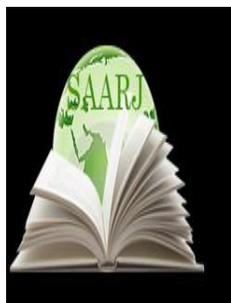
Since in this period the text acts as a semantic whole, it should be read in full or, if large, in semantic pieces.

## CONCLUSION

The task of this period is to bring students to the simultaneous perception and understanding of the text. Moreover, the development and improvement of perception is carried out in unity with the solution of semantic problems. For this, it is important to continue working on the following components of the content of learning to read aloud in parallel with stimulating and controlling understanding: grapheme-phonemic associations, verbal and phrasal stress, pause, and fluency in reading.

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## THE URBANONIMS' PECULIARITY IN URGANCH CITIES

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### ABSTRACT

*This article is named of peculiarity urbanonims' in urganch cites', the area is types of the separated urbanonims' and it's a forming of the motives they are belong to a group of the separate semantic, the Area describes mutual attitude urbanonims' and as question of transonimisation.*

**KEYWORDS:** *onomastika, urbanonim, oronim, fitonim, gidronim, antroponim, oykonim, mikrotoponim, nekronim, lingvistikomil, semantiktahlil, transonimizatsiyalashuv.*

### INTRODUCTION

Urbanonim means ( Latin word- "city", «urban», «municipal» ) It is renowned(1) every topographic founds are located (inside) area of the city, Urbanonims includes renowned like mahalla(neighborhood), guzar(area of the village), ko'cha(street); and *Al-khorasmy(street), Tinchlikmahallasi, "Avesto" Bog'i, Qozoqovul.*

In Urbanonims' language common changes, exchanges and to being uninterrupted that is why it differences from other toponymies, the characteristic is that, it is given some microvolumes but it is not ended just with divides and especially they are divides into some additional sizes, for example, *oykonim, urbanonim, nekronim, partonim, xrematonim, okeonominals*, are microsizes, E Begmatov emphasizes Urbanonims include and dividing the microsizes as *oycodomonims, godonim.*

*Oycodomonims* are especially renowned name, build, structure, architectural monuments and *godonims* are includes where in the city (alleys, local objects, streets, republic parks, coasts, and etc).

It shows to realize renowned name, it is monographic researching on Urbanonims' Urganch city's *Oycodomonims*. But alleys, local objects, streets, republic parks, coasts, neighbourhood,

yards, districts, markets are not research object in urganch city. It is known that, such kind of objects' name changes during passing time. This process is belong to peoples' centre of the social - political, economical – cultural, and also lifestyle. In social - political, economical – cultural changes show us name of streets' it is fact in society. Some streets' name were exchanged after independence, for example; *Зональная – Do'stlik, Базарная – Djizzakh*.

Exchanging reason is that Republic of Uzbekistan's low of nation language and it is iodine for our ideology, sometimes street names are changed by native people, to learn point of Urbanonims' linguistic is cultural property Urganch native peoples which has been living during thousand years, so it helps to keep for centuries in the future. Urbanonims had not researched as especially object in Uzbek linguistics and also urganch cities'.

We cannot say Urbanonims' accordingly for our national - our values and all people. Some names demand to change, so some orthographical mistakes damages for our mother tongue.

Sh. M. Mirziyoyev emphasizes such kind of thoughts «unfortunately, it has written a line, words for our ideology, foreign words, different signboards, on public places, on arches etc... it testifies to get worth literacy natives, damages our national- culture and it is disrespect for our language. It is a ethical criteria, indicative our countries level and patriotism, it is necessary no one, never forget about it. We think about future, the first of all our national, we must conserve like eyes-glass of our essence quality, customs, unique arts, literary, mother tongue».

It is the culmination question to gather Urbanonims and researching, to get systematization them, to named new historical objects,

It is necessary to named toponomic objects with new words, included words, scientific based on words it should be belong to legalize, and adapted to uzbek, choosing modern words and, supply with county wind.

The tendency gathered Urbanonims' names, the factors of changing reasons, to cultivate special semanticnames of motives in Urbanonims',it must investigate in into Urbanonim areal different typs of names about linguistic characterized.

There is peculiarity of the naming toponomic objects', the developing urbanonimic is the most important that in transition area. Transition significances to enrich lexical part of the urbanonimya, also important to copy names from first to second object. So during this process will be observed names are met again;

for example *khoraizim(street), urganch(street), ko'ynaqala(street), djaykhun(street), Yangiariq (neighbourhood), and Gurkan(avenue)*.

Urbanonims may change quickly than other types of toponims, it proves inurganch cities' Urbanonims' analysis too.

That is why it is necessary to note and researching historical- linguistic in soon times.

Urbanonims are considered main part in our language, them peculiarities are discovered by naming tendency, cymantic and functional peculiarity, etc

To learn this questions mark culmination point this theme for us.Lost years the brench of linguistic developed sa main part The component of uzbekonomisticIt is not sufficient discovered in urganch cities' toponimic materials.

Z. Do'simov, A. Otadjonova X. Egamov, M. tillayev, and U. Radjabov were busy with khorasim region's toponomic, and they noted in themselves' works and presentations hvesominformatins about urbanonims, sometimes episodic characters. Butthis thought can not bring most imagination about native city's feature's of urbanonims', urbanonims are not discovered as monographic work objects in our country's other regions.

To call geographic objects inurganch, it is organizedstrucure by government about to exchange alien names to national names. Groups have been working on native regions names' researching by in districts' governorinEvery single district. It has been discussing on gathering and researching on different aspects. There are lots of problem about it.Such kind of problem will be settled after has learnt urbanonims as linguistic,

Reason of works are done point on naming objects The emphasize is important that helps forrepublic commission to orderurbanonims'detached ideology,

Such kind of Researching works show this one, it is important point to discover for urbanonims' lessonic aspects in Uzbek language

Such kin of researching works show this ones they are important part for discover urbanonims' lessony in Uzbek language,

But urbanonims' are not researched till now in urganchcity's, their foundation of define to discover as monographic, it brings out important appropriately significance omonistic level of Uzbek language's

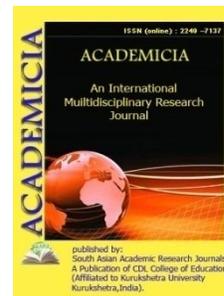
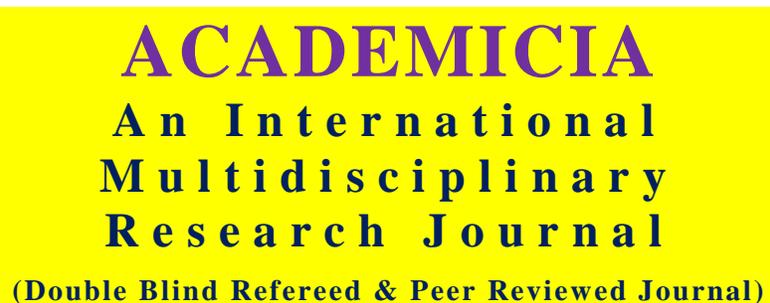
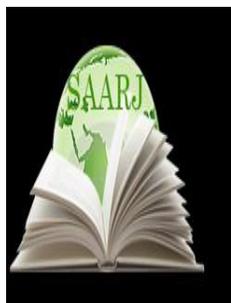
New appeared or renamed objects are to being named, it is like conclusion of high level remembrance to creaturbanonimsreflections native peoples' history, mentalities and hops and it produces recommendation and proposals.

Also now gathered and will be gather materials serves for region urbanonims'to be foundation of explanatory dictionary.

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**GLOBALIZATION EDUCATION IN UZBEKISTAN: PARTNERSHIP OF UZBEKISTAN AND INTERNATIONAL ORGANIZATION IN REFORMING THE EDUCATION SYSTEM IN THE COUNTRY**

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**ABSTRACT**

*This article is about the historical development of the education system in Uzbekistan during Soviet Union period till our days. Moreover, it discusses the hardships that Uzbek education faced during post-Soviet transformation. It also states the integral role of international organizations in the formation of Uzbek education model.*

**KEYWORDS:** *Globalization, Education System Of Uzbekistan, International Organization, Communistic Ideology, TVET, Radical Reforms, Soviet Union, Socialistic Republics, Centralized Education System, Vocational And Professional Colleges.*

Abbreviations

**ADB** Asian Development Bank  
**EU** European Union  
**NAP-EFA** National Action Plan on Education for All  
**NPPT** National Program for Personal Training  
**OSI** Open Society Institute  
**TVET** Technical and Vocational Education and Training  
**UK** United Kingdom  
**UNDP** United Nation Development Program  
**UNICEF** United Nations Children's Fund  
**UNESCO** United Nations Educational, Scientific and Cultural Organization

## INTRODUCTION

Uzbekistan is a double landlocked country in Central Asia bordering with Kazakhstan from the north, Kyrgyzstan from the northeast, Tajikistan from the southeast, with Afghanistan and Turkmenistan from the southwest. Uzbekistan got its independence in 1991 after the collapse of the Soviet-Union. Its population is diverse and over 33 million people. Uzbekistan is rich in mineral resources, its main economy depends on cultivating and exporting cotton abroad. Uzbekistan is considered one of the leading distributor of cotton in the world.

Before Russian colonization, the land of Central Asia split into Khokand, Bukhara, and Hivakhanates (empires). In 1917 Communist took power over the bourgeois capitalistic class and established the Soviet Union. Due to the National Territorial Delamination process, Central Asia was divided into ethnically-based republics. Accordingly, in 1924 Uzbekistan Socialistic Republic was established by the former Soviet Union. In 1991 Uzbekistan proclaimed its independence and sovereignty.

### *Education during the Soviet Union*

The history of Uzbekistan educational system divided into four periods: Soviet education (1923-1991), post-Soviet educational transformation (1991-1997), educational reforms (1997-2018), political transformation (2018-present).

The Soviet education system divided into nursery (3-7 years old), elementary (1-4 grades), and secondary schools (5-11 years). At that time it was compulsory for students to finish 1-9 grades then they may opt to continue further education in the secondary specialized institution such as *PTUs* ( or *technikums*(1.5-3 years). They had also a choice to finish 11 years in secondary school then pursue higher education (5 years). All educational schools were for free except nursery schools and kindergartens. Soviet Education was centralized and controlled from Moscow for all socialistic republics (Read, 1989). During socialism period Soviet Union education was portrayed as the best in the world, however, it was fully centralized, bureaucratic and hierarchically managed (Silova 2009a;Kobakhidze, 2018). Read (1989) described it as a social and educational levelled, stagnated and resistant to change the system. Marxist-Leninist communistic ideology was a core concept at that time and it significantly reflected on education.

The educational system of Uzbekistan almost resembled the Soviet Union system at the beginning of the post-Soviet transformation period. Uzbekistan inherited hierarchical central planning and inefficient resource allocation policy which brought many issues in budgeting not only education but also other sectors. In fact, during the transformation process, Uzbekistan experienced a catastrophic decline in economics. UNESCO/ADB (2001) data suggests that government spending on education decreased to 6.8 % but voluntarily contribution of parents increased to 55% (as cited in OSI, 2002). The country cannot afford much investment in education and attempted to decentralize it simply the transferring financial burden to local authorities, schools, and parents (OSI, 2002). Delays of teachers' salaries increased corruption in enrolling for higher education but for school teachers, private tutoring has become a means of earning (Khaydarov, 2018).Quality of education declined drastically. Moreover, equity and equality issues emerged. The country was unable to undertake fundamental reforms in the education system therefore, the government was open for a partnership to make radical changes. Despite all of this complexity, it was time to identify major problems and contradictions, analyse along with economic and political transformations (UNDP,2007-2008).

*Reforms during Post-Soviet transformation*

According to UNDP (2007-2008), 1997-2001 period was a time for framing national education policy in Uzbekistan. In 1997 the government adopted National Program for Personal Training (NPPT) and it was formulated into national law (UNESCO, 2011). NPPT stopped ad hoc reforms in education in the early post-Soviet period and provided with a coherent framework to undertake educational reforms (Ruziyev et al., 2018). In 1998, with the initiative of the first president of Uzbekistan a significant reform was executed in the sector. The secondary education was modified to be compulsory, Technical and Vocational Educational Training (TVET in the view of colleges) and special secondary education (in the view of lyceums) were introduced. From 2001 every student should enrol at colleges or lyceums on a full-time basis (3 years) after finishing 5 years in high-schools. The purpose of TVET was to raise teaching quality, to develop professional skills of youth, and create more opportunity to enter the labour market (UNDP, 2007-2008).

Also, there was a need to undertake reforms in higher education of Uzbekistan. The following important reforms were adopted to refine it: introducing of automated entrance examination; adopting of three stage higher education system comprised of bachelor, master and doctorate program; establishing partnership with foreign higher educational institutions; and switching from fully centralized funding of higher education into personal financing model (Ruziyev et al., 2018).

**INTERNATIONAL ORGANIZATIONS IN UZBEKISTAN AND THEIR ASSISTANCE**

The assistance of international organizations such as Asia Development Bank, World Bank, UNESCO/UNICEF, European Union, and others has become very much salient especially, in the first decade of the post-Soviet period. The intervention of these organizations solved many issues concerning not only financing education but also policy management in education. Open Society Institute (OSI) indicated that Uzbekistan government cannot achieve education reform goals without the right kind of international assistance or without an effective mobilization of local resources and stakeholders (2002). It was noted in the same report that following strategies were important to redesign educational policy: develop information system and independent policy analysis; promote quality in education; build social coalitions and institutional partnerships around education goals; invest physical and virtual infrastructure; establish policies for equity and access (OSI, 2002).

Next table shows the financial and management assistance of donor organizations in Uzbekistan

International organizations	Loans/ Programs/ Activities
Asia Development Bank (ADB)	37 500 000\$ (Investment Loan) Education sector development project (expected approval in 2002)
	70 000 000\$ (Policy & Project Loan) Education Sector Development Program (2002)
	57 000 000\$ (Loan) Senior Secondary Education Project (2000-2004)
	40 000 000\$ Basic Education Textbook Development Project (1998-2003)
	900 000\$ Monitoring and Evaluation of Education Reform

	(1998-2000) 500 000\$ Capacity Building in Education Finance (1999) 350 000\$ Basic Education Staff Development / Teacher Education Reform (1999) 8000000\$ Technical Assistance
World Bank	Basic education loans to support preschools and primary schools: 15.0 million\$ (i) Basic Education Project, the first phase (2006) 28.0 million \$ (ii) the second phase (2009)
European Union	1 660 000\$ Restructuring of the Education System (1998-2000) 950 000\$ Assistance for the Reform of Vocational Education (1999-2001)
Germany Deutsche Gesellschaft für Technische Zusammenarbeit (DGTZ) Kreditanstalt für Wiederaufbau (KfW)	7000000 \$ Support for the Development of Vocational Education and Training (1999-2001) 10710000\$ Assistance to Primary Professional Education (1997-1998)
UNESCO	150 000\$ Education Program (2000-2001) Education Management Information System (2004–2006).
Soros Foundation	1 090 000\$ Education Programs of OSIAF-Uzbekistan (2002) English Language Program; Secondary Education Program; Youth Program; Scholarship Program
UNICEF	296 000 (RR) 788 000 (OR) Early Childhood Growth and Development Program (2000-2004) 2 626 000 (RR) 3 250 000 (OR) Child-Enrichment Program (2000-2004) 1 600 000 (RR) 3 750 000 (OR) Young People's Well-being Program (2000-2004)
Save the Children	1 000 000 (UK Pounds)
Japan Bank for International Cooperation (JBIC)	60 000 000\$ (Soft Loan) Vocational Education Development (announced in 2001 for 10 years)
United States Agency for International Development (USAID)	Basic Education Sector Strengthening Program (2003–2005).
Government of PRC	Provision of information and communication technology in basic education (2004).
Islamic Development Bank (IsDB)	10.3 million \$ loan on construction and equipping of secondary schools (2007–2008).
British Council	Development of English textbooks and teacher training (2006–2010).

Source: OSI (2002); ABD (2010)

From the table above it is apparent that support of international organizations was fundamental for Uzbekistan to develop its own strategy in education. Particularly, the partnership of ABD brought substantial changes in education. The total value of ADB loans to Uzbekistan was \$1.29 billion during 1996-2009, of which \$290.5 million (22.5%) were loans to the education sector (ABD, 2010). ABD and Uzbekistan partnership was based on improving quality of education, raising system efficiency, and strengthening national capacities to manage sector reforms. ABD loans came from ordinary capital resources (72.5%) and Asia Development Fund (27.5%) which included textbooks loans and rural school loans (ADB, 2010). In post-Soviet period the shortage of textbooks was already visible in Uzbekistan due to curriculum change. Besides, the shift from Cyrillic to Latin alphabet in 1996 increased critical situation in the country. Significant resource investment was required to publish new books in Latin and train teachers to a new alphabet. Therefore, ABD financed two projects: Education Textbook Development Project in 1998-2003 and Basic Education Staff Development /Teacher Education Reform in 1999, which were substantial at that time. ADB has become the leading development partner in the education sector and its assistance was assessed meaningful and successful in the report of Country Evaluation Study of Uzbekistan (ABD, 2010).

### **SUCCESSFUL ONGOING REFORMS**

Adoption of NPPT was a trigger for implementing a series of reforms in the education system of Uzbekistan. Accordingly, in 2000 National Action Plan on Education for All (NAP-EFA) project was elaborated with recommendations of UNESCO consultants (The Ministry of Public Education and the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan/UNESCO, 2002). The project put goals to improve quality of education by 2015; to make accessible education for all children with different SES and gender disparity; to create equal access to adult and women to all levels of education. By the end of 2015, the project achieved tangible outcomes in female enrolment for education where it reached 98.6% in primary and 91% in secondary education in 2015 (UNESCO statistics, 2017). Literacy rate increased to 1.6% from 2000 and reached 99.9% of the population (UNESCO, 2015). Albeit, the given data is not impressive, it is necessary to note that the population illiterately rate diminished and became insignificant. However, the enrolment rate for tertiary education declined when it was 13% in 2000 and dropped to 8.1% in 2015 (World Bank, 1986-2017). Besides, gender disparity became more visible in enrolment for tertiary education by dropping down from 8.13% in 2003 to 6.3% in 2015. The most plausible justification for this phenomenon could be the expansion of secondary education, particularly TVET, because students practice specialization and get diploma. The financial position of most Uzbek families is not stable. Therefore, many young people want to help financially to their parents and enter the labour market once completing secondary schools. Moreover, people's stereotypes also play a great role in decision making on the further educational development of girls. Parents give priority to investing boys' education as they consider the future of girls will be connected with motherhood at home and they will financially be depended on their husbands.

Uzbekistan and the European Union (EU) partnership was launched to reform Uzbekistan education system and adapt it to the standards of the globalized world. Radical reforms have been accomplished in higher education with the assistance of the EU. Uzbekistan was involved in EU education assistance programs such as Tempus, Erasmus Mundus, The EU-Central Asia Education Platform, and The Central Asia Research and Education Network (CAREN). With the

assistance of these programs cooperation between local and foreign universities was established; students and teachers staff mobility was promoted by educational training programs and individual scholarships; access to globalized distance learning programs was enhanced. Furthermore, the connection of Central Asian students and researches was strengthened in the field of telemedicine, disaster risk management, water resources management, and geo-hazard potential of retreating glaciers (Peyrouse, 2018).

Until 1997 tertiary education comprised 5 years of study but due to reforms, it was redesigned to be two-tire, consisting of bachelor (4 years) and muster (2 years) courses. The number of higher institutions increased from 43 in 1989 to 78 in 2015 and relatively the number of full-time students increased from 180000 to 250000 (Ruziyev et al., 2018). Leading foreign universities such as Westminster University (UK), Inha University (Korea), Turin Polytechnic University, Lomonosov Moscow State University (Russia), and Management Development Institute of Singapore opened their branches in capital city Tashkent. Currently, each region has its own university and specialized institutes preparing professionals to meet the challenges of regional development.

In early 1990, evening and correspondence courses were phased out to make higher education effective and responding to the international standards (Ruziyev et al., 2018). Reforms also affected the organizational structure of higher education. Now it is classified into institutes, comprehensive universities, specialized universities, academies, regional branches of specialized higher educational institutions and branches of foreign universities.

One more significant reform was an introduction of automated exam system for tertiary education in 1994. Due to this reform students of different level gained equal opportunity to enrol for the tertiary institution and continue higher education. During the Soviet Union the admission for higher education based on oral and written examination which was corrupted and far from fairness (Roziyev et al., 2018). Students from lower-income families could not enrol in higher institutions. Usually, high-income families were able to buy places for their children. However, this corrupted system was banned and replaced by automated and transparent exam.

### **REFORMS WITH LESS SUCCESSFUL OUTCOMES**

It is salient to note that not all the post-Soviet reforms in Uzbekistan turned to be successful. For example, financial decentralization of higher education and making it on payment basis aroused inequality among people. 69% of enrolled students pay tuition fee for studies at bachelor level and 75% for muster level. Therefore, 59% of university students belong to well-off families (Peyrouse, 2018). The social economic position of Uzbek household cannot afford the university tuition fees. There are some students cannot even afford to pay house rent or everyday transport to the university.

Another less successful reform was transforming secondary schools into compulsory education. In 1999 4+7 (primary school education+ high school education) system was changed into 4+5+3 (primary school education+ high school education + secondary professional education) system. Introducing TVET seemed would stop problems with unemployment. It was aimed to form a new generation with a new professional culture responding to the labour market needs (Education Sector Plan for 2013-2017, 2013). Finishing colleges students get diploma confirming of special professional education in specific areas. School should play an important role in providing students with jobs, therefore, school and organization partnership should be

ongoing process. However, this reform did not approve its expectations in Uzbekistan. It brought a bunch of issues such as:

- An additional year of compulsory education increased students' absenteeism and drop-out rate.
- Secondary, higher education and TVETs did not meet labour market needs, the number of unemployed and immigrating youth increased
- Weak partnership with private sector/industry, poor facilities and learning resources, and corruption emerged
- Quality of education significantly declined
- Gender disparity expanded in tertiary education

Considerable amount (31.6% of total expenditure in education) of resources was annually spent to refine secondary education in Uzbekistan (UNESCO, 2007). However, it did not help to achieve envisioned objectives. Many secondary schools, especially in rural areas, lacked equipped classrooms and fully qualified teachers (UNESCO, 2011) Daily report of colleges about students' attendance was lower than the real numbers. The situation in rural schools took catastrophic turn and attendance dropped dramatically that schools could not manage the situation. What was the reason for the failure of implementing TVET as compulsory education? No empirical investigation has been done on this issue. As a matter of fact, the investment of Uzbekistan government and international organizations was sufficient to develop this sector. The rationale of these outcomes could be one more extra year of compulsory education is not favoured by the majority of low-income Uzbek families. Also, poor equipped colleges, training facilities and unqualified specialists to prepare students for the future job increased discontentment of population. Reforming secondary education into compulsory education maybe successfully accomplished in other countries but there is no established blueprint that can be applied generally to all countries (Riddell & Nino-Zarazua, 2016). It seems the country was not ready for reforms in secondary education and it became a burden to the populace.

The arrival of the next president Shavkat Mirziyoyev in 2016, brought about new reforms in the education sector. Ministry of Preschool Education was established in 2017 to increase enrolment of children into preschool education. Secondary specialized schools and TVETs redesigned to be elective and compulsory education decreased from 12 years to 11. However, secondary education was not banned but took a new vision to serve to the public. TVETs modified to be on a fee basis and shortened for 1,5/ 2 years. Students after finishing high-school have the choice to enter tertiary or secondary education. As a usual who fails exams for tertiary education apply for TVET. Currently, Uzbekistan continues to develop TVET policy and puts new goals to achieve.

## CONCLUSION

After becoming an independent country in 1991, Uzbekistan chose its own path to the development. From the analysis of the economic situation in 1990-1996 government practised recession in financing all sectors including education. This brought a decline of adequately educated youth and fully qualified specialist in the country. At this stage, financial and practical assistance of international organizations was very substantial to develop a system. International organizations such as UNESCO, ABD, UNICEF, World Bank and others have done a great deal of work to improve effectiveness the education in Uzbekistan and assisted practically to make it more accessible to all level of population. Implementation of NAP-EFA project in Uzbekistan

enhanced education system made it more accessible to all level of population. The partnership of Uzbekistan and world organization brought a new turn in the education system of the country. Particularly, a considerable investment of ABD raised quality standards of education in Uzbekistan. As the newly independent country, Uzbekistan was at the stage of the great economic recession, and all sectors required radical reforms but lack of resources limited government opportunity. External intervention and assistance saved the country from greater loses. However, not all of the executed reforms were successful in implementation. If a strategy was successful in one country it may not give the same results in another one. Therefore, blindly following reforms which are offered by international organizations may bring unexpected outcomes. In reform implementation, all aspects should be considered such as the economic situation of people and their financial opportunity. As long as all reforms should serve the wellbeing of the people.

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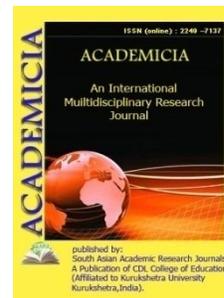
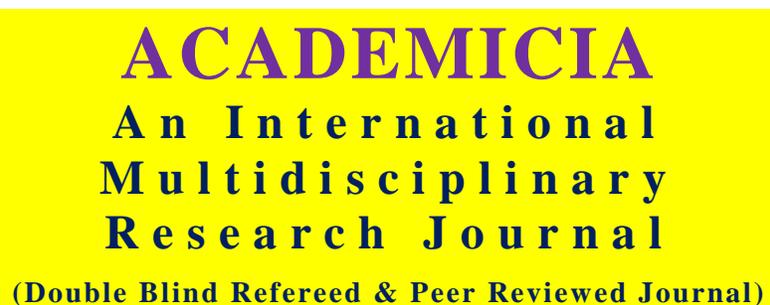
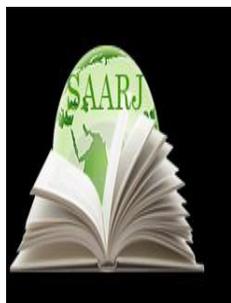
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## THE EXPERIMENTAL WORK RESULTS ANALYSIS ON FORMING PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS IN THE DESIGN AND CONTEXTED TRAINING CONDITIONS

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### ABSTRACT

*The article presents the experimental work results aimed at professional competencies formation of bachelors of pedagogical education in the project-contextual learning context. The material is revealed that reflects the experimental verification course of the conceptual model, the professional competence formation and proves that the proposed system contributes to an increase in students training level according to all professional competence formation criteria of future teachers.*

**KEYWORDS:** *Competence-Based Approach, Professional Competence, Experimental Work, Teacher-Educator, Professional Competence Components, Interdisciplinary Approach*

### INTRODUCTION

In Uzbekistan, the pedagogical personnel training issue in accordance with international requirements on the advanced pedagogical technologies base is acquiring particular relevance. In the education modernization context, giving priority to the principle "from theory to practice" requires future teachers to master the creative activity skill [1:70]. The demand for active and proactive specialists with research competencies and research and innovation specific knowledge is constantly growing all over the world.

**The study purpose** consists of scientific substantiation and experimental verification effectiveness of the important competencies formation of future teachers at vocational education in the project-contextual technology context, identifying their pedagogical ways improvement.

Experimental work was carried out at Karakalpak state university, Urgench state university, Tashkent state pedagogical university, at the professional education faculties.

The experimental work was aimed primarily at checking the research activities state at the university and predicting the students' activities, for further training and their promotion in research activities. Also, the teachers and students joint innovative activity not only contributes to the students' creative abilities development, but also makes them in-demand specialists in the labor market.

Serious attention was paid to a future faculty teachers group. At the analyzing stage the technology developed implementation by us for the professional competencies formation in the context-project training context through the future teacher preparation for project activities. For this purpose, we have established the future teachers' readiness initial level for project activities. To identify the future teachers' initial characteristics, we developed a comprehensive diagnostics consisting of observations map and a questionnaire, in which was made an assessment and self-assessment of readiness for project activities.

The experimental work on the research topic is organized as follows: sociological surveys were conducted with respondents; a questionnaire to assess the theoretical knowledge level of the secondary schools teaching staff in the innovation field.

#### Work tasks and research methods at the first motivational stage of the formative experiment

Stages	Stage objectives	Research objectives		Research methods	
		Diagnostics	Transformations	Diagnostics	Transformations
Motivational	1. To include students in educational and cognitive activities, a guide to reflection, search for solutions to pedagogical problems.	1. The motivational level determination and readiness reflexive components for project activities.	1. Motivation formation as a direction for design; reflection skills in lectures and seminars.	1. Observation, questioning, conversation, testing, micro-research results analysis.	1. Designing learning situations that require assessment and self-assessment.
	2. Offer the future teacher information about pedagogical projects.	2. The nature study and the answers completeness of future teachers to the active cognition	2. Knowledge formation about the features essence of the pedagogical project in lectures and seminars.	2. Observation, questioning, analysis of judgments.	2. Cognitive construction situations.

3. To include future teachers in the mastering activity skills of pedagogical design.	3. The proficiency level in study in pedagogical project skills.	3. Skills formation in pedagogical situations, detection and problems formulation analysis.	3. Design assignments, observation, and conversation analysis.	3. Constructing design situations.
4. To create conditions for the creative orientation of pedagogical activity formation	4. The mastering level determination of creative thinking techniques	4. The creative formation of pedagogical activity orientation.	4. The individual creative tasks performance, observation, conversation analysis.	4. Constructing creative situations.

In the experimental work course, simultaneously all components readiness formation for project activities was projected, while some of them had a priority value at each preparation stage, having the potential to implement the tasks. [5] We took into account the fact that traditional lecturing will not give the expected result, and therefore all classes were conducted in accordance with A.A. Verbitsky's contextual learning technology described by us in paragraph 3.1. [3:207]. Therefore, the lecture topic was formed as a problem that needed to be solved. (Appendix), for example, when studying the topic "Pedagogical activity, its characteristic features and characteristics", the teacher actualizes the problem "What roles should a teacher play today in a professional college in order to help streamline the project environment?" This problem was solved in communication - dialogue when discussing such issues: pedagogical activity as an educational service, expanding the educational services range.

The need to include knowledge about pedagogical innovations in educational and cognitive activities (the second task) was determined by a number of considerations. Firstly, the diagnostic stage data recorded their insufficiency in future first-year teachers; secondly, the need for this knowledge arose among the future teachers of the experimental groups already at the initial experiment stage; thirdly, we believed that in the preparing process future teachers for project activities, knowledge about the essence and pedagogical design specifics, its foundations, should contribute to the motives awareness that determine the need to change, transform oneself and one's activity. [2: 103].

The third task implementation of the stage was facilitated by a problematic, contextual-technological approach to the knowledge organization. Interaction in this kind of situation included the acts exchange of the type: the teacher begins the pedagogical situation analysis - future teachers continue and finish it. When organizing and conducting experimental work, the principles reflecting the main research activity elements were taken into account [4].

The experimental work logic required to pay special attention to the creative direction formation of future teachers' activity of vocational education. The didactic search for the content and project orientation methods led us to the need to discover the project activity skills and the

choice methods for their formation. To master this skills group, we used the creative learning situations construction. The mastering process the project activities experience was carried out in sequence.

### The professional competence forming process in the project-context technology context

Design activities elements	Designing educational situations
Pedagogical situations and decision-making analysis - characterization and the situation assessment, weighing and making final decisions, choosing one from several decisions.	The situation can be analyzed in the discussion course organized by the teacher. The purpose of such discussion and debate is to identify their personal attitude to this problem and to determine possible ways to solve it, based on the pedagogical situation.
Forecasting - predicting possible events, or referring to the past, makes assumptions about events that might take place.	Work on situations: future teachers of vocational education need to express hypothetical certain events consequences, both in education and in the social sphere.
Micro-design - selection means for the idea, possible difficulties characterization implementation.	Educational texts fragments are distributed to prospective teachers and are invited to underline words in them that may not be understood by vocational education students.

At this stage, a creative search was organized on the detection, formulation, problem solving basis during the discussion and didactic games.

### Criteria and professional competencies formation levels of future teachers in the project-contextual learning context

Criteria	Readiness levels		
	1. Formed	2. Partially formed	3. Not formed
Motivational	A pronounced interest in pedagogical projects, understanding of the need for new introductions; striving to take an active position.	Understands the need, situation ally takes an interest in pedagogical projects, situation ally takes an active position.	Understands the need, but has no interest in them, takes a passive position.
	1. Complete	2. Incomplete	3. Superficial
I chnologica cognitive	Operates systematically with knowledge about pedagogical projects and their types.	Fragmentary knowledge about the essence of the types of pedagogical projects.	Fragmented, partial knowledge of pedagogical projects.
	1. Master	2. Does not fully master	3. Doesn't master

	Fully possesses the ability to detect the formulation of pedagogical problems, to search the literature.	Possesses individual design skills: formulates a problem only with the help of a teacher.	Doesn't know how to detect problems, finds it difficult to formulate them.
<b>IV Reflective</b>	1. Master	2. Does not fully master	3. Doesn't master
	Possesses the skills of analysis and self-analysis of his own activity (adequate self-esteem).	Does not always analyze and self-analyze his own activities.	Does not possess reflexive skills, self-esteem is not always adequate.

After the end of this procedure, a discussion of the course of the game, the correspondence of solutions to the "portraits" of a modern teacher, the semantic load of certain issues takes place. Evaluation of the effectiveness of the technology of formation of readiness at this stage was carried out according to the results of the questionnaire, the implementation of diagnostic tasks, when analyzing the solution of educational situations by future teachers.

#### Knowledge levels

Knowledge level	Number of correct answers
Low	1-10 (ниже 54%)
Average	11-14 (55-70%)
Above the average	15-17 (71-85%)
High	18-20 (86-100%)

In order to determine the students knowledge level at the cognitive stage was chosen the "Professional pedagogy" course. We propose to organize the educational process taking into account the characteristics identified in the experimental group of future teachers.

Based on the initial situation analysis, work tasks and diagnostics and transformation methods were formulated at the second cognitive study stage. To accomplish the first task, we have developed two lectures:

№1. Basic concepts of pedagogical design

№2. Pedagogical design as a technology for the pedagogical projects development and implementation. Both of these lectures were delivered by us after the majority participation (42 people) of future teachers of the 2nd year of the Professional education faculty in the city scientific and practical conference "The pedagogical innovations effectiveness in the school educational process."

The second lecture "Pedagogical design as a technology for the pedagogical projects development and implementation" was supposed to consider the following issues:

1. The structure of the teacher's project activities.
2. Pedagogical design and its relationship with pedagogical tasks in education.
3. Designing solutions to pedagogical problems. Pedagogical project as a substantiation of the desired state of the object, its structure, result.

Continuing preparation for project activities at this stage, we considered it necessary when studying the topic "Pedagogical research methods", along with traditional questions, to consider the following:

1. The pedagogical diagnostics essence, its importance in the educational process.

2. Pedagogical diagnostics methods, diagnostic technique.

As a learning task, future teachers were asked to develop a diagnostic program that can be used to develop specific pedagogical projects. To complete this task, the future teacher had to choose a problem that he considers important for solving in pedagogical design on the basis of his learning experience.

When evaluating the results during and after the completion of the discipline, we noted an increase in the confidence of future teachers in: motives that encourage them to be interested in pedagogical projects, to master them; in self-esteem and introspection. Along with this, developing the project, future teachers not only relied on the knowledge and skills gained in this course, but also used the opportunity to show their subjectivity, self-realization; 204 students developed projects as their own, original solutions to pedagogical problems. Creating the conditions for mastering the experience of creative activity at this stage, we identified the need to develop educational situations of a creative type, involving the solution of problems-problems that require resourcefulness, quick orientation, and the ability to choose a non-standard solution. For this purpose, a number of pedagogical problems were selected, for the solution of which we used the so-called "case method" (situations).

Thus, the project-context technology implemented in the dissertation, which integrates context and project technologies, proceeding from the characteristics of each period of student education in higher educational institutions in the study of pedagogical disciplines, confirms the effectiveness and purposefulness of the model of the formation of the professional competence of the future teacher of professional education in the context of the project-context technology, which determines the acceptability and significance of this model for teacher education.

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